

**Women's Voices:
Early Years at the
University of Michigan**



**edited by
Doris E. Attaway
and
Marjorie Rabe Barritt**

UNIVERSITY OF MICHIGAN

ALUMNAE COUNCIL

ANN ARBOR, MICHIGAN

To the Alumnae:

We are making a special effort at the University of Michigan this fall to complete the record of our women graduates and former students in order to discover the extent of their influence and service. We want to find out the number of teachers, college officials, home makers, authors, artists, business women and women in other pursuits who received all or part of their higher education at the University of Michigan.

Will you, therefore, be good enough to answer and return the following questions, which will take only a few minutes of your time and yet will give us just the information we shall need? When this material has been collected it is to be tabulated and incorporated into a report similar to the reports prepared by other leading universities. A copy of the University of Michigan record, as compiled from this material, will be sent to you as soon as it is printed.

Probably few alumnae have had such a wide personal experience as would enable them to give concrete answers to all of the questions here included; but even should you consider your life lacking in aspects of special interest, rest assured that we are as anxious to have the blank filled out by you as by anyone else.

We enclose a stamped, return envelope and shall greatly appreciate your answering these questions at once. This information will be of particular value to us if you can send it to us by return mail.

Sincerely Yours,

JEAN HAMILTON, Dean.

Name in full (Mrs. Frank R.) Elizabeth Rebecca Clark Payne

Maiden name Elizabeth Rebecca Clark

Address (Business) _____

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Place of birth Marion, Wayne County, New York

Race White

Single or married Married

Present occupation Housekeeping House-head of a small
League house for University women

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edited by
Doris E. Attaway
and
Marjorie Rabe Barritt



Campus walk, 1911-1912³

Bentley Historical Library
The University of Michigan

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On the inside covers: *Elizabeth Clark (Payne) 1924 Survey*²

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DEDICATION

Lilian Johnson wrote (at age 90) to the editor of *The Michigan Alumnus* in July 1954:

I love the memory of my days in Ann
Arbor, and my connection with
Collegiate Sorosis, and that Ethel
Fountain Hussey came to me to help
organize the Women's League.
But who is there now who remembers me?

This bulletin is dedicated to the memory, not only of the alumnae who appear in these pages, but also of those who could not be included; to all the pioneer women of the University of Michigan.



View of campus, 1907⁴

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FOREWORD

Given that the University of Michigan has, for most of its history, been a large and increasingly bureaucratic organization, a good portion of its archives consist of administrative records of one kind or another. These are informative on many dimensions of university life. However, rarely in those documents do we hear what is often of most interest, the voices of those who experienced the teaching and learning that is so fundamental to what a university is about. We are fortunate that within the university's archives is a collection of survey responses completed by the first cadre of women students to attend the University of Michigan. The pages of these questionnaires record the voices of over 3,000 women who were among the first in the nation to experience higher education in a coeducational environment.

This bulletin grew out of work done by Doris Attaway, a volunteer at the Bentley Library. She constructed a database of the information contained in the 3,000 questionnaires, which make up the 1924 Alumnae Survey. Presented here is only a small sample of the wide range of experiences and reflections recorded by a generation of UM alumnae who chose to respond to the survey.

Many members of the Bentley Historical Library staff provided support for both the database and bulletin projects. Marjorie Barritt worked with Doris at every stage of this endeavor. Gregory Kinney supplied the computer expertise in the development of the database. Ann Flowers reviewed the physical state of the survey responses and made suggestions for their preservation. Kathy Steiner was helpful in identifying images, especially hard-to-find images; she also was instrumental in preparing images for publication. Karen Jania provided sources of information that supplemented the surveys and was an unfailing supporter of both the database and bulletin projects. Nancy Bartlett provided not only the original idea for the database project

but continued to provide enthusiastic administrative support for the bulletin through the many months of its creation. William K. Wallach assisted with the final editing.

We are particularly pleased that the appearance of this bulletin coincides with the re-dedication of Lane Hall at the University of Michigan, which will serve as a structure to house the Institute for Research on Women and Gender and the Program in Women's Studies.

Francis X. Blouin, Jr.
Director

INTRODUCTION

The 1924 Alumnae Survey

In 1924, the Alumnae Council of the Alumni Association of the University of Michigan mailed a survey to the approximately 10,250 women who had attended the University from the year 1870, when women were first admitted, to 1924. The survey was part of an ongoing campaign, begun in 1921, to raise \$750,000 for the construction of the Women's Building and \$250,000 for an endowment for the building. The council intended the Women's Building — later renamed the Michigan League — to be the center of activities for undergraduate women and for alumnae and their guests, thus serving the same purpose as the Michigan Union served for men.

The surveys were not an attempt to solicit donations as a comprehensive donor project was already underway. Rather, the survey was intended to gain a broader understanding of the accomplishments of the alumnae and the women students still on campus. Through the survey, the Alumnae Council also hoped to encourage more interest in alumnae activities. The council used the information from the survey to write a brochure, "For Michigan Women Everywhere," which became a major publicity piece for the Women's Building campaign.

There must be for the women, as for the men, an attractive center for their activities, with plenty of room for every woman in the University and all reasonable comforts and conveniences of a club. Here will develop freely and naturally the Michigan spirit, as it never can in the countless separate groups on the campus. Here their affections will always turn; here the alumnae can always come home.

And when they go out into the world again, the fame of Michigan, the story of the absorbing, united life of women there, will go with them.¹

The Surveys

The council mailed the survey to the more than 3,000 women students in attendance in 1924 and to over 7,000 Michigan alumnae. Jean Hamilton, the third Dean of Women, assumed the directorship of the Women's Building. Her cover letter on the first page of the questionnaire began:

To the Alumnae:

We are making a special effort at the University of Michigan this fall to complete the record of our women graduates and former students in order to discover the extent of their influence and service. We want to find out the number of teachers, college officials, home makers, authors, artists, business women and women in other pursuits who received all or part of their higher education at the University of Michigan.²

The personal information requested on the survey included: past and present occupations, public offices and leadership positions held, outstanding achievements, degrees conferred by and attendance at other colleges, war record, and family members who had attended the University. In open-ended questions the respondent was asked to list ten outstanding alumnae, to describe the influence the University had upon her life, and to provide memories of her college days.

¹ "For Michigan Women Everywhere" (Detroit: University of Michigan Women's League Building and Endowment Fund, undated).

² 1924 Alumnae Survey, Alumni Association, boxes 109 and 110, Bentley Historical Library, University of Michigan.

The survey was mailed to approximately 10,258 alumnae and current students. At least 3,047 alumnae responded to the survey. Their responses are available for research at the Bentley Historical Library. The survey was printed on paper of almost onionskin quality, with responses mostly in ink. Some are in fragile condition caused by fading ink and damaged paper.

The 11 x 17-inch sheets were folded in book form and printed on both sides, making a four-page survey booklet. Dean Hamilton's letter to the alumnae appeared on the top half of page one; the bottom of the page was given to questions designed to elicit demographic information: name in full, maiden name, home and workplace addresses, place of birth, race, marital status and present occupation. On most extant surveys this information is filled in. In place of race, some respondents gave their national heritage, e.g., American, Irish, or British.

On page two, the alumnae could supply information about the names, addresses and occupations of children. The respondents could state whether they were graduates or non-graduates, provide their class year, and check off their department. The "departments" were listed as College of Literature Science and Arts, Medical School, Law School, Colleges of Engineering and Architecture, College of Pharmacy, Nurses Training School, College of Dental Surgery, School of Education and the Graduate School.

Respondents were asked their occupations since leaving Michigan, what church they attended and what public offices they held, including those in social, civic, and business organizations. The alumnae were asked to list their achievements in "Science, Art, Literature, Journalism, Social Service, etc.," and to list any other institutions of higher education they had attended and what degrees, if any, were conferred upon them, including honorary degrees.

On page three, the surveyors asked whether other members of their families had attended the University of Michigan. The alumnae were encouraged to describe their service during the World War, including service overseas and any citations or decorations awarded to them. The Alumnae Council asked if the alumnae knew of other persons in their communities who had attended the University because “we are particularly anxious to locate all the men whose mothers attended the University.”

The remainder of page three was left available for answers to two of the three open-ended questions: “In your opinion who are the ten most outstanding women who have ever at any time attended the University of Michigan, considered from the standpoint of human service?” and “How would you characterize the influence of the University of Michigan on your life?”

On page four the surveyors left space for the alumnae to respond to this query: “Won’t you add a few of the outstanding memories of your college days? We shall be glad to hear of any incident, however trivial, which lingers in your mind.”

Doing Research in the 1924 Alumnae Surveys

If you would like to know more about the women represented in the 1924 alumnae survey, you may consult the original surveys at the Bentley Historical Library. The survey responses are located in boxes 109 and 110 of the record group “University of Michigan Alumni Association.” Aids for research use include a descriptive inventory (commonly called a finding aid), an index to the surveys, and a relational database which allows the researcher to search numerous fields of information from the survey responses. Additional information may be gleaned from the Alumni Records Necrology Files, *The Michigan Alumnus* magazine, *The University of Michigan Encyclopedic Survey*, catalogs

from the relevant departments and schools and the University of Michigan yearbooks, *The Michiganensian*. Please contact the reference staff for further information:
Telephone: (734) 764-3482 Fax: (734) 936-1333
E-mail: Bentley.ref@umich.edu
Web address: <http://www.umich.edu/~bhl>

About the Women

By 1924 over 10,000 women had attended the University of Michigan. However, only 3,047 responses to the 1924 alumnae survey are extant.

We know that the respondents were single, married, or widowed. We also know that the women came not only from the Midwest, but from the East and South, and even from the far West of this nation. Women from Europe and Asia also participated in the survey.

Their careers and lives after Michigan were varied. Many became wives and mothers; some became caretakers of elderly parents. Many women had careers before marriage, and some of them succeeded in continuing their careers after their marriages. Many of the single women had careers in which they remained active for most of their lives. The women collectively were holders of degrees from almost all of the University schools and colleges that existed at the time of their attendance; they received bachelor, master, doctor of philosophy, doctor of medicine, and law degrees.

The 3,047 respondents listed eighty occupations. Predictably, there were teachers and administrators, in both public and private schools. Less predictably, there were instructors, assistant professors and administrators in teacher training schools, and in both private and state colleges, throughout the nation. Other occupations listed were in business, in the sciences and the arts, in social service, medicine,

research, dentistry, engineering, law, advertising, and farming. Occupations also included accountant, store manager and/or owner, economist, statistician, real estate broker, actuary, social worker, missionary, physician, dentist, pathologist, nurse, occupational therapist, laboratory technician, bacteriologist, geologist, curator, mycologist, artist, playwright, author, editor, publisher, planning engineer, and farmer, (poultry, dairy, cattle ranch, and fruit).

The differences between these women are apparent even in the manner in which they responded to the questionnaire. Some responded briefly, often giving demographic information only, while others responded in detail to every question. For example, Helen Bishop responded only to pages one and two of the four-page survey. In contrast, Annie Peck covered nearly every inch of the four pages, writing between lines, and filling in the margins.

Alumnae who responded to the questions concerning the influence of the University of Michigan and their memories of their experience while at the University present images of a lifestyle very different from that of today. The campus was undergoing changes in its facilities, and the faculty and student body seemed to have been reluctant to accept women in the classroom.

These women, often from small towns and protected environments, came to a university in which they were breaking new ground, as women competing with men within one institution of higher learning.

The cosmopolitanism that they experienced at the University enabled them to become tolerant of other lifestyles and cultures. They found in themselves a new maturity, self-confidence, and independence. They developed leadership skills which they later directed into responsible service to their communities. They entered, successfully, into competition with the campus majority, and they entered, again successfully, into competition on a larger scale following graduation from the University.

The quotations in the following pages have been selected as representative of the experience and perspectives expressed by alumnae. Among the many survey responses not represented in this text, the researcher will find statements which may support, elaborate upon, and in some instances, even contradict the selected quotations. One is reminded that the responses to the survey were highly individualistic, that the alumnae came to the University from different geographical areas and different backgrounds, and that they went from the University into many different fields of endeavor.

Occasionally, the women misspelled words, used archaic words, or used British variants in spelling. For the most part, their words have been changed only when their meaning may be misunderstood. The use of *sic* has usually been avoided, as it would interrupt the flow of the women's language. Modern punctuation has been substituted in the quotations when it promotes understanding.

The quotations that follow are a mere sampling, the tip of the iceberg, of the many vividly expressed reminiscences of the alumnae who responded to the survey of 1924. These women speak of different experiences that occurred over 54 years on the campus of the University of Michigan. The University can take pride in the enduring legacy of these women.



*Effie Sanforth*⁵



*Carrie V. Smith*⁶

THE WOMEN SPEAK

Influence of the University of Michigan

The first question asked in the survey was “How would you characterize the influence of the University of Michigan on your life?” This question elicited responses, in varying detail and with differing emphases, citing the establishment of responsibility, citizenship, independence, self-reliance, intellectual awakening, and (the most frequently mentioned) broadened perspective and tolerance.

The women perceived the University as a cosmopolitan environment that enabled alumnae to gain a new tolerance and understanding of other lifestyles and cultures. With this broadened perspective came an intellectual awakening and an appreciation and enjoyment of the arts.

Independent and self-reliant for the first time, they gained confidence in their ability to meet and adapt successfully to new circumstances, and learned to master difficult academic studies. Michigan’s women discovered an ability to contribute to their communities, developed a new sense of responsibility, and were inspired to find ways in which they might be of service.

Although the University was recognized for its unique spirit as an institution, and an influence rooted in that spirit, many alumnae included other aspects of their college experience as a significant part of this influence. While responding briefly regarding the influence of the University, they often added further details with their “memories.” The influence of the faculty was very significant. Comments about faculty were not always commendatory, but clearly their experiences with faculty members were of primary importance. Indeed, to some alumnae, individual members of the faculty appeared to be the University.

Not all comments concerning the University were positive. Some criticized it as too large; some considered it inferior to the women's colleges in the East; and not a few resented the attention and encouragement given to the men students. Yet, negative comments were relatively few; on the whole, the responses of these women were overwhelmingly positive. To many, their experiences at the University were the happiest of their lives, fulfilling, and inspiring.

The women's "voices" which follow describe the University experience in terms which are representative of many other alumnae; yet, the individuality of the respondents is also apparent.

Sarah Satterthwaite (Leslie) (1886).³ "It developed and intensified in me an innate propensity to pursue literary expression; a passion for friendship; a zeal for perfection; and awakened and fostered an abiding assurance that the impossible may be attained."

Lilian Johnson (1891). "My family said I grew in grace while there! They were wonderful those two years! . . . It was the most broadening influence that ever came into my life."

Florence Amidon (Richardson) (1895, Med. Sch.) gained tolerance, but attributed this awakening (as did many alumnae) to association with faculty and students, ". . . broadening and stimulating because of association with members of faculty and their families and students from other parts of the country-I had come from a small (and narrow) town."

³ Name enclosed in parentheses is the married name of the alumna. Name of the quoted alumna is followed by the year of graduation from the University of Michigan; unless the school is otherwise noted, the year represents attendance in the School of Literature, Science and the Arts. Thus, for example in the case of, (1870; 1875, Grad. Sch.), 1870 indicates the School of Literature, Science and the Arts; (1875, Grad. Sch.) indicates the Graduate School, both of the University of Michigan. Inclusive dates (e.g., 1872-1874) indicate attendance at the University of Michigan, but non-graduation.



The Library.



Waterman Gym.



U Hall.

ca. 1915⁷

Katherine Crawford (1898, Med. Sch.) (African American). “It re-created me — by developing innumerable latent qualities or possibilities — by giving me a much broader field of usefulness — by the influence of four years association with hundreds having the same ambition and goal.”

Marion Otis (1897) “*The cosmopolitan character of student body together with freedom of thought had a very broadening influence.*”

Alexina Meier (1911). “. . . we, who because of attending a larger University, had the privilege of meeting people from all over the world, could not help but have a ‘different’ viewpoint . . . from those people who went to smaller, less cosmopolitan, institutions.”

Abigail Blackburn (1918)

“. . . provided and nurtured a cosmopolitan social life, removing thereby many class, national and racial prejudices.”

Elizabeth Oakes (1920; 1921, Grad. Sch.), although not overly impressed with the University, (“The University of Michigan has probably done very little more for me than some other universities might have done”), nonetheless wrote, “. . . however, at Michigan I learned



Chinese Student's Club, 1918⁸

many of the fine things in life; to live a better and fuller life. My experiences at Michigan have given me a broader point of view, a more tolerant attitude toward life, more consideration for others, and have made me realize my responsibilities as a member of society.”

Frances Oberholtzer (1921). “A new viewpoint is given a women from South of the Mason-Dixon Line by attendance at such a midwestern institution as Michigan. Democratic ideas, self-reliance, and assurance are learned and inculcated.”

Rebecca Rankin (1909). “I cannot overestimate the value received from my training in the University of Michigan. It developed independence, broadness of view, methods of work and study, honesty of purpose, confidence in my own small ability, and a strong desire for human service.”

Lillian Carnegie (Allen) (1917). “It was at Michigan that I acquired an appreciation of the privileges and responsibilities of citizenship; an understanding of the foundations upon which our democracy rests and the importance of the contribution each individual makes to it; a sense of the obligation those of us who have been educated in a state university owe to our alma mater and to the community in which we make our home; a feeling of indebtedness for the freedom and opportunities I enjoy, and a desire to insure the same prerogatives for others.”

Isabel Wolfstein (1922). “The University of Michigan with its great scholastic and social influence taught me how to meet people, what to expect of others and how to be tolerant. It is a small edition of the larger community in which I work and play today. It prepared me to meet the demands of a larger community.”

Not all alumnae were positive in their evaluations of the University, and their newly found independence permitted them to openly state their dissatisfaction.

Mildred Mighell (Riorden) (1918) wrote indignantly, even though the many activities in which she reported involvement while at the University are indicative of a broad experience. “I think I went to college too young . . . I should not send a child of mine until he or she was at least twenty, had traveled, read, and earned his living for a time. And then I should not choose Michigan, if it were still dominated by materialism, provincialism and adulation of the ‘Ford-Edison’ type of ‘great man.’”

Ethel Williams (McGill) (1922). “I feel that four years of my life were comparatively wasted from the academic point of view. They were superficial socially and scholastically.”

Clara Stonebraker (1900)

“No personal touch in classes — everything on too large a scale.”

Yet the following “voices” again demonstrate that overall the experience of the alumnae was positive, and in many instances, inspiring.

Bonnie Reid (1910). “. . . some people advised me to go to one of the smaller colleges, then finish at Michigan. I have never regretted my four years of training at Ann Arbor — something which can never be taken away from me.”

Grace Wolf (1914)

“The University of Michigan gave me breadth of view, highness of aim, and steadfastness of purpose. I came a child, I left almost a woman.”

Selma Leopold (1914). “. . . my Alma Mater gave . . . First an abiding faith in the ultimate beauty and meaning of life. Also the ability to interpret. Critical ability. The power to win and give friendship. An enduring love for all the plastic arts and music. Respect for scholarship and achievement. The desire to serve. A lessening of personal eccentricities. To summarize; a humanizing influence; a source of inspiration and enrichment; a permanent stimulus to mind and soul.”

Harriet Walker (1917). “Broadening intellectually; through contact with liberal-minded, truth-loving professors, men not afraid to face facts and discover new things that might be at variance with accepted notions. Deepening of religious experience thro church and S.C.A. [Students Christian Association] work. Growth of self confidence and poise thro dramatic, & athletic activities, etc.”

Mary Purdy (1915; 1921, Grad. Sch.). “... ability to live and work with other people more easily; delightful and inspiring friends; jolly times with other young people; a great bond of loyalty to the institution and fellowship with Michigan people everywhere; citizenship in the world of books; the past as a heritage, the present as a responsibility, and the future as a vision; preparation for the work I love to do”



University Hall, new dome⁹

Early Women

In 1924, when the questionnaire was issued to the alumnae, women were still in a minority at the University of Michigan, and recent graduates were still reporting experiences similar to those of the earliest alumnae. Many responses which covered the years 1870 to 1924 were laudatory; others were critical. Yet all the women seemed to try to be fair in their judgment, and many gave well rounded descriptions of their overall experience as pioneers at the University.



Class of 1890¹⁰

Experience of the early women at the University was as diverse as the women themselves. While some reported fair treatment, others found injustices. Faculty were perceived as having differing degrees of acceptance; most were perceived as fair; some faculty treated female students with respect, even kindness. But some members of the faculty were critical and regarded women with contempt. Competition with male students was perceived in various ways, as stimulating, and yet often as unfair. The women were greatly outnumbered in the professional schools of Medicine, Law, Pharmacy and Dentistry.

A lasting resentment was felt by many alumnae for the lack of support and encouragement from the University in obtaining positions. They sensed that encouragement and support were given generously to male students. They bitterly resented the University's failure to place women on the faculty.

Despite the difficulties the women first succeeded in entering the University and then, by studying hard, successfully proved their excellence as scholars. The following voices demonstrate the individuality of the women in their reactions to University experience; their courage and determination in facing the difficulties; and the exhilaration they experienced in this exciting new world which had opened to them.

Julia Knight (Edwards) (1870-71) successfully completed her entrance exams, and then, “I asked if he (Prof. Olney) would be willing to give me an examination to enter the sophomore class in Mathematics. ‘Yes,’ he replied, ‘but if you pass, I would advise not to come into the class.’ Contrary to his advice I presented myself the next day along with forty young men. I am glad to say that I was treated with the utmost respect by them during the entire year. . . . I took German with the seniors that year. The nine girls in the literary department had many pleasant some laughable experiences.”

Caroline Hubbard (Kleinstück) (1875; 1876, Grad. Sch.). “It has certainly been an uplift from the beginning — and I can never forget what the opening of Michigan University meant to all women at that day. . . .” She also remembered, “the uniform courtesy of all professors and students — although we knew many of them did not want the girls there.”

Ella Thomas (1875). “The members of our class fancied that Pres. Angell watched our course with a specially favoring eye. Indeed he used to claim that he belonged to the class of ‘75, as he entered the University when we did.”



Ella Thomas¹¹

Mary Haskell (Haskell-Howe) (1876-77). “There were only ninety-seven (97) women then in the whole U — the total number of students was only about 1200 — yet it seemed great.”

Idella M. Hawley (Hanna) (1876-77, 1923). “In 1876, women were new in Michigan’s Hall but I recall nothing but courteous treatment from the men students, even when by request from the faculty our presence in the main corridor, when students were gathering for Daily Convocation, prevented the usual cane-rush and saved some possible fractures of skulls & dignity.”

Harriet Holman (Bishop) (1877). “... a happier — more normal busier — more earnest ‘bunch’ of girls never existed. We came to college to study, and we thoroughly enjoyed our work-and also our play! We had no dramatics — no Woman’s League — no gymnasium — no Dean! We suffered criticism — rudeness — opposition — We had also, and appreciated it-sympathy — admiration — co-operation — from many of the Professors — and their wives — tho some would have none of us! We were the rubble over which as a firm foundation — the smooth highway of the education of women has been laid.”



*Harriet Holman*¹²

Mary Wellman (1884-85)

“The fact of one single woman student in the large Law Class, 1884-85.”

Annie Peck (1878; 1881, Grad. Sch.). “I decided in my teens that I would do what one woman could to show that women had as much brains as men and could do things as well if she gave them her undivided attention. Few do that, I

haven't myself. It is a pity that women should have been obliged to do it in order to gain for those who need to work a fair chance and equal opportunity in any line of work." Peck underscored the difficulties for women as she recalled, "Prof. Pattengill wrote me in 1885, 'You are undoubtedly better qualified for the position than any young man we shall be likely to get. At the same time there is no chance of your getting it,' a condition which has continued in other fields up to the present."

Sarah Satterthwaite

(1886) "*But we studied desperately hard, and earning a college degree was distinguished and serious business.*"

Ruth Willoughby (1890). "*It has taught me that a body of women (not necessarily college women) can do almost anything, if they try hard enough and long enough.*"

Mary Byrd (1878). "One of my keenest memories of college days at Ann Arbor is that the women students were unwelcome. The professors themselves, so far as I knew personally, were always courteous and considerate."

Lilian Johnson (1891). "And at the Senior reception Prof. Hudson said, 'If you were only a man I'd ask you to come back as my assistant in History next year.'"

Julia Worthley (Underwood) (1890-92). "I spent most of my time in the library — reading. I had never seen a library before! I was one of the youngest students ever admitted to do 'special work' — I 'fibbed' about my age to get in; in years I was only a high school girl. I almost literally read everything in the library — (in fiction & verse) — in German and French. The memory of it—just going up to a desk and getting books I could not buy for the asking — has been one of the Great Emotions of life! Here I read 'Les Trois Mousquetaires,' and after awhile, the long, gay verse-romances of old Italy. The thrill of delight has never wholly left me."

Two Women Students In '86 Were Members Of First Sanskrit Class At Michigan

A PHOTOGRAPH of two classmates who graduated from the University in 1886 has come to THE ALUMNUS from Mrs. Sarabeth Satterthwaite Leslie, '86, who is one of the two girls pictured. If a brief caption were being written for the picture, it would read: "The Gamma Phi Twins of '86," for so these two young ladies were known by their contemporaries on the Campus at the time that they enrolled in the course in Sanskrit. It was while deep in study of this fascinating subject that the "Gamma Phi Twins" were photographed, with Mrs. Leslie on the left and Miss Chloe N. Daniels, '86, on the right.

Mrs. Leslie writes that she and her friend were the only women in the class, and that, in fact, there were only four students altogether.

"In the college year of 1885-6," she writes, "Professor Calvin Thomas offered a course in beginning Sanskrit. The textbooks were just out, hardly completed. Nettie Daniels and Satie Satterthwaite elected the course, as the toughest work available in the line of languages, to test their mettle! When the class met, they found themselves facing, across the big empty classroom, two classmate candidates, Grant Byron Swisher and Fred Bishop Wixson.

"The four constituted the class, and continued the work throughout the year, up to their graduation. Two visitors attended quite regularly: Professor Benjamin D'Ooge, then teaching, and a short, dark, foreign-looking gentleman, wrapped in a long black cape. He floated in, sat silent, intent, looking wise, and disappeared mysteriously, to the others unnamed.

"It was all an adventure in language, meeting problems as hard as the knots the hands of the teacher were tying and untying in his twisted handkerchief under his desk.

"The class discovered in Sanskrit the key to the ancient classical literature of India—and would go on!"

Mrs. Leslie did go on, even after the course given by Professor Thomas, and during her year on a Fellowship at Bryn Mawr, studied Sanskrit under Dr. Edward Washburn Hokins, as well as continuing her Greek begun at Michigan, under Dr. Paul Shorey. Poetry has been her forte since college days, and she contemplates publishing soon a collection of new poems as the third book in her Morningside series, which she has published under the signature, Sarabeth Leslie.

MISS Daniels, who became a teacher, went to Indiana, Pennsylvania, to teach after leaving Michigan, and then later to San Jose, California, where she taught until her retirement some years ago. Until recently, she



TWO OF THE STUDENTS OF SANSKRIT
IN 1896 DOING 'HOMEWORK'

Mrs. Sarabeth Satterthwaite Leslie, '86, at left, and Chloe N. Daniels, '86, as depicted in a picture received by THE ALUMNUS.

resided at her farm in Gregory, Michigan, as "the presiding genius of a happy rendezvous for straying or gathering classmates and sorority friends, sharing the rural loveliness of a secluded spot long cherished," according to Mrs. Leslie.



*Caroline Hubbard*¹⁴

Bertha Van Hoosen (1884; 1888, Med. Sch., 1913, Hon.). “I felt greatly displeased that we did not have more women teachers and that when such women as Alice Freeman came in to their own it was never with the aid and encouragement of the Alma Mater. As far as giving women a chance in the teaching faculty, the Univ. of Michigan is our Pseudo Mater and not our Alma Mater.”

Margaret Dickinson (Yale) (1904, Law) echoed Mary Wellman’s experience in 1884 and found being a member of a very small minority and one of the few women in the Law School very difficult. She wrote succinctly, “The terrible ordeals of a lone girl in a class of 400 boys.”

Clementine Williams (1910) expressed the same resentment as Bertha Van Hoosen had noted two decades earlier which was the lack of women on the University faculty. “As a freshman and through four years of college I resented the fact that we had no women on our faculty except an instructor in Art and one in physical training. I don’t believe I’m reconciled yet to the fact that coeducation is not extended to the faculty members-there are only a very few women now helping in the University.”



*Surveyor, 1915*¹⁵

Mary Connell (1915, Grad. Sch.). “While a student at Vassar I received the most vital part of my education from one of Michigan’s first graduates, Professor Lucy Maynard Salmon of Vassar. The method of study I learned through Miss Salmon’s history courses I have used not only in my work as a teacher of history, but in every personal problem and in every phase of my human experience.”



*Lucy Salmon.*¹⁶

Ruth Wood (1921; 1922, Grad. Sch.). “. . . Michigan’s sentimental and antiquated attitude towards women. Her students (women undergraduates, frequently; men, for the most part) and her officers, can conceive of no relationship between men and women other than that sentimentally devout or quasi-sexual. Her publications reek of it, the managing of class affairs, frat functions, is controlled by it . . . officers as well as students are unable to recognize professional intellectuality in women. Discrimination made in the medical school, and discrimination made against women for the faculty are two examples, infuriating beyond words for mature women, seriously intent on a profession.”

Isabel Brodrick (Rust) (1923, Grad. Sch.) recognized that in 1923 the acceptance of women as students at the University was not yet complete. “When coming here (Sept. 1923) I was amazed to see the prevalence of the term ‘University Men’ in all appeals for University affairs, and wondered at the apparent monopoly on the part of men in University activities.” In an effort to be fair, she added, “However, I am doubtless prejudiced by long association with a Woman’s College.”



"All of Dept. of Medicine and Surgery," Class of 1895¹⁷



*Medical School surgery and anatomy class.
Alice Hamilton, front row of students, third from left¹⁸*

Women in the Medical Schools

The responses from women who were in the Medical Schools were frequently critical, concerning the earliest years particularly, but also in later years. To a large extent they were unwelcome, and this continued to be true for several years.

Most faculty members attempted to give them fair treatment, but (as was true throughout the University) this was often acceptance of their presence rather than heartfelt welcome. The women reported that in contrast to the courtesy of the faculty, male students were not accepting and expressed their disapproval loudly, vehemently, and often rudely.

Despite difficulties these women (just as their sisters in other schools in the University) were earnest and determined students, and worked hard to succeed.

Their “voices” express indignation and resentment at poor treatment, in most instances by men students, less frequently by professors. They also express deep appreciation of the courtesy of most professors and of the inspired teaching they received. The humorous experiences related demonstrate the ability of the alumnae to laugh at themselves.

Emma Call (1873, Med. Sch.). “I entered the Medical Dept. of the University the first year that women were admitted. The first class of women 15 in number were naturally the objects of much attention critical or otherwise (especially critical) so that in many ways it was quite an ordeal. I believe that only one of the medical faculty was even moderately in favor of the admission of women, so that it speaks well for their conscientiousness when I say (with possibly one exception), we felt that we had a square deal from them all.” She added her appreciation of three particular members of the faculty, and the inspiration which she received from them. “Although when I entered

the medical school (1870) there were only 7 professors, from three of them at least I certainly conceived a high ideal of earnest work, and of human service which I hope has been a structure to me in the work of my life. (They were Drs. Ford, Prescott, & Cheever).”

Adella Brindle (Woods) (1873-74). “I remember with contempt the loud and boisterous behavior of the 500 men ‘medics’ when we women (35 in number) entered the lecture room. You could not find in a day’s travel thirty-five women more modest and unobtrusive than we were.” She recognized the distinctive personalities of her professors, and singled out three for whom she gave mixed reviews. “I remember with pleasure, dear, genial Dr. Ford, Prof. of Anatomy; I also remember the coarse, ribald stories of Dr. Douglas, antiquated Prof. of Chemistry, who looked upon us women as monstrosities. I remember with kindly feeling, Dr. Palmer, Prof. of Practice, who did not approve of us, yet who was just and often said we were good students, always adding, he doubted if we would ever become successful practitioners.”

Eliza Mosher (1875). “The University broadened my mental horizon. Opposition increased my power of resistance, deepened my determination to prove that I had both the ability and the right to become a physician and to practice medicine beside the best men in the profession. My acquaintance with men both as Professors and students gave me a conception of the workings of men’s minds which has been most helpful in my dealings with them in my later life.”

Ella Kyes (Dearborn) (1888, Homoeopathic Med. Sch.) wrote of her first quiz (in physiology class), given by Prof. Sewall. “He called my name-it seemed to me he shouted it — it boomed and echoed thru the amphitheatre — I leaned forward and hid my face in my hands; he called my name three times, yet I could not muster enough courage to answer, nor could I lift my face till several questions had

been passed and answered. Those few moments helped me to understand shell shock in later years.” Dr. Kyes recovered from this initial shock, finished her work successfully, and was the first woman physician to locate in Saginaw, Michigan, in July, 1888.

Alice Hamilton (1893). “The training I received in the University of Michigan Medical School gave me an understanding of what scientific inquiry really means, and an ideal of thoroughness, objectivity of outlook, accuracy and intellectual integrity which have been of inestimable service to me in my working life.”

Julia Stannard (1892). “It comes to my mind now — as I read of all the many fine things being done for the women of the U of M, how little was done for them along the same lines thirty years ago—Indeed the presence of women studying medicine was still one of simple endurance. They were left pretty much alone to pursue their disgraceful course — and to meet their well deserved fate — failure.”

Florence Amidon (Richardson) (1895). “The refinement of all members of the Medical faculty in their presentation of their subjects — a condition not existing in all co-educational colleges at that time.”

Rhoda Hendrick (1898). “I was very young when I entered the Univ. of Michigan. We were called ‘hen medics’ then — and while I thought I did not care — I believe it did call forth some resentment in my nature. It never interfered with my zest for Medicine however — It is now as keen as ever.”

Florence Allen (Inch) (1899). “The unfailing courtesy and fair treatment we medical women received from both men students and faculty members being given staff positions and equal opportunities.”

Sara Chase (1900). “It was impressed upon the women of our department that the U of M was a men’s school &

often we had the feeling that we were trying to rob men of a livelihood. The girls had to study harder & make better records in order to 'pass.' No internships were offered women or found for them. . . . I have now a high esteem for the Univ. & also the Med. Dept. There has been great improvement but I'm giving my opinions of past years."

Julia Qua (1900). "The memory of the shout 'Red Line' whenever that line, which separated the seats of the men from those of the women in the lecture room of the old Medical Building, was accidentally crossed, especially if one's hair matched the line when 'Red head' immediately followed and was most embarrassing — I remember one day when three of the red heads happened to get in line — The welkin rang with shouts of Red Heads as well as Red Line, as I happened to be one of the three it has stuck."

Ruth Raymond (1916-17, Grad. Sch.). "There was an honesty toward their work on the part of the medical students and a certain humility toward those of greater knowledge which I admired immensely. The kindness and thoughtfulness toward patients was an example very worth while following. The foundation laid for my work . . . has been invaluable."

Diversity

Asian Women

Asian women found acceptance at the University of Michigan, as had their male counterparts earlier. Many alumnae appreciated that the presence of "foreign" students at the University introduced them to other cultures. They cherished the cosmopolitanism. Two Chinese missionaries, Dr. May Stone and Dr. Ida Kahn, educated at the University, were among the women most frequently mentioned on the Outstanding Alumnae list of the survey.

Emma Pearson (Randall) (1899, Med.Sch.). “Dr. Mary Stone & Dr. Ida Kahn — who graduated from the Medical Department in 1896 & returned to China — their native land — as Medical Missionaries — founded a hospital and rendered widespread service.”

Nellie Yaba (1903-04, Med.) (Burma) attended the University briefly, but years later wrote, “I landed there as a stranger in September 1904. Not knowing a soul, but Dr. Hinsdale who was a Dean of that Department, sent his secretary to meet me and the first ten days I was entertained at the Homeopathy Hospital. Everyone was so kind and cordial that I began to feel at home right away. . . . Being a foreigner everything seemed strange at first, but the students as well as the faculties were so good and kind to me. . . . I feel that the short time I had spent there was the best, socially as well as spiritually — Y.W.C.A. work helped me a lot to get to know the nicest girls there are. . . . I have been home eleven years now and my time is well occupied in social & religious work to help my people & country.” [Following her return to Burma, Yaba worked with girls of the Karen people in their transition from village to town life.]

Me Iung Ting (1920, Med.) (China) found acceptance by townspeople, as did other foreign students. “The hospitable attitude of Ann Arbor people toward foreign students.”

Tomo Inouye (1901, Med. Sch.) (Japan) was named on the Outstanding Alumnae list. This was an indication of the recognition and respect accorded her by fellow alumnae.



*Tomo Inouye*¹⁹

Ellen Porter (1923; 1924, Grad. Sch.) was one of many alumnae who appreciated the presence of foreign students at the University. “I was very much attracted to Oriental Students particularly the Chinese. At the present time I keep in close touch with several, some of whom are now in China. One girl spent the Christmas Holidays with me. Altho shy and reticent they possess a degree of thoughtfulness and a desire for knowledge seldom seen among Americans. From them I have gained a good insight into the life in the Orient.”

African-American Women

There were few African-American women in the University in the years covered by the survey. Those who responded were positive about their experience although they encountered both acceptance and resistance. Other alumnae that referred to African Americans clearly found the presence of African-American women unexpected, but at the same time they strove to accept this new experience.

Emily Harper (Williams) (1896) (African American), wrote graciously of her experience at the University, but added realistically, “I recall the thrill that came when I chanced to meet Pres. Angell a week after I matriculated and he called me by my name! Poor innocent, it was not till years later that I realized that perhaps it was not difficult to remember the name of the one brown girl in a group of several hundred new students — At the time I was very happy to know that the President knew me.”

Thirty years later she responded to an invitation to a Class Reunion at the University of Michigan. “I really cannot resist the cordial invitations of yourself and the Class President to attend the reunion . . . I wish my husband had time to go with me. I went with him to his twenty-fifth class reunion at Harvard, and I would like to show him that the Michigan Alumni are just as fine as those of Harvard.”

Katherine Crawford (1898, Med.) (African American). “Most striking, decidedly unexpected, yet never to be forgotten was the genuine friendship manifested by so many of my own class as well as by other college women. From the latter more than one invitation was received, to be one of their guests at the Fraternity [sic] Home. The Faculty Ladies present were always very gracious.”

Sadly, not all Katharine Crawford’s experiences were at this level of acceptance. She expressed her realistic philosophy concerning those aspects which were painful. “Some experiences were exceedingly bitter. Immeasurably so, even as I view them after more than a quarter of a century. But they taught me my capacity for endurance.”

The attitude of other alumnae concerning African-American students varied, just as it did to other aspects of University life. The following are two of the very few references found in the questionnaires.

Flora Williams (1886) gave an honest account of her surprise at the presence of African-American women, and of



*Mary Graham*²⁰

her struggle to accept this new experience. “My entrance to the U of M was my first idea of a higher education for the negro. Being from Kentucky, I never knew them in any capacity other than a servile one. I did not like occupying a seat in the schoolroom with them, but my years there taught me tolerance and from tolerance a broader and more charitable view of life. (Only a Southerner can understand how I felt).”

Florence Baker (White) (1909; 1911, Grad. Sch.) indicated her effort at both acceptance and inclusion, yet also recognized the singularity of these women at that time. “Taking a negro girl to the Freshman Spread as we had no negro upper class girl to pair her with.”

Coeducation

Although no specific information was requested regarding coeducation, many women chose to address it. Opinions varied, although those favoring coeducation were by far in the majority. A number of women had attended a women’s college as well as the University of Michigan, and their comments were also for the most part supportive of coeducation. Reasons for favorable comments differed. Some approved because they felt the breadth gained through knowing the male perspective was helpful in social situations. Others approved for intellectual reasons, thinking academic study was clarified and broadened by the male students.

Alumnae frequently wrote of the freedom experienced by the early women as compared to the restrictions later imposed by the University. Most women felt the freedom of the early years was beneficial, and the later rules were restrictive and unnecessary.

Mary Lines (1884, Med. Sch.). “The perfect harmony of our class of 18 men and 4 women, all working together like one family of brothers & sisters. I remember no

discords, or jealousies. Perhaps time has softened the picture, but so it is.” She also stated matter-of-factly, “I am especially in favor of co-education having found it perfectly satisfactory, practical, and agreeable. At no time did it interfere with our studies, but rather broadened, & enlarged our experience in a perfectly normal way.”

Alice Tryner (1887-88). “It was a broadening influence that reached me early in life — Even at that early age I was able to see the difference between education at Smith College and education in a big State University. I attended Smith after one year at the U. of M. — and the narrowness of the education at Smith was apparent to me then even as compared with the atmosphere at U. of M.”

Edith Sturges (Heller) (1894, Med. Sch.; Ph.B, 1923). “I saw some of the dangers as well as the advantages of co-education, in those days of almost entire lack of supervision of the life of the undergraduate students.”

Florence Stone (1910, Med. Sch.). “Stayed out until midnight — came back as clean in body & mind as when we started — perhaps a ‘queer remark’ but I do not approve of the prison rules that control the women of the University at present . . . I never ‘got in wrong’ & I had my freedom went where I pleased at night . . . it doesn’t matter how many rules you make they’ll (girls) follow their instincts anyway & it makes it inconvenient for the others — to have to be restricted — I have visited Ann Arbor since the present rules have been in effect . . . let’s not make them sign a card every time they go out in the evening.”

Ruth Weeks (1913, Grad. Sch.). “. . . the absolute freedom of the Ann Arbor life — in informal social life of the students in which men & women of congenial interests met & mixed . . . this informal intercourse between men & women was to me almost the chief value of the university; & the recent tendency to formalize social life at Michigan, and administrative efforts to more or less restrict it to the so

called ‘regular college functions’ strikes me as under-cutting the intellectual aspect of co-education. Unless the men & women are pretty free to associate on occasions when attention is not diverted & energy consumed by such pursuits as dancing or other organized entertainment, little intellectual comradeship can be developed. I have heard many a Michigan girl say, ‘The men I knew educated me.’”

She concluded, “Needless to say, this education did not take place at proms, sorority formals, operas, plays & other set functions.”



Law School class of '7521



Mary A. Burton scrapbook²²

Faculty

The importance of members of the faculty was underscored by many alumnae, both in their response to the influence of the University, and in their “memories.” The women often gave detailed descriptions of faculty members, with recollections of both amusing and painful encounters. Alumnae frequently expressed appreciation for the privilege of instruction by “great minds,” and, very often, related how they continued to be inspired by their professors even after leaving the University.

The professors mentioned by the following “voices” were most frequently mentioned by alumnae, but there were many other faculty members also named in the survey. The survey database, available at the Bentley Historical Library, includes the names of the faculty who were mentioned by the alumnae.

Emma Call (1873, Med. Sch.). “The most inspiring thing . . . was seeing Professor Ford put ‘life into dry bones,’ by his masterly demonstrations in anatomy by which the whole class became enthusiasts in a subject usually considered dry and dull.”

Ruth Tuttle (1896) recalled two classes taken with President Angell. Several alumnae mentioned these same classes. “One of my most delightful memories is of a year’s work with Dr. Angell in International Law and the History of Treaties. No one at the university, and no one whom I have known since could compare with him in his mastery of English speech. His enunciation and voice were perfection, as great in their way as Caruso’s voice.”

Sarah Satterthwaite (Leslie) (1886). “I was much impressed with the privilege of taking work in Latin under Dr. Frieze, who had taught my father when a student at Ann Arbor, and under Prof. Elisha Jones, my father’s college chum. I recall hours of torture in required



Henry S. Frieze²³

mathematics under Prof. C.N. (Long) Jones, and Homer Kingsley; delightful spring mornings with Theocrites under Prof. Albert Pattengill; a solemn quartette (two boys and two girls) delving in Sanskrit throughout a year with Prof. Calvin Thomas; a mystifying course in psychology (no, it was logic — we had psychology quite delightfully under Dr. John Dewey) with Prof. Harrison.”

Flora Williams (Mastin) (1886, Med. Sch.). “My most pleasant and lasting remembrance is of Dr. Victor A. Vaughn’s kindness and patience to a lot of ‘dumb bells’ — that’s about what we were — and most trying. Other professors were patient too but Dr. Vaughn accepted us with a resignation that to this day is wonderfully vivid in my mind and . . . I often think of this and try to be as patient with ‘nervous’ patients as he was with us.”

Myrtie Hudson (1885)

“The chilly reception given to young John Dewey when he came to try his wings teaching the classes that had adored Dr. Cocker.”

Martha McKay (Temple) (1889-91, 1892-93) gave this account of a triumph over prejudicial attitude. “I was in Moritz Levi’s French class the first day he ever met a class at Michigan and saw him triumph by sheer strength of will over a bunch who thought they would drive out the strange young Jew.”

Lena Miller (1890-91, 1892-93). “No one can ever equal Pres. Angell, no matter how many ‘fine old men’ there are

or will be. I knew many teachers personally and better men never lived. As I think of them DePont, Calvin Thomas, Stanley, etc. I wonder if they really can have such men today.”

Julia Worthley (Underwood) (1890-92). “Calvin Thomas influenced me — mentally — most. He was then at the head of the department of Teutonic Languages & Literatures. I was probably his favorite pupil. Here in New York where — before he died — I saw him frequently, he told me I was the only pupil he ever had whose native linguistic ability was equal to his own. I have kept on-through all the years-via the road he showed me.”

Caroline Miles (Hill) (1890, 1892, Grad. Sch.). “The influence of John Dewey, all of whose courses I took, has been one of the most fundamental and permanent things. It organized my thinking — gave me a philosophy of life. Into this later reading and experiences have fitted very well.”

J. Maud Miller (Cutting) (1891). “Choral Union under the magnetic leadership of Prof. Albert Stanley. I first learned to sing ‘Yellow and Blue’ under his direction, as it had just been composed at that time.”



Albert A. Stanley²⁴

Violet Jayne (1887; 1896, Grad. Sch.) “Any person who enters his adult intellectual life under such guides is fortunate, indeed.”

Gertrude Sunderland (Safford) (1895). “The influence which the university had upon me, of a vital and lasting value, came largely from the inspiration of certain professors whose enthusiasm for their subjects kindled enthusiasm in their students and whose fine culture left a permanent impress on the young



*Francis W. Kelsey*²⁵

people who came under their influence. In those days classes were small enough so that a professor's personality could count for much more than in the large classes of today."

Mabel Bosworth (Crozier) (1897). "The hours I spent in the classrooms of Prof. Pattengill and Kelsey who were outstanding among

my teachers. How I would work to please dear old 'Pat'! . . . I admired Prof. Kelsey for the breadth and depth of his classical learning and for his courtesy. He seemed to me an ideal gentleman."

Phebe Parker (1895)

"I often marvel at the memory some of our professors had . . . for our names."

Edith Rice (Swain) (1898). "The students in the University today may have many things which we did not have when Michigan University enrollment was barely three thousand, but we had a more intimate contact with the members of the faculty, and the friendships formed with some of these fine men stand out as the best thing gained in our course. Their interest in us personally was an inspiration to us to emulate them."

Nellie Rice (Roberts) (1899). "The most outstanding person in my memory of college days, is Prof. Albert H. Pattengill, with whom I had seven semesters of work. I can see him as plainly as tho' it were yesterday — his tall, round-shouldered form leaning over his desk in his recitation room in Tappan Hall; and I can see him pull off his eye glasses, holding them between his left thumb and forefinger while he looked us directly in the face, often

with the merriest of twinkles in his kindly eyes; for with all of his justly caused reputation as a slave-driver, and hard task master, he was the most kindly and fairest of men, and a real friend of his students. And Greek, under 'Pat's' guiding hand, ceased to be a 'dead' language, and became alive, and beautiful."



*Albert H. Pattengill*²⁶

Isabel Ballou (1899). "I cannot understand why I did not appreciate John Dewey. I can remember the wholesale cheating in his ethics classes . . . I do not remember that he was interesting and yet more than any other teacher with whom I came in contact as a pupil, he has shown himself a constructive thinker . . . I am glad I was in Professor Walter's French classes. He was a dignified head of the department, a gentleman of the old school, with a kind of discriminating enthusiasm for French literature which only an American could have had."

Clara Stonebraker (Bayne) (1900). "Prof. Wenley's wonderful magnetism & power to present the philosophical. He taught me to think. Prof. Scott — the most perfect instructor of English. Could never obtain such training elsewhere."

Edith Pettee (1905). "The kindly helpfulness and simplicity of religious faith of Prof. Volney Spaulding. The hard work and painstaking recording of the truth as we saw it — stimulated by Prof. Jacob Reighard. Prof. Victor Vaughn's ability to present many important things in such a pleasing & popular way that they stayed in our memory."

Ellen Sargeant (1916). "I seem to have emphasized the social aspect of my College experience, but I do not believe it meant any more to me than the academic life."

I specialized in history and have very fond memories of all the Professors and Instructors in that department. Prof. Strauss' 'Browning' Course, Prof. Stanley's Seminary in 'Wagner' held in his own delightful home, Prof. Cooley's Sociology stand out preeminently."

Rose McClurkin

(1900) *"We were all just a little afraid of Andy Mack, but how we did admire him."*

Elizabeth Oakes (Mummery) (1920; 1921, Grad. Sch.). "My associations with several professors have been a lasting influence on my life and a constant inspiration to me in my work."

Helen Munger (1922). "Will always remember Professor Stanley and his course in Creative Listening given in the rear of Hill Auditorium. Although I had studied music for many years, I never had understood or appreciated it so much until I attended his rather informal lectures . . . to this day I remember more from his lectures than I do from my study of mathematics, (especially mathematics). When I attend the opera now in New York City I can remember his opinions and criticisms concerning different parts."

Myrtle Schafer (1923). "... a mid-semester test that Professor Phillips gave in history. I am no student in history, so I was overjoyed when I caught a glimpse of only three typed questions on the 'exam' sheet. Then I read them. Slowly I grew dazed with fear of and admiration for a man who could make three short questions cover the entire textbook and all the twenty-odd references books we had been reading the past ten weeks up in that history reading room."

Some recollections are of informal contact with the faculty, and reveal both their eccentricities and sense of playfulness.

Margaret Stewart (1877; 1887, Grad. Sch.). "Prof. Frieze's spacious yard contained a fine croquet ground which was the daily battle ground of four of the young

professors, Pattengill (A.H.), Walters, Blackburn and another whose name I do not recall. They became the champions of Ann Arbor, and let nothing interfere with their sport, playing under umbrellas during rain storms, and sometimes in winter even clearing the snow from the ground that they might indulge in their favorite sport.”

Lillie Shaw (1884). “Professor Elisha Jones’s meeting me in the street one inclement evening, addressing me by my full name, and reproving me for not wearing rubbers. Professor Pattengill’s delighted approval of the use to which a friend and I put my old-fashioned watch, as our section strove to outdo the preceding section in the speed with which we could read the *Odyssey* Some pleasant evenings and a delightful Sunday at the home of Professor and Mrs. D’Ooge The affection and respect I had for those who guided me in those happy years The dignified Judge Cheever on his way to church on skates.”



Martin Luther D’Ooge²⁷

Minnie Walter (Gilbert) (1898) recalled a humorous incident in Professor Pattengill’s class in Homer. “Prof. P. ‘Miss Sykes, please be seated. That was very poorly done. There must be something wrong with your preparation for college. Where, may I ask, did you receive your training in Greek?’ ‘Miss Sykes — I was prepared, sir, in the Ann Arbor high school, if I was prepared at all.’ Result — Miss Sykes was transferred to Prof. Waite’s section.”

Nellie Mingay (Taylor) (1900). “Dr. Carl Huber used to run races with me to see who would be first in to dinner.

He rode an enormous high wheel, and would jump from it leaving it anywhere when he saw me start to run.”

Idella Hawley (Hanna) (1876-77, 1923). [Hawley completed her degree almost fifty years after her initial year at the University]. “At this same ‘Daily Convocation,’ the story went, that Beloved Old Professor Frieze, President Pro tem, quite surpassed the expectation of the students who had placed a donkey in the chair, by remarking calmly, ‘Boys, you’ve placed one of your number in the chair, I see.’”

There were few incidents involving questionable ethics, but these incidents were memorable. Following is an incident in Professor John Dewey’s class (perhaps there was some measure of mischievous glee in cheating in this particular class) and another incident which indicates that alumnae didn’t always maintain high standards of behavior. The second incident described is notable for the extreme indignation of the writer, and her expectations regarding behavior. These expectations were perhaps more severe than those of her fellow alumnae.

Jennie Harvey (1896) referred to cheating in Professor Dewey’s class as did Isabel Ballou (1899), who later observed it occurring again. “The look on Prof. Dewey’s face, when he saw a member of his class in ‘Ethics’ cheating.”

Dorothy McCormick (Powell) (1919). [Although McCormick did not refer specifically to faculty, her quotation is included in this section because she also described ethics at the University.] “I came to the University direct from Smith, where 1500 girls had put their school books and umbrellas on the outside steps of Chapel every morning, along a city street, and had left their books in the corridors of recitation buildings and library without a loss I bought a Property book for \$2.50, wrote my name and address in it, and left it for a recitation or so in a hall in the Law Building. The book disappeared, and I never found it,

nor who had taken it.” She added, “I joined one of the debating societies, and entering the society room where about 20 male students were sitting, was introduced by an officer of the society. Not a man rose. That was rudeness . . .” She concluded, “Two bad incidents, but an effort should be made by the authorities to shape the ideals of the student body so that faults like these could be eliminated.”

Faculty Wives

Alumnae felt they were welcomed by the townspeople of Ann Arbor, but a significant part of their welcome originated with wives of the faculty. The faculty wives welcomed alumnae into their homes on both formal and informal occasions. The references that follow are selected as representative of the sentiments expressed by many alumnae throughout the years.

Florence Barnard (1895). “Some of our professors took groups into their homes where we came to know their splendid wives and their cordiality and kindness has never been forgotten. I count the friendships made with the ‘Faculty wives’ (as they were called) among the biggest things which my college life meant to me.”

Edith Pettie (1905). “The remarkable friendly spirit of the faculty ladies who year after year made welcome the new crop of timid girls who came to Ann Arbor. They called on us and invited us to their homes and in every way showed the tireless friendly spirit that gave Ann Arbor a home like atmosphere.”

Marguerite Clark (Miller) (1921). “The few personal contacts with the home life of a few professors which I was favored with meant more to me than they realized, I am sure. Any fine home — I do not mean elegant — any fine home makes the visitor the better for having had contact with it. Students need more of that sort of contact than they will admit or others guess.”

Ethel Chase (1903; 1915, Grad. Sch.). “Faculty women were at home formally once a week from Mrs. Angell down. The girls made formal calls and really got to know many of the women of the faculty.”

Frances Lakin (1914). “The interest which faculty wives took in the social life of the undergraduates was always inspiring to me. Both their personalities and their generosity helped to keep alive in my mind the realization that the little world of learning in which we were placed for a time drew from humanity and human activities its reason for existence and it was to prepare us to take our places in an active, competitive world.”



Browning Club at home of Mrs. James B. Angell²⁸

Presidents of the University

During the years 1870-1924 the University of Michigan was served by three presidents: James B. Angell, Harry B. Hutchins, and Marion LeRoy Burton. Henry Simmons Frieze twice served as Acting President.

Professor Frieze served as Acting President (1869-1871) prior to President Angell's arrival and again as Acting President (1880-1882) during President Angell's absence.

President Angell's long tenure (1871-1909) ensured many memories by the alumnae.

President Hutchins (1910-1920) wanted to serve only a short time, but reluctantly extended his service during the years of World War I before returning to the faculty. He also served as Acting President in 1897-98, and again in 1909-1910.

President Burton served during the years 1920-1925. Following are selected references to President Burton and President Angell. References to the others are to be found in other sections of this publication.



Henry S. Frieze²⁹



James B. Angell³⁰



Harry B. Hutchins³¹

Marion LeRoy Burton:
University of Michigan President (1920-1925)

Ellen Porter (1923; 1924, Grad. Sch.). “President Burton’s addresses particularly at convocations and most of all at his Baccalaureat address in June 1923 have been of lasting inspirational value to me.”

Evalynn Walker (1916, Grad. Sch.). “...President Burton’s speech on Alumni Day in the Spring of 1920, (?) before his inauguration. Some of us never read his speeches now without recalling, most vividly, the dynamic virility latent in the expression of his plans and hopes for Michigan.”



*Marion LeRoy Burton*³²

***James B. Angell:
University of Michigan President (1871-1909)***

James B. Angell was president during many of the years included in the survey. He remained a beloved figure on campus even after his retirement. There are many reminiscences, during and after his tenure as president, which reveal the many facets of a remarkable man and the affection with which he was regarded. The alumnae particularly appreciated his support of their entrance into the University. When his long life ended, the students again demonstrated their affection and respect.



James B. Angell³³

Martha McKay (Temple) (1889-91, 1892-93). “For a life-time I have heard the music of Prexy’s voice in prayer and Bible reading. He so often prayed that we would listen to the still small voice of reason instead of the tempest of emotion and passion.”

Georgien Mogford (1896). “The Vesper services held each day in the old University Hall with Dr. Angel [sic] there to offer a prayer in which he never failed to turn our thoughts back to our homes and the parents who were making sacrifices that we might be in this place of learning was a sacred time.”

Emma Pearson (Randall) (1899, Med.). “. . . received our diplomas from the hand of dear ‘Prexy’ Angell — whose memory lives on with us as an inspiration to do the best that is in us — to him, we women, especially, owe an endless debt of gratitude for his advancement of the higher education of women.”

President Angell was frequently recalled as having a truly remarkable memory for both names and faces of University students. The alumnae perceived this as only one facet of the affection and concern that he extended to them.

Laura Sciurus (Perkins) (1889-90), perhaps somewhat generous in her recollection of the size of the student body, recalled the significance of being greeted by name. “I met President Angell on my first day at the U of M. A few weeks later I met him on the street. He greeted me and spoke my name. To remember one name and face among thousands of new names and faces seemed quite wonderful to me.”

Clara Stonebraker (1900)

“Pres. Angell was a very remarkable man—most tactful & diplomatic.”

Nanna Crozier (Wood) (1895-97). “I remember two or three instances when the real humanness of President Angell was manifested. When I matriculated, he looked at my card from the Ann Arbor High School, noted my name, and asked with kindly interest about my older brothers, who had been in the University, and then with a twinkle of the eye, he asked if there were any more of us to come! (There were!)”

Mabel Bosworth (Crozier) (1897).

“I like to remember Pres. Angell who never failed to speak to me wherever in the city I met him or on the street . . . he told us that he had been able to remember the name of every student until he went to China as ambassador & then he lost out.”

Katharine Brown (1898). “Perhaps the strongest personal impression, which lingers, is that of the unfailing urbanity, the invincible and most engaging memory, of Dr. Angell . . . on my return to the University, in 1908 . . . Meeting me on the street, he not only gave me a cordial welcome, but mentioned the year of my graduation, — approximately, — referred to my having dabbled in fiction during my senior year, and inquired whether I had continued to write, and — miraculous! remembered that my name was Brown! When one takes into account the thousands of graduates, the uncounted myriads of Browns, a memory like that isn’t just a marvel. It is a proof of a profound and a meticulous interest in every student. And of a fundamental human kindness of spirit.”

Mabel Willison (1901). “Pres. and Mrs. Angell were at the head of the receiving line at an S.C.A. reception for new students. One freshman declared he could go down the lines any number of times giving a different name each

Helen Martin (1908;
1917, *Grad. Sch.*)

*“The snowy winter’s
morning when*

President Angell

stopped me and called

me by name — how

did he ever know the

name of obscure me?”

time, and not be recognized. The second presentation seemed successful but the third brought a twinkle to Pres. Angell's eye and the question — 'And what is the name this time, please?'"

Nellie Rosewarne (1916). "And I became to accustomed to being introduced as Prof. Goddard's niece that I think few people knew my own name . . . I shall never forget my introduction to dear Dr. Angell. I was serving at a tea, when someone kindly took me over to him and introduced me in the usual way as Prof. Goddard's niece. He hesitated a little and then said 'I didn't get her name.' When re-introduced in the same manner, Dr. Angell interrupted her with a very impatient vexed air and said 'Yes, Yes, I understand — but her name — What is her name?'"

The warmth of President Angell in his contact with students, in both formal and informal situations, and the significance it held for them, was remembered by many alumnae.

Laura Sciurus (Perkins) (1889-90). "... I had been absent from classes for two or three days. The President happened to be in the office when I applied for papers to re-enter my classes. He came forward and asked me if I were feeling quite well, and hoped I was not getting out too soon. It seemed quite natural for him to ever manifest a fatherly interest in all students."

Nanna Crozier (Wood) (1895-97). "Again, when I was riding horse-back on a rather fractious colt, and was trying to post some letters in a mail box, he came to me to offer to help me by mailing my letters. He always seemed to know his students, and to be ready with help and understanding whatever the occasion."

Martha Wyant (1899). "The earliest and most lasting memory of my college days was the sympathetic and personal interest shown me by President Angell on the day of matriculation. I had not expected that of so busy a man in

such a large institution. I have held his name in reverence ever since.”

Florence Baker (White) (1909; 1911, Grad. Sch.). “Having Prexy Angell write me a personal recommendation in case I cared to teach, and return my stamp.”

The many different facets of President Angell’s character are revealed in other memories.

Alice Hatch (Taylor) (1892). “Dr. Angell knew all of us by name and had a word of encouragement and good will for each one. After the Harvard baseball game he told the students to celebrate with a big bonfire. ‘We’ll have a big bonfire boys, the biggest we have ever had but I’ll furnish the fuel.’ I think he was trying to protect the old picket fence that surrounded the campus.” She described also this painful incident. “It was while I was there that a freshman boy was killed during a scuffle between the militia (state), and the students . . . I shall never forget the beautiful impressive way in which Dr. Angel talked to the students the next morning. It was a great grief to him that such a thing should have happened and the whole University was saddened.”

Sophonria Stevens (1892). “The sight of Pres. Angell and Prof. Friese walking, arm in arm, out to the home of the latter, in most earnest conversation, at times of stress, always interested me very much.” She described his remarkable effect upon the students in less serious situations. “The gatherings of the whole student body in Univ. Hall, and the bedlam they could create, until our dear President Angell would step to the front of the stage, and with a graceful wave of his hand, bring order out of chaos and the respectful attention of every member, are scenes that still cling in my mind.”

Mary Sturges (1893). “President Angell with his simple dignity telling the Legislature in the old Assembly Hall of U of M’s worst needs.”

Nina Varson (1907)

“The wonderful commencement address on Service which he delivered to our class, 1907.”

Josephine Roberts (Bent) (1893) described an amusing incident, reflecting the affection with which students regarded President Angell. “I remember when Amelia B. Edmonds spoke in University Hall. Our sorority went in a body & sent her flowers because she was a member of New York Sorosis of which we were a branch. Dr. Angel brought her out onto the platform — on his arm. He stepped on her train — she snatched at it with a vicious little

twitch. Poor Dr. A grew red-all over his face and over the top of his bald head — he was so embarrassed. We all disliked Amelia for humiliating our dear Prexy.”

Edith Rice (Swain) (1898). “One of my pleasantest memories is of a very informal dinner in the home of President Angell and his wife. They made me so at home, extending toward me their personal interest as well as hospitality. I felt them to be my own cherished friends.”

Estelle Hunt (1905). “Of course Prexy Angel stands out as the Big figure of those days. We adored and revered him. To pass him on the Campus was an Event.”

E. Mae Browne (1911; 1915, Grad. Sch.). “The figure of President Angel standing on the steps of the President’s House back in 1905 as he talked to mob of students who had been ‘rioting.’ The impression of his benign dignity, the upturned faces of the boys, the moon, the rustling leaves will never leave me.”

Ida Sitrer (1910; 1918, Grad. Sch.). “I shall remember always the picture of President Angell taking his morning stroll across

Abigail Blackburn (1918) “The overwhelming ovation to Dr. Angell, in one of his very last public appearances; this was tremendously impressive.”

campus. He embodied for me then as now the true Michigan Spirit, which seemed a sort of synthesis of Freedom and Tolerance, Gallantry and Honor, Scholarship and Piety.”

The lasting reverence inspired by President Angell is revealed in the response to his death in 1916.

Olga Shinkman (Sappington) (1917). “The Michigan Women’s Luncheon was being held in Barbour gymnasium. There were to be toasts afterwards, and then a special performance of the Junior Girls’ Play. . . . A note was passed to Dean Jordan, and when the luncheon was finished the announcement came: ‘President Angell had died.’ The chattering laughing crowds of alumnae became suddenly hushed. We all went quietly home across a sunny, deserted campus that seemed somehow to have suddenly put on mourning for the passing of a beloved man.”

Doris Anschutz (Bateman) (1915-16). “I was glad to have the opportunity of knowing President Emeritus Angell even the short time I was there. He died April 1, 1916 — and I think I have never seen a more beautiful tribute to a beautiful life, as was expressed by the student body on the day of the funeral. The streets lined with students from the house to the cemetery — was a sight I think I shall never forget.”

Helen Service (1916). “The one incident which lingers most vividly in my mind was Prexy Angel’s funeral. To see the pleasant, shady Ann Arbor streets lined almost shoulder to shoulder with silent students standing with bowed heads is one not quickly forgotten.”

Nina Varson (1907). “The very impressive memorial service to Dr. Angell in 1916 which I came 600 miles to attend. He was the University to many of us.”



Dear Old Prexy:³⁴

Firsts

The University of Michigan continued to expand, (its student body as well as campus buildings), to develop and improve methods of scholarship, and to meet more fully the needs of its women. The social needs of the women were increasingly recognized and progress continued in integrating them into the life of the University. Other changes addressed the recreational and social needs of the student body as a whole. Alumnae observed and reported these changes as they occurred.

The class of 1903, in particular, very effectively organized new activities of major significance to women. Certainly the leadership in this class was remarkable.

Here the alumnae report a broad spectrum of new advances: including small triumphs such as women entering activities formerly open only to men students; major developments which affected the lives of student women; and other changes which affected the whole student body.

Pearl Colby (Miller) (1895). “The class of ‘94 was the first to adopt cap & gown. At that time the senior class swung out in them in the early spring & wore them a great deal of the time till graduation.”



Swing Out Day, 1923³⁵

Emma Pearson (Randall) (1899, Med. Sch.). “The completion and opening of the Women’s Gymnasium with Miss Alice Snyder (a classmate) as Physical Director. The organization of the Women’s League and the appointment of Dr. Eliza Mosher as Dean of Women — This period of 1895-1899 seemed to mark the beginning of better things for women in the life of the university.”

Elizabeth Ronan (1901). “The various degrees formerly given for varying courses of study were combined in the A.B. degree, given uniformly for the first time to all our class, though the B.S. degree was later restored.” She also remembers foreign students new to the University. “The same class contained one of our first Japanese graduates, while the first Filipinos from our new possessions entered college that fall.”

Agnes Wells (1903; 1924, Grad. Sch.). “The first mass meeting of Senior women called by Dean Myra B. Jordan at which Michigan women for the first time, decided to get together as women was held in October 1902.” She recalled several major events which were established in her senior year. “Class teas, Senior Class Play (the first given by women only) and the first Senior Class Breakfast. That year (1903) was the first year the Junior Class (Girls) entertained the Senior (Girls).”

Katharine Tower (Barnes) (1903). “Our class of 1903 was the first to organize for the girls: Class spirit; class song; senior play; senior reception; senior breakfast with announcement of engagements. Agnes Wells brought back to us from her year at Vassar much inspiration so that last year, with Mrs. Jordan’s aid, really meant something to the senior girls as a class.”

Fredericka Gillette (1903; 1919, Grad. Sch.) recalled the accomplishments of this same class, and also the strenuous efforts exerted on behalf of the Women’s League. “The girls of the class of 1903 always take pride in the fact that

they had the 1st class song, gave the 1st senior play & had if I am not mistaken the 1st senior breakfast. They were the 1st class entertained by the juniors. 1904. It was I believe a St. Patrick's Day party. We of the women's league labored strenuously to earn the money to furnish the parlours of Barbour Gym and felt victorious when this was accomplished, but I did so much work in connection with the woman's league that I cannot recall the definite entertaining which we gave for this purpose."

Mildred Wood (1908-10) remembered an occasion which was special for many alumnae. "Ferry Field with the Block M used for the first time."



Block M, 1923³⁶

Organizing

For many alumnae, their first experience in organizing any large group or event occurred at the University of Michigan. They learned to organize events, such as fundraisers, celebrations; joined in campus organizations; and assisted in the work of forming and developing the Women's League. They gained recognition by their efforts

and found satisfaction in their accomplishments. The experience gained was later applied in community, state, and national organizations; in church groups; in professional associations; in school groups; and in women's and study clubs.

The efforts of the class of 1903 are once again apparent, as are their remarkable achievements in organization.

Ruth Willoughby (1890). "... as a senior, I fought long and furious battles in Castalian Board meetings thereby gaining notoriety not altogether to my liking."

Amy Collier (Montague) (1895-97). "First experience in organization on a large scale when, on Leap Year, 1896, I planned and executed with May Cooley, and a committee from sororities, a Leap Year ball at the Waterman Gymnasium to raise a fund for the new Woman's Gymnasium, not then built. The dance took place in the afternoon, and was a 'shirt waist' affair, thus advancing the shirtwaist season in Ann Arbor's drygoods stores by two months! My recollection is that we had about 1000 couples and accumulated a good fund for our cause. But the value of the thing to me in the technique of organization was incalculable, as most of my time in late years has been spent on just such work."



50th Reunion, class of 1903³⁷

Ethel Chase (1903; 1915, Grad. Sch.). “Class of 1903 put on the first Senior Girls Play and the Juniors followed the next year with their first effort. Members of class of 1905 organized the Women’s Athletic Association, Comedy Club was the only dramatic organization on campus. Choral Union was active and rather better for its numbers than now.”

Lila McGaughan (Dudley) (1903) remembered also the accomplishments of the class of 1903. “I think I was directly responsible for arousing interest in class dramatics. My class of 1903 was the first to give a Senior class play — ‘The Masque of Culture’ which I had seen some years before as presented by the Browning Society of Philadelphia. It was then out of print but we obtained one copy and had it typewritten. We presented it with no coach — a very modest production but clever and great fun. A senior play has been presented yearly, I believe, ever since, so we at least established a precedent.”

Jane Cochrane (1906). “It is of interest to me that the senior honorary society for women, Mortarboard, of which I was one of the founders and the first president, has flourished and is of present significance in university life.”

Margaret Reynolds (1917; 1921, Med. Sch.). “. . . one of the happiest memories was the Jr. Girls’ Play, and the opportunity for knowing the girls of my class and working together with them. To this day any announcement of the play brings a desire to be back in it once more, working, fighting, cussing, and loving it all at one time. As Chrmn. of the play it gave me my first experience in executive work on so large a scale, and hence was a real training for me as well as a real source of good times.”

Elizabeth Oakes (1920; 1921, Grad. Sch.). “. . . my connections with Comedy Club, Masques, and Players Club together with my appearance in certain plays is one of the happiest recollections . . . I profited much by my experience as editor of the Annual of that dormitory

[Martha Cook]. My membership in seven campus clubs and two sororities has been a valuable asset. The splendid lectures and concerts have left their mark. From the above mentioned things I developed a certain amount of administrative ability that has been invaluable in my life both as an instructor and as an individual.”

Florence Rhodes (Rouse) (1923) worked hard as a student, but also maintained an active social life. “Michigan has meant work, because even before I entered Law School my studies were hard. But I have found some play time also. During the first year I found some time for the Classical Club, then a flourishing organization, and worth while. The Wesleyan Guild and Cosmopolitan Club have furnished many opportunities for making friends. . . .”



*Junior girls' play, 1914*³⁸

The Women's League

The organization of the Women's League was important to women, both to those who were students and also to alumnae. Following are only a few of the many references found in responses to the survey. All references are positive. The women greatly appreciated this major step forward in their effort to be accepted as a part of the life of the University.

Lilian Johnson (1891). "One day Ethel Fountain, (also of 1891), . . . came to me asking, 'Lilian, how can we get for the non-sorority girls the kind of social life you girls get in Collegiate Sorosis?' Out of that, with the aid of Winifred Lane, we thought out the Women's League."



*Women's League party, 1911*³⁹

Elizabeth Ronan (1901). "The Woman's League was incorporated, and the social activities of the league systematized by dividing its membership into groups of ten, each with an upper classman as leader and a faculty patroness; joint dances in the gymnasium were the most popular form of meeting, and I trace some of my best friends and pleasantest memories to these gatherings."

Elizabeth Kittredge (Gelston) (1900). "I think it was during my first year ('95-'96) that the Woman's League was divided into groups of ten, and each group was sponsored

by one of the Faculty women. The groups were entertained by their sponsors, and by members who lived at home or in rooms sufficiently large. Some of these ‘parties’ were very successful and some of them were not. The whole plan was abandoned after a year or two (as I remember) . . . the girls were very busy. It seems to me that we really studied in those days.”

Margaret Reynolds (1917; 1921, Med. Sch.). “Undoubtedly my work with the League exerted the greatest influence on my development during University days, because of its necessary lessons in administration, public speaking, and diplomacy.” She concluded, “I am still heart and soul for the League and would be only too glad to do something for it. . . .”

Bonnie Reid (1910) “I hope the Women’s League is still functioning. Its parties and its work with the girls is surely worthwhile.”

Accomplishments

The accomplishments of these early women were many. Although they were a minority in every circumstance outside of the home, they achieved remarkable success despite the obstacles. Asked to name ten outstanding alumnae, some women gave a list of names only, while others offered a capsule description of the women they admired.

Following are quotations relating either to the alumna's evaluation of her own achievements or to the ten outstanding alumnae whom she was asked to name. Also among the following are descriptions of women with remarkable accomplishments, yet who were not named as outstanding by their peers. (An asterisk preceding the name indicates that the alumna appears on the outstanding list. A complete list of those alumnae selected as outstanding is available through Bentley reference staff.)

***Annie Peck** (1878, 1881, Grad. Sch.). Annie Peck was frequently mentioned on the list of outstanding women submitted by the alumnae. Her accomplishments were many and varied. She taught (primarily mathematics, Greek, and Latin) at preparatory schools and later at both Purdue University and Smith College. She lectured for some years on Greek Archaeology; she also lectured on the United States and American industries in the chief cities in South America. She was the author of three books about South America, as well as magazine and newspaper articles.

Most frequently listed as outstanding

*Florence Barnard
Mary Barnes (Sheldon)
Octavia Bates
Katherine H. Brown
Gertrude Buck
Mary Byrd
Angie Chapin
Ethel Chase
Katharine Coman
Alice Hamilton
Tomo Inouye
Myra Jordan
Ida Kahn
Caroline Kleinstuck
Eliza Mosher
Alice Palmer
Annie Peck
Katharine Pomeroy
Elsie Pratt
Winifred Robinson
Lucy Salmon
Clara Sanders
Emily Sargent
Mary Stevens
Lucinda Stone
Eliza Sunderland
Esther Van Deman
Bertha Van Hoosen
Agnes Wells
Mary Yost
Mary Stone*



Alice Freeman Palmer⁴³



Ida Kahn⁴⁰



Myra Jordan⁴²

Alice Hamilton⁴¹

Peck was an accomplished mountain climber, having reached the highest point on the hemisphere that had been attained by any North or South American man or woman (21,812 feet on Mt. Huarscaren, Peru on September 2, 1908). In describing her motivation and work, she wrote, “I have in writing from Dr. Angell, ‘She distinguished herself in every branch’ . . . I consider that my versatility was perhaps unfortunate although I have achieved more or less distinction in a number of different lines. . . .”



*Annie Peck*⁴⁴

Ella Kyes (Dearborn) (1888, Med.) described her selection for outstanding alumnae. “. . . Bethena A. Owens who grad. in 1880 — known throughout the west as Dr. Owens-Adair, deserves honorable mention, as she was the first woman M.D. in Oregon, and fought her way thru opposition and ridicule from men M.D.s and the general prejudice against women in any new calling. She had published three or four books, and spoke before the Oreg. Legislature in favor of her bill ‘The Sterilization of Criminals’ till the bill was finally passed. She is now living in her home ‘Grand View’ in Warrenton, Ore. 83 years of age.”

***Lilian Johnson** (1891) received her Bachelor of Arts from the University of Michigan. She obtained a Doctor of Philosophy from Cornell University, and also attended Wellesley, the Sorbonne, and the University of Leipzig. She led a long and distinguished career in her efforts to address the needs of the rural community in the United States. She continued to be active in social concerns throughout her life.

In July, 1954 Johnson wrote, “. . . tho I will be 90 in June, my life is full to the brim. Feby 14th — I gave a history of the project of the Negro Youth Center we were dedicating that day; Feby 23rd I gave an address before the Sarasota AAUW; on the 2d Monday of each month I have the Bible Study of one circle of the Pres. Women. I am treasurer of a local and the District WCTU; Dec. 1st I moved into an apartment of my own & am getting my own meals.”

Julia Worthley (Underwood) (1890-92) was granted an F.R.S.A. (Fellow of Royal Society of Arts) of England. She became a writer, poet, and translator of eleven languages. She was author of the New World Trilogy, three novels picturing the crumbling of civilization. In 1924 these were in the process of publication by Houghton, Mifflin, & Co. She also was listed in *Who's Who in America*. Worthley selected as outstanding, “. . . ***Esther Boise Van Deman** (Carnegie Fellow) greatest woman archaeologist of today. For more than twenty years she has lived & worked in Greece & Italy. She is a fine example of the disinterested scholar.”

Caroline Miles (Hill) (1890; 1892, Grad. Sch.) described her accomplishments succinctly, “Taught five years before marriage one of these years at Mt. Holyoke College and two at Wellesley. After marriage lived at home, at Hull House, did work in other settlements and much committee work for clubs and the A.C.A. (from which I have now resigned) suffrage work. Since I have been a widow I have again lived in settlements (in New York) and have done some literary work. Have published one book and many articles. Two others almost ready.”

Julia Stannard (1892, Med. Sch.) gave this account of her long service: general practice of medicine in Ohio; resident physician of Philadelphia Maternity Hospital; medical missionary to Navajo Indians; resident physician, Minneapolis Hospital (Rescue Mission work); resident M.D. at Iowa State School for Girls; resident physician, New York State

Institution Woman's Relief Corp.; [care of] "Old soldiers & Army nurses —." In 1924, (thirty-two years after earning her degree), she concluded, "last — care of an invalid mother & home keeping — I hope to take up active work again."

Myrtelle Moore (Canavan) (1899-1902, Med.) gave a minimum of information in her response to the survey. She identified her occupation as pathologist, and observed that she had obtained her Medical Doctor degree at the Women's Medical College of Pennsylvania in 1905. However, she enclosed with the questionnaire a bibliography citing forty-two articles in which she had been either sole author or contributor, and which had been published in leading medical and scientific journals.

Ina Taylor (Gore) (1899) offered an interesting description of Gertrude Buck, who was identified by a number of alumnae as outstanding. "... ***Gertrude Buck**, who lived one year, next door to me She was modest and unassuming, always deferring to others, in opinion, although mentally superior to most of her associates. She was always seeming to gather experience and knowledge, always seeking information, seldom offering it. Association with her was a treat, a precious experience. She thought about everything, working out original little conceits concerning the world around her. To take a walk with her was to have several charming intellectual surprises."

***Winifred Daboll** (1900; 1902, Grad. Sch.). "As a result of circumstances, my life has had to be spent in my home school, but I have been able to help many of my students to find at University the openings to paths that I once thought would be mine."

***Ethel Chase** (1903, 1915, Grad. Sch.) listed the following achievements: Dean of Women, City College of Detroit, Senior Instructor in Botany; also attended Stetson University, Florida University, Chicago University,

University of Minnesota; Biology stations Tolland, Colorado; Port Renfrew, Vancouver Island; Woods Hole; and spent a year exploring South Sea Islands with a Botanical Expedition. Yet she found her fulfillment in the opportunity to influence young students. “Who knows what constitutes achievement? I have merely served as a humble teacher of Botany for twenty years but I have touched the hearts and quickened the thoughts of young men and women — who knows whether that is achievement?”

Helen Bishop (1904, Grad. Sch.) attended the University of Michigan; Pacific University, Oregon; Teacher’s College Columbia University; and Johns Hopkins Medical School (special student). During her university years, she received Bachelor of Arts, Bachelor of Science, and Master of Arts degrees. She was director of Helen Newberry Residence at the University of Michigan, and at the time of the survey had recently been appointed Dean of Women at the University of Wyoming.

Nellie Yaba (1904-05, Med. Sch.) didn’t complete her degree at the University of Michigan because of “bad eyes.” After leaving the University she attended the following schools: Normal Training School in Detroit, Baptist Missionary Training School in Chicago, Moody Bible School, and Missionary Training School (from which she graduated in 1910). Her social service and missionary experiences in the United States were varied; during a 10-year period she traveled to 21 states. Returning to Burma (her native country), she continued her missionary and social service work among Karen and Burmese girls. Yaba wrote to Jean Hamilton, University of Michigan Dean of Women, in 1924, “Our Y.W.C.A. is in its infancy and we can say that the student Y.W.C.A. of U. of M. is really responsible because that was the place where I learned about the work, in 1904.”

Mattie McFarland (Wrentmore) (1912; 1913, Grad. Sch.). “I have been interested in the Filipina women and children

and was president of the Manila Woman's club for several years, during which we organized more than 300 women's clubs among native women. I travelled several thousands of miles organizing these clubs and speaking on the subject of food increase and better diets for children . . . and have given my time and energy to raising funds for work among the lepers."

Grace Moses (1916-17). "Professor Markley stands out in my mind as the one professor to whom I feel a real gratitude for the little success I have enjoyed. I have always felt that his faith in my ability helped to give me the courage to try a field almost untried by women. I was the second woman in Detroit to open a Public Accounting Bureau and the first in Oakland, California, where any income tax work was attempted. It might interest you to know that I put in a new system, as well as do all the auditing and tax work for one of the largest house furnishing Corporations in Oakland; as well as over twenty other concerns although I have only been here 15 months."

***Margaret Reynolds** (1917; 1921, Med. Sch.) recognized the significance of ***Alice Freeman Palmer**, (the alumna most frequently listed as outstanding), but wished to include others also. "Alice Freeman Palmer outstanding. My viewpoint on others is rather limited, but would include ***Dr. Ida Kahn** for her splendid work for the women of China; ***Dr. Alice Hamilton** for her revolutionary work in the study of Industrial diseases, and Dr. Florence Huson of Detroit."

Hazel Losh (1924, Grad. Sch.) had a long and distinguished career at the University of Michigan. Yet in 1924 she stated simply, "Fellow in Astronomy, University of Michigan. Expect the Ph.D. degree to be granted me in June."

Elizabeth Oakes (1920; 1921, Grad. Sch.) was one of several women who expressed regret at knowing little



Hazel Losh, ca. 1965⁴⁵

about noted University alumnae. “I am very glad that you have asked such a question. I am ashamed that I do not know more about our alumnae. Too much is told us about our outstanding men; too little is said for the women.”

Events

Spanish American War

The Spanish American War, although clearly memorable, did not have the same impact upon the students as World War I. Alumnae frequently mentioned the Spanish American War among their memories, but briefly. The following quotations are selected from the few detailed accounts of this experience.

Isabel Ballou (1899). “I remember when the men began to drill at the beginning of the Spanish War. A long line of them on the campus, an ill assorted line of all sizes of men, moved by strange and contradictory impulses at the words of command.”

Winifred Beman (Lange) (1899; 1901, Grad. Sch.) observed the power of crowd psychology. “. . . early in the Spanish war when a crowd of hilarious students had gathered to burn an effigy of Spain. Big ‘Bill’ Day made a speech so earnest and eloquent that the hilarious group was transformed into a very serious, determined set of men who marched down to the Michigan Central railway station and telegraphed to the Secretary of State, William Day, father of Bill Day, that they were ready for enlistment. It was an interesting example of crowd psychology, to say the least.”

Florence Allen (Inch) (1899, Med. Sch.) felt there was minimal impact. “Remember going to see the men leave for Cuba in the Spanish-American War and how little the interest or patriotism aroused at least in me and doubt if much in others.”



Red Cross workers⁴⁶

Beulah Weeks (Hemenway) (1899), however, had a very different recollection. “I belonged in the period of the Spanish American War and I have a vivid recollection of the day when Company A went away to join their regiment. College was dismissed and we all flocked to the T. and A. depot to bid farewell to the departing troops. The band played, mothers and sweethearts wept and some of the older folk said it reminded them of Civil War times. . . .” She encompassed the ending as well as the beginning in her description, “I also saw some of those same boys come home again to that same T.& A. depot with faces so bronzed by southern sun that we hardly recognized our own classmates, with uniforms faded and worn and with such a collection of parrots as I have never seen before nor since outside a zoo.”

World War I

During World War I, service in the Red Cross was one of the few organized areas in which women could contribute, and many of the alumnae proudly reported these contributions in the Alumnae Survey of 1924. Service ranged from rolling bandages and knitting to administrative positions on all levels, including local, state, national, and international. Alumnae also served as nurses and physicians and as hostesses in the USO (United Service Organization, the nationwide effort to cheer lonely servicemen). Following the War, alumnae worked in various organizations formed to help those in Europe who were left homeless, hungry, and orphaned.

Students who were on campus during World War I have vivid memories of the changes which occurred in classrooms, on campus, and in the town of Ann Arbor. Their “voices” reflect a sense of immediacy, of the impact of wartime reaching into all areas of student life, and of the widespread emotionalism of the time.

Dorothy Snell (1915-16, 1919-20). “During war-Campus all torn up, into trenches — and rude constructions set up — as fortifications for the training of 100 odd of R.O.T.C.’s etc., streets lined with young sailors and soldiers training to fight and protect America! Very spectacular! And heart-rending.”

Harriet MacKenzie (1908; 1915, Grad. Sch.). “The diminishing numbers in Philosophy Class Spring of 1917 when daily a sheaf of yellow slips denoting withdrawal to enter war service was brought in by Prof. Wenley.”

Harriet Walker (1917). “My year, 1916-17, at Frau Palm’s German House, where we endeavored magnanimously to ignore international hostilities and converse in German, until in February 1917 things got too hot. The spring of 1917, with the organization of the Naval Reserves, Red Cross work, men going into camps.” She also recalled the unusual commencement of the War years. “All the vivid and interesting events connected with commencement; most vivid of all, the boys in uniform back from the camps to receive their diplomas.”

Margaret Reynolds (1917; 1921, Med. Sch.). “The most vivid picture is of the enormous mass meeting in Hill Auditorium in April of 1917, preliminary to the departure of the Naval Reserve Unit. Never before had the American flag made such an impression on me as it did then, nor the Star Spangled Banner. Another war incident, was a mass meeting for Women held in the Natural Science Bldg., when we were discussing what Michigan student women should do. In the midst of the program, a Sophomore student, Rowena Bastian I believe, sprang to her feet, demanded the floor and started a fiery outburst against the horrors of war, and urging everyone to join her against the present movement and for the Ideal of Peace. As President of the League, and presiding officer of the meeting, it was probably my first experience in trying to meet an emergency in public.”

Muriel Babcock (1918, Grad. Sch.). “I attended Michigan during ‘the war year’ — 1917-18, when the enrollment was comparatively small — the year of the organization of the R.O.T.C. on the campus. I remember vividly the long parades in honor of various groups sent from time to time to Camp Custer, when everyone plodded — or raced — enthusiastically through the dreary autumn streets to send ‘the boys’ off with all good cheer.”

Lois Fischer (Marin) (1918). “The one memory that lingers in my mind . . . The classes assembled in University Hall to listen to President Hutchins. After being introduced he said, ‘Boys and girls of the Class of 1918,’ pointing first to the section of the Hall where the girls were seated and then to the boys, then stopped, he could say no more, for most of the boys of our Class were not there, but serving Uncle Sam either overseas or in this country. It is a sad memory”

Abigail Blackburn (1918)

*“The women’s meeting —
tense with high strung emotion
— to vote for or against
military training. . . . The pall
of War over every university
activity . . . our beautiful
but sad Commencement Day
— 1918.”*

Mildred Mighell (Riorden) (1918). “. . . Commencement Day in June 1918. The literary class of 1918 — nothing but girls, nothing but girls! Here and there a man in uniform, stationed near enough to come back — here and there a rosy lad under age — here and there a man who had stumped up and down the diagonal for four years on a cane or a crutch — the rest of the line, just girls.”

Clara MacGregor (1919). “. . . I shall remember the S.A.T.C. [Students’ Army Training Corps] pounding down State Street three times a day toward the Union to be fed. Drilling beneath classroom windows could be heard at all hours. They told us that Ann Arbor during the war was not itself. Having returned many times since, I can readily

contrast the quietness of my undergraduate days with the present university and often wish that I could have postponed my college life a few years. Of course the war was the cause of the abnormal Ann Arbor during the years 1915-1919.”

Josephine Hoover (1921). “We who lived through the S.A.T.C. will always remember those trying days. The days when the Union was as yet incomplete, the ball-room served as a mess hall — and women wandered unmolested — into the sacred front portals.”

Dora Ritchie (1922). “I never shall forget that ‘hectic’ first semester which opened in the fall of 1918, when the S.A.T.C. and S.N.T.C. [Students’ Naval Training Corps] held sway on the campus.”

Dorothy Trevor (1922). “Days under military rule during the war — being awakened by reveille and retiring to the melancholy tones of taps.”



*Red Cross parade*⁴⁷

Armistice

The Armistice between Germany and the Allies was welcomed by all and caused great excitement on campus, and also in the town of Ann Arbor. Town and gown joined in the celebration.

Marian Wean (Tuttle) (1917-20). “One incident which will always remain fresh in my memory is the early morning parade at Martha Cook Building on the eleventh of November in 1919. We were awakened about half past four by newsboys shouting, ‘Peace at Last, the War is Over!’ Hurriedly we donned kimonos and ran down stairs to get papers. Girls were coming from every direction in the building clad in bathrobes. Newspapers were eagerly scanned, and voices rose louder and louder with joy. Finally, someone suggested a parade, and all of the one hundred and nineteen girls, then living at the dormitory, formed single file in line in the large main corridor of Martha Cook Building, and a parade was started, — upstairs and down — thru halls and corridors, the girls singing the ‘Star Spangled Banner.’”

Veola Gifford (1919). “...I can never forget the spirit of the war year, S.A.T.C., Armistice Day (the false and the true one), and the gradual return of the boys to school. Nov. 11, 1919 is, I believe the only day in the history of the University which was a holiday taken by the students without being declared a holiday by any authority.”

Dora Ritchie (1922) described a “false alarm,” report of an Armistice between Germany and the Allies followed by a half holiday and a parade. “Then a few days later the real report came. The news reached Ann Arbor shortly after midnight, and by four o’clock in the morning the streets were thronged with crowds of people. There was a great bonfire in the middle of the street at the corner of Main and Huron, and hundreds of people stood watching it until daybreak. We had another holiday and another

parade. This time we knew it was true. The powers that be even permitted dancing that night and the whole town danced for joy.”

Influenza Epidemic

The influenza epidemic also had an impact upon campus, changing both the routine of ordinary campus life, and the appearance of students, faculty, and townspeople as they donned the white masks meant to protect them from the spread of this deadly virus.

Dorothy Snell (1915-16, 1919-20). “During influenza epidemic, hard on all amusements—all forced to wear white masks—Campus having a most grotesque appearance — crowded with white masked individuals, making the war period seem more tragic and grim. . . .”

Roma Hooper (Cornwell) (1922). “. . . the flu masks which we wore in classes, and the soldiers carrying trays of soup down the street during the days of the epidemic in 1918.”

Dora Ritchie (1922). “Then came the dreadful ‘Flu’ epidemic when we were deprived of amusements of all kinds, and the Caruso Concert was postponed. The professors tried to lecture from behind ‘flu masques’ to rows and rows of eyes peering over those queer looking masques.”



Commencement, 1912⁴⁸

Senior Events and Commencement

Memories of events of the Senior Year and of Commencement were frequently mentioned. They revealed the importance of these occasions to the alumnae. Among many other details, they described the mode of dress, the weather, and the ceremony.

Belle Otis (Middleswart) (1897). “Commencement day, July 1, 1897, [note the date] when we graduated, — the gladdest, the saddest and the hottest day of all the years will always be the most outstanding day.”

Lillie Shaw (1884) “The long-sleeved, high-necked black gros grain dresses in which most girls of my time received their diplomas.”

Emma Pearson (Randall) (1899, Med. Sch.). “The most vivid memory: — Commencement Day, June 1899 — Eighty-eight of our medical class, seventy five men and thirteen women — assembled in the shadow of the old medical building — marched to Old University Hall to the music of ‘The Victors’ and received our diplomas from the hand of dear ‘Prexy’ Angell — whose memory lives on with us as an inspiration to do the best that is in us.” She also noted the significant contribution of her mother, “. . . the influence and guidance of my mother — whose choice of schools was the University of Michigan and who toiled and sacrificed to give my brother & myself our education there.”

Elizabeth Ronan (1901). “Commencement processions were much less formal then than now. Only the Lits. wore academic dress as a class. At my first commencement, the Laws wore every type of headgear from a top hat (with frock coat) and the academic dress of a foreign university, to the tiny baseball caps of class team members. ‘The Victors’ had just been written that year, and was played as the processional march. . . . There were ten girls in that

year's medical class, and they all wore immaculate white duck shirt-waist suits, and received the applause of the day as they led the class across the stage."

Marguerite Tyler (1903) "The day I graduated I left in cap and gown for the train going West to the Philippines and an entirely new world to me."

Vera Hill (1923).

"Commencement Day — June, 1923 — the first time the exercises were ever held in Ferry Field — the swinging down State Street — the wonderful address of Dr. Fosdyke, and last of all, receiving our diplomas from President Burton."

Olive Hurlburt (1924) gave a somewhat belated approval for a change in the location of Commencement. "... the Commencement Exercises of 1923 when I was one of the graduates. I was not in favor of having the Exercises on Ferry Field and refused to sign the petition. However, after the Exercises were over, I regretted my former views. The day was ideal and the Exercises lost none of their dignity by being outdoors. It was a grand and glorious occasion for all I believe. The fact that every one of the seniors' relatives and friends could attend as well as that everyone could hear perfectly was a great feat."

Helen Gregory (Keane) (1912-14) gave this moving account of her mother's graduation. "an interesting fact which concerned my mother. . . . When she married she lacked one semester of graduating. Years later, . . . she re-entered the U of M and graduated . . . She was then a grandmother, but for several years afterward took courses right along with her son in the University. "

Visitors to Campus

Distinguished visitors to the University were greatly appreciated. Hearing notable personalities from various fields (statesmen, political figures, military heroes, explorers, religious figures, and those well known in the Arts) was, for many, a new privilege. Alumnae frequently reported vast crowds which gathered for these occasions. The following quotations are selected as a sampling of the diversity of the visitors.

Mary Wellman (1884-85)

“Exhibition and lecture by the famous cartoonist Nast in Univ. Hall.”

Martha McKay (1889-91, 1892-

93) *“Then the lecture of J. Henry Stanley the African explorer with its terrific crowd.”*

Juliette Sessions (1893)

related this exercise in leadership, and its aftermath. “As president of the Women’s League in the spring of 1892 I arranged to have Miss Susan B. Anthony address the women of the university in Newberry Hall. Miss Anthony was to be a guest of her old friend, Mrs. Asaph Hall, for only three days and I had to act quickly. There were few telephones, if any, and I did not consult the ‘Advisory Board’ of faculty ladies, but went ahead. A committee of said ladies, much perturbed, waited upon me to inquire if it were not a rash proceeding. Would not it ‘commit the League to Woman’s rights’? I assured them there would be no resolutions nor endorsements, but that I looked upon it as a wonderful opportunity for the girls of Michigan to see and hear a famous woman to whom we all owed a great deal. Their fears were calmed and they came to the lecture but I always felt, thru my year of office, that they thot I would bear watching.”

Pearl Colby (Miller) (1895) described the crowd which gathered on this occasion. “The year of 1891-2, the law students brought Grover Cleveland to Ann Arbor to address the student body. The jam in front of the old Main Bldg., waiting for the doors to open was the worst I have ever been in. I am short, & in tiptoeing to see something, my feet got off the ground & couldn’t get back for ten or fifteen minutes. I had hopes I might be squeezed tall & thin, but alas, couldn’t see any after effects. That night the crowd at the courthouse was so bad, that when we reached the steps, we were literally pulled up the steps by the men stationed there to watch the lines. Without them we would have been knocked down, trampled on & seriously hurt.”

Mary Williams (1895; 1897, Grad. Sch.) offered these images. “Snap shots only — a picture of Grover Cleveland’s carriage drawn up the street by shouting students — Feb. 22 in the early nineties (?) Booker Washington swaying by his oratory a hall full of turbulent law students.”

Marion Otis (Porter) (1897). “Aside from the personality and inspiration of some of the outstanding Professors, the addresses of some of the great social workers who annually visited the University made the greatest impress on me — Raymond Robbins, Jane Addams, Florence Kelly, Mary McDowell were frequent visitors. We had very fine speakers at the Sunday morning 9 o’clock service at the S.C.A. which I greatly enjoyed.”

Elizabeth Ronan (1901) named these notable figures. “Carrie Nation visited the campus; R.E. Olds exhibited his first auto to us one noon; President Harrison delivered one of his last speeches in the Students’ Lecture course. . . .”

Elisabeth Wason (1923) recalled the furor, but did not identify the book which was the cause. “Specifically — I shall never forget the furore on campus which H.L. Mencken’s criticism of a book written by a faculty member caused.”

Campus Visitors

Ignace Jan Paderewski

Amy Lowell

H.L. Mencken

(Stephen) Grover Cleveland

William J. Bryan

Susan B. Anthony

Frances Willard

William McKinley

Carry Nation

William H. Harrison

Franklin D. Roosevelt

Fritz Kreisler

Ferdinand Foch

Booker T. Washington

Jane Addams

(Thomas) Woodrow Wilson

Lloyd C. Douglas



*Jeremiah Jenks, '78,
eminent political
economist.*



*Ex-Governor Char-
les S. Whitman, of
New York.*



*Marshal Ferdinand Foch of
France.*



*Fritz Kreisler, celebrated
violinist.*



Visitors⁴⁹

Memories

Traditions

The following descriptions are of traditions that were mentioned by many alumnae as being significant in their University experience. Many alumnae remembered these, and some offered vivid details of the events. Other mentions of beloved traditions may be found in several other sections of this publication.

Campus Sings

“Sings” were mentioned repeatedly by the alumnae, as among their memories of special college days. In both spring and fall, the seniors gathered to sing informally. As Commencement time neared, the senior class gathered for “sings,” which in later years were held on or near the Library steps.

Flora MacKenzie (1913). “... and the most deeply impressed upon my memory is the ‘Last Sing’ of the June 1913 class, grouped in picturesque setting about Memorial Hall. I couldn’t sing the last verse of the ‘Yellow & the Blue,’ for there was a lump in my throat that wouldn’t down. Without a sound the group broke up and vanished into the shadows, not weeping — but just too overcome by emotion to speak.”

Ruth Johnston (1920). “... the senior sings on the campus when in caps and gowns we gathered out on the grass not far from the Library at twilight time — girls in the center fellows on the outside of the circle and sang college songs ‘When Night Falls Dear’ — ‘Tis of Michigan we Sing’ etc. and the Engineers a little distance away in a little other group would answer.”

Freshman Spread

The Freshman Spread, a banquet given annually by the sophomore girls for the freshman girls, was an occasion cherished by many alumnae. However, as was usual among the women, there were some dissenting opinions. Both points of view are presented by the following "voices."

Winifred Beman (Lange) (1899; 1901, Grad. Sch.).

"I entered college with the class of '98 and in my sophomore year our committee was the first to secure from the regents permission to use the Waterman gymnasium for



The Freshman Spread.

NOVEMBER 2, 1894.

GIVEN BY THE GIRLS OF '97.

Chairman, MISS HARRIETTE WALLER.

Chairmen of Committees.

Arrangements,	MISS AGNES MORLEY.
Invitation,	MISS JESSIE H. SMITH.
Refreshments,	MISS HARRIET E. BUSHNELL.
Tax,	MISS MINNIE THOMPSON.
Souvenir,	MISS ABIGAIL HUBBARD.

Chaperones.

MRS. JAMES B. ANGELL,

MRS. B. M. THOMPSON,	MRS. I. N. DEMMON,
MRS. N. W. CHEEVER,	MRS. J. O. REED,
MRS. C. B. NANCREDE,	MRS. J. L. MARKLEY.
MRS. N. S. HOFF,	MRS. W. P. LOMBARD.

Oracle, 1895-1896⁵⁰

the Freshman Spread, which was a party given by sophomore girls to the freshman girls and had hitherto been an unpleasantly crowded affair at the old Granger dancing academy.”

Margaret Warthin (1923) was one of the very few who expressed a dislike of this event. “On the other hand — the Freshman Spread with its horrible crush and formal dress seems to return to me as one of the worst memories of my college life. The number of girls was so large — they were so dissimilar and uninterested in each other that it seemed a farce to which we were dragged because we would get criticized if we did not go. I wish I could offer something constructive on that proposition for I honestly think it is a horrible mess.”

Cap Night

Cap Night was an important and colorful event. This was an annual mass meeting held in June at the end of the first college year. There was singing and speech-making during this celebration, and the highpoint of the evening occurred when the freshmen tossed their first-year caps into a bonfire.

Mary Barnes (1901-02, 1904-08). “... the first freshmen cap night that I attended. It was held in Sleepy hollow, near the hospital, a natural amphitheatre the sides of which were clotted with masses of students & faculty who had come together to celebrate this event. After class yells, songs and speeches, the varsity band struck up and the freshmen took their places and marched by the huge bonfire each casting his cap on the flames thus passing on to those honors of the Sophomore class.”

Mildred Wood (1908-10). “Cap Night at the Hollow stands out as one of the lovely pictures — the light of the huge bonfire reflected on the faces of the crowd on the hills — the songs, dances, etc.”

Evalynn Walker (1916). “Cap Night, out on the Boulevard, was a far more thrilling and impressive spectacle, than any stilted formalities could ever hope to make Commencement.”

Emma Cole (1916-17) described this modification during World War I. “I shall remember ‘Cap Night’ when the entire student body gathered around the immense bonfire, and how the freshmen threw their caps into a box in front of the fire as an act of ‘conservation,’ I was told. This was the spring of 1917.”

Marjorie Frace (1918) remembered another feature of this event. “My First Cap Night with its enormous bonfire and Snake dance.”



*Cap Night*⁵¹

Friendship

During their years at the University alumnae often formed close friendships which they found very meaningful and longlasting. Many of the women came from small towns in which they had found limited experience and a narrowness of attitude. At the University they found peers with abilities and interests similar to their own; this was stimulating and very gratifying. Many felt the friendships formed at the University of Michigan were among the greater benefits of their college experience. Although they mentioned the importance of the friendships formed during their college years, few elaborated upon this sentiment.

Alice Schoff (Millis) (1892, Grad. Sch.) appreciated the sororities. “Coming from a small city college where there were no sororities I greatly enjoyed my association with some of those then established in Ann Arbor. . . . The ideal conditions of simple living and high thinking in the Sororities of that day impressed me deeply, but conditions have so greatly changed in these regards that it is indeed the echo of a distant past.”



Louise McKenzie '95, Elizabeth Hench '95, Grace Willard '95, Frances Wilcox '95, Annie Hogeley '95, Alice Brown '96,
Dix Dunster '95, Helen Babcock '98, Hellen Kamsdell '95, Genevieve Cometti, Bertha Bradley '96,
Macy Kitchen '97, Julia Fink '97, Alice Chandler '98, Elise Bennett '95,
Juliet Butler '97, Elizabeth Camp '95, Helen Bennett '98, Ruth Tuttle '96.

'94-'95

*Collegiate Sorosis, 1894-1895*⁵²

Although many alumnae emphasized the lasting friendships formed while at the University, there were others who recorded negative experiences and who experienced difficulty in establishing relationships. The following “voices” describe some of the difficulties encountered.

Phebe Parker (1895) did not find her experience a positive one, and offers a “tongue in cheek” remedy. “It was perfectly possible to graduate and have a speaking acquaintance with not more than half a dozen classmates. Maybe we were mid-victorian in waiting for proper introductions . . . The more I study students of other colleges, the more I should like to establish a chair of Social Relations — one of whose objects might well be to promote college friendships.”

Mildred Armstrong (1915, Grad. Sch.) found that resources for integrating the graduate students into campus life were lacking. “I shall never forget the difficulties I had at first in arranging my course-in finding rooms and buildings and ways of doing things. It seemed to me then that everything in the world was done to help freshmen and nothing to help graduate students, and I felt just as ‘lost’ as the most helpless freshman, having had all of my undergraduate work in a small college. But after the first few days I began to love Ann Arbor and the mere mention . . . will always awaken memories of the most treasured kind.”

Religion

For many alumnae religion was already an important part of their lives, and continued to be during their years at the University. Most of those who responded to the survey attended church and Sunday School regularly, as did many of the faculty and faculty wives. Both the Student Christian Association and the Young Women’s Christian Association were active organizations on campus.

Margaret Stewart (1877; 1887, Grad. Sch.). “Chapel attendance was compulsory, and a certain number of unexcused absences was punished by suspension.”

Mary Wellman (Loomis) (1884-85) remembered, (as did many other alumnae), the Sunday school class taught by Mrs. Angell. “Mrs. Angell’s S.S. class (Congregational Church) later taught by Prof. Gailey.”

Myrtie Hudson (Wagner) (1885) recalled a photograph taken of a dedicated group, and the commitment of several of its members. “The meeting of the Student Volunteers of that day . . . Out of them, five reached the foreign field: Graham to Turkey, Otte to Amoy, Trowbridge, Turkey, and the Wagners to China.” She also recalled, “The visits of Secretary Luther Wishard in his efforts to separate the S.C.A. into two groups, Y.M.C.A. and Y.W.C.A. Michigan was not ready.”

Flora Potter (Moran) (1888; 1890, Grad. Sch.) described the importance of the Student Christian Association to the students. “The S.C.A. occupied a large room on the first floor of the South wing . . . and was officered and managed entirely by the students themselves, the position of president being one of considerable honor and responsibility. A general interdepartmental meeting was well attended by both men and women students each Wed. evening.”

Marion Otis (Porter) (1897). “Students Christian Association had a marked influence in development of broad religious interests & relationships. Thro that body I have friends all over world. India, China, Persia, Africa, etc.”

Clara Stonebraker (Bayne) (1900). “As to the religious life of the Students. It was just what you made of it as it is today everywhere. It would have been fine to have heard more of the great preachers of the country preach during those years, as they did down East. The churches in A.A.

really should have very fine preachers if they wish to hold the interest of the students . . . I believe it would have been well to compel a certain amount of religious teaching along any line and then received credit for it in college. We were just children, & so terribly free & independent.”

Flora Hodge (1904). “The friendly services of the Y.W.C.A. girls the first week is not only an outstanding memory but one which I have appreciated more since my acquaintance with other institutions. After the nice lunch served at Newberry Hall to the incoming strangers, some of the girls took me to the Y.W. home for the night, went with me the next day to find a room, found out what church I attended, called for me Sunday morning and at church introduced me to a great many and made me feel very much at home.”

Grace Wolf (1914). “I was very active in the Y.W.C.A. and had many good times with the Social Service side of the work — it was my committee . . . who under the direction of Dean Jordan . . . started the classes for children, taught by University girls, in the hospital.”



Student Christian Association meeting room⁵³

Harriet Walker (1917). “The annual campaign dropped in 1916 (?) for raising money for Michigan’s Mission in Busrah, Arabia, was an important experience. Hundreds of students worked hard in a project entirely altruistic, with far-off, intangible results. This mighty cooperation in the realizing of a distant ideal made a deep impression upon those who took part.”

Housing

Michigan’s women appreciated living in boarding houses because of the freedom they found there. They revered kindly landladies who had lasting influence on them. Faculty opened their homes in some instances. In later years, as more housing options developed, alumnae described dormitory life. Martha Cook Residence Hall was a particularly treasured memory of many students.

Jessie Beal (Baker) (1883, Med. Sch.). “The best influence at Ann Arbor was the atmosphere of refinement which characterized ‘Mrs. Motleys boarding house’ and the gentle dignity of the little lady whom all who were as fortunate as to eat under her roof came to honor and admire.”

Mae Beadle (Frink) (1884-86). “Roomed when a Freshman in old Winchell home on N. University, an octagonal brick structure, with quaint and unexpected nooks and corners. We admired and revered Prof. Winchell. . . .”

Alice Tryner (1887-88). “I roomed alone — received my callers in my own sitting room upstairs — with the landlady somewhere in the regions below — not willing to have her roomers use her livingroom for any purpose.”

Flora Potter (Moran) (1888; 1890, Grad. Sch.). “I might mention the old fashioned boarding house with its dozen to twenty-five regular boarders who came to be quite well acquainted. Less than 2,000 were then in attendance at the Univ. and only one or two boarding houses had as many as 100 patrons.”

Louise Willebrands (1892-93). “There were four of us from Detroit living together, May Raper. . . Margaret Stocking, . . . Ida Harbeck and myself. All but Miss Stocking had taught two years before entering the U. of M. and had saved enough to pay our year’s expenses. We boarded and roomed with Miss Dowdegan on Williams St. We had two rooms each having alcoves. The largest room we used as our general sitting or entertaining room and in which we had an organ. The boys used to come up after dinner frequently and we’d have a ‘sing’ and tell stories.”

Emily Harper (Williams) (1896) (African American) was one of several alumnae who greatly appreciated Mrs. Gayley-Brown. “I wish gratefully here also to record my debt to Mrs. Gayley-Brown, of sainted memory, in whose home I spent the first two of my college years. That my life has been spent working among my people in the South is due to her desire for me. Her memory is a constant inspiration to me . . . I have given my service as a teacher so that I could be helping as she would wish to have me.”



Mabel Joy (Livingston), ca. 1900⁵⁴

Genevieve O'Neill (1901; 1904, Grad. Sch.). "I recall with pleasure: there were no dormitories and the students were taught self reliance by being thrown together in boarding houses-just as they are forced to live when they leave college. Boys and girls were put upon their honor who roomed in the same dwelling, and I never saw a girl 'fall' or knew a boy to demean himself by attempting to lead a college girl astray. The introduction of dormitories was a source of regret to me; as I believe it is better for young people to be tempted under the wise supervision of a kindly landlady than to undergo temptation at the close of college without having had previous experience in rounding out a perfect manhood and womanhood. The intermingling of boys and girls in the same home brought about a democratic and broadminded outlook upon life, as well as mutual understanding between the sexes."

Ethel Winifred Chase (1903; 1915, Grad. Sch.). "I belonged in that fortunate period when women were in college for business and as independent as it was humanly possible to be. It was the period of organization and development of student activities. The Woman's League was organized — but a League House was unknown. You hunted up rooms in competition with everybody else and it happened, that for the three years I was on the Michigan campus, I was the only girl living in each of the several houses where I lived. I want to pay this tribute to Michigan men of the old days — never in those three years was I ever subjected to any personal annoyance or insult in the houses where I resided men and women were the best of friends but there was much less courtship on campus during the early years of ones course . . . We studied together, danced together, played together but the women never seemed so determined to 'catch' a man while in college."

Grace Ackerman (Smith) (1914-17) did not have a positive viewpoint about coeducational boarding. "... I rebuked the young man in next room (men and women, I am sorry to say, were in the same house those days) for coming to ask a question in his bathrobe."



Room at Mrs. Schryrus' boarding house on Washington, 1889⁵⁵



Student room, ca. 1900⁵⁶

Doris Anschutz (Bateman) (1915-16) was a resident of Martha Cook Building in its opening year. “We girls had such good times together — the Christmas Breakfast which is now a tradition (a very young one) I believe made me realize how much it means to live for one another — When the spark of friendship was passed from girl to girl — I knew then that I belonged and that Martha Cook, and the University, were mine.”

Ellen Sargeant (1916) compared her housing experiences. “Perhaps it will seem a bit queer for me to mention this first, but I believe my life in the Chapter house meant more to me than any one thing. The companionship with girls whom I admired, the spreads, midnight discussions which approached debates at times, the Faculty dinners, teas and banquets, the many charming guests made many red-letter days. As I close my eyes I can picture the huge grate fire with the stately chairs either side, the two great comfy davenports and the beloved Steinway.” She continued, “During my Senior year I lived in Martha Cook Building. This was a glorious year. The building, itself, is so marvellous.



Martha Cook residents, 1919⁵⁷

I never did quite come to earth during the entire year. I felt as tho I were living in another era, a guest in a wonderful old castle The contact with so many girls was my early dream of what college life should be. I feel that I was especially fortunate in being permitted to enjoy both types of experience, that of living in a large and small group.”



*Newberry Residence*⁵⁸

Janet Parker (Morrison) (1920) was another of the many alumnae who greatly enjoyed the Martha Cook building, and who fondly remembered Miss Greenwood. “The good old days at Martha Cook Building with Miss Greenwood as Social Director, the Christmas morning Breakfast for the girls, the vesper services when Dr. Strauss used to give such wonderful talks”

Edna Stevens (1922) described another favorite residence among alumnae. “Helen Newberry Residence occupies the foremost place of honor. It was there I lived, and although a member of a sorority, it was there I had the ‘best times’ in all my life! The discussions we used to prolong into the wee small hours! Just a group of girls in kimonos, arguing anything from religion and morals to class politics! And I think there is nothing more developing than such spontaneous discussions. The beautiful companionship with older girls, whom we worshipped, as freshman; with boys, too; and with foreign students from whom we learned how ‘alike’ we are; and with the professors and their wives when rare opportunity offered — these are the finest things at Michigan!”

Ellen Porter (1923; 1924, Grad. Sch.) described another residence which was much appreciated by alumnae. “I am very much indebted to Betsy Barbour House where I lived for two years for giving me a greater degree of social poise and a very large circle of friends. The capers and romps we had would hardly bear description.”

Dress

Descriptions of different modes of dress were occasionally offered by the alumnae. Following are particularly vivid recollections of changing modes of dress.

Mae Beadle (Frink) (1884-86). “Women students wore rather plain and substantial frocks in those days. Even evening gowns were inexpensive; organdie, albatross, and cashmere in delicate shades were used by most of the girls. To wear to concerts and plays we had cunning little evening bonnets in white or pale shades, close fitting not to obstruct the view of the stage and tied with neat bows under the chin. This was before the ‘hats off’ ordinances and it was considered ‘unlady-like’ to appear at such places without bonnet and gloves.”

Jessie Midgley (1891-94, Med. Sch.) shared this amusing memory. “Something over thirty years ago, Mrs. Annie Jenness Miller, a pioneer dress reformer, visited Ann Arbor and spoke to a mixed audience in University Hall . . . The hall was packed. The men seemed to be just as interested as the women & it certainly was shocking to hear her speak right out in public of the injurious effects of corsets and other tight clothing . . . She demonstrated her theories with beautiful garments for every occasion . . . The idea of any of us ordinary mortals appearing in public in such attire seemed equally preposterous. The most discussed garment of them all was a rainy-day costume. This was made of rain-proof cloth & consisted of leggings which buttoned up over the knees. A plain short-coat and a plain skirt. It was literally awe-inspiring for the skirt reached only half way from the knee to the shoe-tops! The freedom



*“In the snow”*⁵⁹

Largest Stock, Latest Styles, Lowest Prices.

BEAL'S
SHOE STORE

Main Street. Opposite Court House.

Oracle, 1895-1896⁶⁰

which it offered was alluring, but never shall I forget the tense interest of the question, 'Do you actually wear that on the street?' She assured us that she had done so repeatedly both in New York City and Boston and never been molested!"

Louise Willebrands (1892-93) recalled an individual's eccentricity of dress. "We took long walks, one time going from Ann Arbor to Ypsilanti and part way back. Mrs. Falconer, a medical student and a very eccentric woman, carried a small rifle and wore a short-skirted hunting suit (about knee length) and high leather boots. She expected to shoot squirrels, but saw none. You can imagine what a sensation her appearance caused thirty-two years ago."

Budget

It was not unusual for alumnae to struggle with the cost of their education. Those who were employed reported difficulty in meeting both the demands of a job and of their studies. Some individuals were unable to complete their degree because of financial constraints. The following women were impressively specific in descriptions of their budgeting.

Mae Beadle (Frink) (1884-86). "Table board was obtainable in those days at low cost. When a Freshman, my chum and I walked several blocks to a boarding house where the cooking was excellent and paid \$2.25 per week rather than pay \$3.00 for poorer board near by."

Mary Raper (Curtis) (1892-93) was impressively economical. "My college memories are not very vivid-perhaps the fact that my expenses for the year were only \$189, and my clothing budget was ten cents for shoe strings will show why."

BOOKS !

BOOKS !

BOOKS !

“Next to acquiring good friends, the best acquisition is that of good books.” A splendid opportunity to buy Holiday books. We have now on sale all the latest and most popular books suitable for Christmas Gifts. 1000 Popular Classics for 25 cents each. All the new publications at 20 to 25 per cent. discount. Teachers' Bibles, complete with all the helps, 75c to \$8.00 each. Large Assortment of Art Calendars 10 cents to \$1.00 each. Standard books in sets at 25 per cent. discount. Fine Stationery for the Holidays, 100 Cards Engraved, style with plate, \$1.50. See our imported French and German Books. Subscriptions received for all Periodicals. We invite you to examine stock and prices.

**Down Town
Main
Street**

Wahr's Bookstores
ANN ARBOR

**University
Store
State St.**

Oracle, 1898-1899⁶¹

Hazel Harrington (1912) recalled this painful budgeting, “Once I lived for six days on fifteen cents worth of food. A word of praise from Professor Rankin kept me from giving up.”

High Spirits

The women, earnest as they were in their studies and plans for the future, participated — or at the very least observed — some of the pranks and escapades which were occurring on campus.

Mary Haskell (Haskell-Howe) (1876-77) recalled an intriguing incident, “Hazing was popular, and the ‘cat-hole,’ used for immersing freshmen. At the close of the year the Freshmen hazed Prof. Albert Pattengill — who fired at them from his upper front window — of house on Thayer St. (or Catherine St.). I roomed across the street. It was the night of our Freshman class supper, so was told to watch and see the affair.”

Margaret Stewart (1877; 1887, Grad. Sch.) reported this prank which perhaps exceeded the expectations of the students involved, “Classes were summoned by the ringing of a bell on the top of South wing. One winter night, students who objected to their morning slumbers being disturbed by this bell, succeeded in gaining access to this roof, reversed the bell and filled it with water, which effectually served their purpose, for a time, as the bell was cracked as a result.”

Sarah Satterthwaite (Leslie) (1886) recalled one of many incidents involving the campus fence. “I remember class spirit running very high, and manifesting itself chiefly in attempts on the part of freshmen and sophomores to throw each other over the campus fence.”



IN THE RARE OLD DAYS—WHEN WE WERE FENCED IN

*Picket fence*⁶²

Martha McKay (Temple) (1889-93) reported the phasing out of class rivalry. “I entered U of M in fall of 1889. That was the first freshman class to reach the 1000 mark. It was the last class to hold the old football rush i.e. it did not challenge the freshmen the next year when we were sophs. The size of the class made it too dangerous. The old campus fence was taken away that year — no freshman could sit upon it. Many were the battles for that honor. I have a paper knife made from that fence. Cedar.”

Pearl Colby (Miller) (1895) remembered Halloween of 1893, and a nearby picket fence. “The students built a big bonfire down in the NE corner of the campus, near where Waterman gym now stands. Across the street east of the campus was a picket fence. Someone pulled off a loose picket which started the crowd. They made excellent fire wood for that bonfire, so fast & furiously they were pulled off. ‘Pieface’ our one lone cop, usually tried to keep out of sight when things went wrong, but some way that night arrested two of the boys & took them down to the lock-up . . . the crowd began trotting downtown. There were boys & more boys, seemingly an endless string of them all going on a dog trot, whacking everything within reach with the pickets. The two boys were released with a reprimand, but the picket fence was with the angels & was seen no more across from the campus!” She added a description of this mischief, “The night after the first appearance of caps & gowns on the campus, the law students had a night shirt parade as a takeoff on the ‘94 Lits. It was a busy night! The fight didn’t end till the last night shirt was torn to bits & the pieces carried off as souvenirs.”

Rose McClurkin (Beatty) (1900) recounted this amusing incident, “The Honorable Judge William Day, known as Bill Day, was the Senior Law President my senior year. The night of our Lit-Law Class rush the Laws won and some of them were quite happy from artificial causes, Bill among others, as that was his failing. After they returned from pushing the Lit boys down-town and back, the Laws

took possession of their own steps and speeches were the order of the evening. Bill was away up on the porch yelling out a wonderful speech, when someone threw an egg which hit in the forehead. He fairly fell down the steps and the fellows helped him get away, all of the time he was groaning and moaning, and as they passed where I stood, I heard him say, 'Well, fellows, they got me this time, I'm shot sure,' and the blood (?) was running down his face, so he thought anyway."

Florence Baker
 (White) (1909; 1911, Grad. Sch.) "Seeing the old fashioned hazing, street car derailed and the 'one lonesome cop' trying to restore order."



Playbill⁶³

Grace Heitsch (1909) gave a detailed description of a harmless bit of mischief. “On the land now occupied by Hill Auditorium was an excavation left from the cellar of the old octagonal (Winchell?) house which had been razed a short time before. Here on the night of the ‘Fresh Rush’ a huge bonfire was built. This soon attracted crowds of students who lined the sides and cheered the forced speeches of the Freshmen who had been caught by the ‘Sophs’ and hurried into the lighted space where they were commanded to mount the box and sing or speak to please the fancy of their captors. This was a new kind of enthusiasm and the vast throng of happy singing students can never be erased from my memory.”

Lillian Herman (1923) related another incident involving the high-spirited “Laws.” “Fight between Laws & Engineers at Arch my Freshman year, 1919-20, at Swing-Out.”

Vera Hill (1923) recalled an incident which received much attention by the local press. “Rushing the theater (Maj.) on Cap Night with that whole horde of wild Freshmen and wilder Sophomores.”

Athletic Events

The women participated eagerly in those sports which were available to them. The women’s sport programs developed as the years passed, and alumnae eagerly noted these events.

The women were also enthusiastic in their participation as spectators at various athletic activities. They were eager fans of the campus teams and enthusiastic supporters of the Pep Meetings. Their enjoyment of the University Band was often mentioned among the “memories,” as well as the beloved songs “The Victors” and “The Yellow and the Blue.”

Mary Wellman (Loomis) (1884-85), forty years after graduation, remembered the sports in which she participated, “Introduction of tennis & first games on the campus in which I took part.”



*Palmer Field*⁶⁴

Elizabeth Ronan (1901). “I played in one of the first basketball games ever seen in Ann Arbor, was in the first Open Day exhibition of the girls’ gymnasium, and remember the excitement caused by our playing an outdoor game of basketball in our bloomers.”

Ethel Chase (1903; 1915, Grad. Sch.). “Football games were played inside of a roped off area and if you had the price you drove a team or a single run-about to the game, backed your outfit against the field and everybody stood up to see what happened. There were a few bleachers on one side of the field and a few hundreds of people were all who went unless it was a big game. Real football at Michigan came with Yost although we had had some noteworthy teams before that.”

Estelle Hunt (1905) described fans involved in an “away” game as it was experienced before television. “The greatest thrill I ever had was the famous football game (about 1904) played at Minnesota, when University Hall was packed with madly excited boys roaring ‘Hold em Varsity!’ to a paste-board ball on a cloth field, moving back & forth

to telegraphic messages from the real field. When Michigan made a touch-down, the world went mad; in the last five minutes of play Minnesota tied the score. And as the men left the hall, it was as if they were dispersing after the funeral services for life's dearest."

Evalynn Walker (1916). "Another thrill came, I think in the Michigan-Syracuse Game, of 1915 when an opponent picked up a Michigan man who had the ball and ran down the field with man and ball and all. (He wasn't allowed to go far.)"

Margaret Reynolds (1917; 1921, Grad. Sch.) recalled, as did many alumnae, the thrill of hearing the Michigan band. "But I must include the really big thriller of a football game when the band comes marching out playing the Victors."

Janet Parker (Morrison) (1920). "The football games, and one in particular, when in my excitement over a score for Michigan, after a long spell of poor playing, I almost completely ruined the derby hat of the gentleman just in front of me with my strong right arm."



Archery, ca. 1927⁶⁵

Myrtle Schafer (1923). “We went to see Michigan play Illinois, October 1923. The gridiron was like a well-kept lawn; a snappy little breeze tempered the warm sunshine; our Band came down the field headed by its spectacular drum-major, stepping high and twirling his baton, the Band had on their new uniforms with the capes fastened back showing the yellow linings; they began to play ‘The Yellow and Blue.’ I never saw a lovelier sight and I blurted out, ‘Say I would rather be the drum-major than anyone else here’ . . . my roommate gave me an extremely withering smile.”

More Memories

The alumnae listed many memorable experiences, described some in detail, and frequently emphasized the significance these memories held in their lives.

Sarah Satterthwaite (Leslie) (1886). “The girls of ‘86 were closely united. Class spirit was strong. All gatherings were characterized by informality and a sort of jolly fellowship finding expression in Halloween parties, sleigh rides, class sociables, coasting and skating. But at class banquets custom required that we dance until daylight.”

Margaret Stewart (1877; 1887, Grad. Sch.). “. . . moved to Ann Arbor in 1868. The Campus was then not much more than a big field, surrounded with a high board fence on which the Freshmen were forbidden to sit (by order of the Sophomores, who strictly enforced the rule). When promotions were made, the Freshmen were formally given permission to ‘sit on the fence.’”

Lena Miller (1890-93) recalled, as did many alumnae, the importance of music in her University experience. “Music was always there. Recitals, free concerts, Choral Union and May festivals — oh! those weeks of music. Listening to good music becomes a habit and nothing promotes pure democracy more than music, the universal language.”

Florence Allen (Inch) (1899, Med. Sch.) described this experience of the alumnae in Homeopathic medicine. “The lovely serenades we, the H.Os, used to have in the spring by groups of singers and of throwing flowers down to them or of asking them in to cakes or cookies.”

Clara Stonebraker (Bayne) (1900).
“The Sports, football especially; — the ‘Rushes,’ the dances — appealed to me wonderfully, for then girls had not been ‘out’ much socially during High School days as they are today.”

Mildred Wood (1908-10). “Tug of War on the river bank with ‘our’ side winning — ‘Senior prom’ — always a lovely memory picture — the campus transformed into fairy land with hundreds of Japanese lanterns.”

Helen Martin (1908; 1917, Grad. Sch.). “The old County Fairs; our Junior Girls play . . . the suspense of the mid

Ruth Willoughby

(1890) “It is usually
the trivial thing
which is the dearest
and therefore is
remembered longest.”



Canoeing, 1891⁶⁶

years exam; my first ‘Graingers’; the Star riot, and how the upstate papers exaggerated it; the dedication of Memorial Hall; the senior law parties, Michigamua, etc., etc., etc. parties.”

Bonnie Reid (1910). “. . . Our canoe parties up the Huron — clean parties with no stories of drinking and smoking attached to them. The contrast of my personal experiences with Michigan men and women fifteen years ago, and the restrictions of the present time — perhaps not restrictions, but the tendency of trying to ‘hold the students down’ — makes me very proud and happy to think I was a part of a student body which controlled itself.”

Grace Wolf (1914). “There were the ten p.m. trips to ‘Webbs’ for indigestibles to relieve ‘brain fog.’ There were spreads at the house especially on Sunday Evening when we took turns getting lunch, for the Boarding House Sun. Eve. Menu was — well, we got it at Freeman’s. I remember two particular picnics, one on the Island, the other at Whitmore Lake, and then there were many early morning wienie roasts and bacon eats up the river.”

Selma Leopold (1914). “Best of all memories: the May Festivals and pre-festival concerts, where, at the most



Picnicking, 1891⁶⁷

impressible time of my life, I drank deep of a beauty that has been the keenest pleasure of any that life has afforded.”

Doris Anschutz (Bateman) (1915-16). “We girls enjoyed the serenades that the glee club and other organizations would hold under our windows . . . and the serenaders would most romantically receive a flower or two from some darkened window above.”

Leah Schueren (1917) listed several memories which were frequently mentioned by other alumnae. “Reception to Freshman girls by Dean Jordan and her inspiring talk; Freshman Spread; Women’s League activities; Y.W.C.A.; Convocation Days; Football games and athletic events; Choral Union & May Festival artists and concerts; Noted lecturers, e.g. Booker T. Washington, Mary Autin, Helen Keller, etc.; Erection of Martha Cook & Newberry Residences first two girls’ dormitories; Summer camp at Lake Geneva, Wisconsin; Junior Girls’ Play; Senior Society; Girls’ Educational Club; Deutscher Verein; Cap-night, Senior sings, tug of war, swing out, rush, etc. — college traditions; Boulevard, canoeing, picnics, hikes, dances; Rev. Douglas (Congregational Church) fine sermons to largely student audiences; Impressive-ness of commencement week, class reunions, and commencement exercises an unforgettable climax.”

Winifred Laing (1917) remembered fondly both leisure and purposeful activity. “Canoeing on the river comes often to my mind and brings back the feeling of leisure and calm and absolute contentment. I also often think of walking briskly and eagerly across the campus in the splendid spring mornings to a favorite class. They perhaps typify what ideal work can be, doing with willingness what one enjoys doing.”

Marjorie Frace (1918). “Granger’s dances on Wednesday nights when we used to figure every way to escape the ten o’clock ruling during the week. We returned one summer

after my graduation planning to dance at Granger's and found ourselves in undertaker's parlors."

Rose Sturmer (1920). "First Junior Girls Play comes to my mind. As I think of it I can see our committee with Laura Peacock as chairman laboring over the problems of creating fairy gowns from cheesecloth; trying to keep everyone (including Mr. Brus) in a friendly mood; and last but not least we attempted to persuade Mrs. Jordan to allow us to open our play to the public. I have read with pleasure the favorable reports of the play this year."

Frances Oberholtzer (1921). "My work on the Daily, in the League, in Masques and the like and the experiences connected with it linger in my mind. I am particularly glad for my year at 'covering' Dean Jordan for the Daily."

Margaret Warthin (1923). "Lantern night always struck me as most impressive . . . and I am glad the custom is to be kept up The Senior Girls Play was perhaps the greatest pleasure of my Senior year. By that time we realized how soon we were to separate and I think those hurried night rehearsals at the end will always be one of my greatest memories of college."



Lantern Night, 1911⁶⁸

Florence Rhodes (Rouse) (1923). "... Things attempted and commenced, some successes and some failures, many joys and just a few tears; a procession of memories, some gaily clad, sparkling and vivacious, others more somber..."

Places

Alumnae described a changing campus during the several years included in the survey. They welcomed the many improvements at the University but were often nostalgic about the loss of beloved landmarks. The town of Ann Arbor and its surrounding countryside were also described.

Margaret Stewart (1877; 1887, Grad. Sch.). In a letter to the then Dean of Women, Jean Hamilton, Margaret Stewart offered detailed descriptions of both the University campus and the town of Ann Arbor. Following are her descriptions of campus. "To educate my older brothers, my parents moved to Ann Arbor in 1868. The Campus was then not much more than a big field, surrounded with a high board fence



*Margaret Stewart*⁶⁹

... To keep out the cattle and other livestock that freely roamed the streets in those days, this fence was quite essential... The diagonal walk was even then a prominent feature of the Campus, but the elm trees bordering it were young trees. As I remember, the only buildings on the Campus were the North and South wings of what was afterward University Hall, the old Law Building, the old Medical Building facing East University Avenue, with its huge stone pillars, the modest Pharmacy Building just behind, and four dwelling houses of Colonial (?) type, on

North and South University, occupied by Professors and their families. There was no Library Building in those days. The college library was housed on the first floor of the old Law Building, and chapel exercises were conducted in the audience room, upstairs. And for many years after, even to the time of my own graduation, the Alumni Banquet was held in that same hall . . . About half of the North wing was then used as a Museum. The nucleus of the Art Gallery had even then been started by the beautiful statue of Nydia, which stood in a little alcove built on for this purpose at the end of the building.”

Mary Wellman (Loomis) (1884-85) recalled those buildings which were of importance to her during her days on campus. “. . . the variegated building stones of residences and public buildings; Placing of sculpture ‘Nydia’ in the Art Gallery; Wishes and hopes for an Art Building — (since accomplished); Visits to Museum & Art Gallery & Cemetery; Building and opening of the Y.W.C.A.; Dedication ball at Waterman Gymnasium.”



*Ann Arbor from the Boulevard*⁷⁰

Flora Potter (Moran) (1888; 1890, Grad.Sch.) described primitive conditions. “On entering college, I found no water works system in Ann Arbor and everyone was drinking filtered rain-water. Only an occasional home contained a bath-room.” She also mentioned facilities which were not yet available. “There was no gymnasium, no dean of women, no housing rules, very few chaperones and very seldom any large dance or ball. Student life was, I think, more serious and more studious than at present. For one semester, I attended a class in physical training in the rented roller skating rink, taught by the men’s trainer — twice a week. The girls were given these two short periods a week, and some 15-25 availed themselves of the opportunity. The men were trying hard to raise money for a gymnasium and used to play football on the ground now occupied by the medical building & the gymnasium.”

Lena Miller (1890-91, 1892-93). “As I look back over the years I have been away, the University grows or rather stands out decidedly. I think of the University as Ann Arbor with the Huron River and Forest Hill Cemetery thrown in. The U of M is the foundation of my being . . . I spent the greater part of my life within three blocks of the Main building. College atmosphere always around. The big bell on the main building and later the library clock with its chimes announced the order of the day. If there was a lecture, sermon or concert [sic]. The only time we could go out at night was when something was going on at the Hall . . . The museum, probably, was my first love. Snakes pickled, Lydia and Ruth in a blue dome, the whispering gallery, Moses with the horns and finally instructions from Miss Hunt and Prof. Dennison all left an imprint.” She movingly concluded, “I won’t mind if you come to the conclusion that I am not as young as I once was and that I expect to take my final rest at Ann Arbor from where ‘our choicest Blessings spring.’”

Nettie Bainbridge (Bainbridge-Powell) (1892, Med. Sch.) remembered the “new” hospital. “. . . roomed . . . on corner

Washington St. & Cat Hole as the New Hospitals were finished that year and we went across the old cemetery under the side walk at Ann St. and up the Hill.”

Sophronia Stevens (1892). “The tearing down of the last bit of the old wooden fence that surrounded the campus, I well remember. For, out of one of the old cedar posts, a student in the Mechanical Engineering course made me a picture frame, into which I put a photograph of the Main Bldg. as it was when I left there in 1892, and it still hangs in my room.”

Mary Sturges (1893). “The Boulevard across the Huron — the peach orchards in bloom-The shady streets and campus — Old Main Building and the much-hacked desks and chairs therein.”

Winifred Beman (Lange) (1899; 1901, Grad. Sch.). “The following year, largely thru the efforts of our classmate, Harry J. Winsten, the Junior ‘Hop’ was changed from a private party given by the nine Palladium fraternities to a general Junior class affair. For the first time it was held in the Waterman gymnasium and was open to all fraternities and independents. I mention these two incidents to show that the use of university buildings for student social affairs was a new idea in our day.”

Nellie Mingay (Taylor) (1900). “When I first went around the campus to visit the ‘Dental Department’ there was a fence around that end of the ‘40’ where the Engineering building stands.”

Elizabeth Ronan (1901). “The gymnasium only of the Barbour building was finished when we entered college, and the completion of the finishing of the other rooms was celebrated by a formal program and dance for which both gymnasiums were

Clara Stonebraker

(1900) “The lovely surroundings — in Ann Arbor, the river, the walks, the trees — everything was lovely.”

thrown open, and which ended in a most exciting ‘hat rush!’ Gymnasium work then was voluntary. Golf was introduced and the first links opened at the end of State Street.”

Mabel Julia Moorhead (1905) remembered the Boulevard, a spot cherished by many alumnae. “One other memory picture I cherish most fondly is that of the old Boulevard. Is it as beautiful now, I wonder. Those mornings when we planned to go out to see the sun rise — it always rained — and how much more attractive ‘sunrise from the Boulevard’ sounded the night before! But moonlight on the Boulevard! Oh! There was never anything to equal that.”

Mildred Wood (1908-10) described the pleasures experienced on the Huron River, another favorite spot among the alumnae. “Canoeing on the river with dozens of canoes floating down stream to the music of mandolins, banjos and song,” and “Tug of War on the river bank with ‘our’ side winning.”



Women's crew, ca. 1878⁷¹

Ruth Weeks (1913, Grad. Sch.).

“... the leafy vistas of the campus — the river — the open country about Ann Arbor in the spring time with its profusion of rare wild flowers & its comfortable picturesqueness — the quiet stacks in the old library — the chimes at midnight — the new boulevard from the high point at night with the trains running by & firing up, or else with the valley full of mist.”

Flora MacKenzie (1913)

“I shall never forget the old library building with its beautiful circular study room.”

Selma Leopold (1914) listed several favorite places. “I shall always remember these: the campus on a rainy spring evening; the Chinese exhibit in the old Science building, or Museum; (P.S. I think the two dignified gentlemen in the Chinese exhibit are playing Mah Jong. I didn’t dream of it in 1914 however.) Jefferson Street over which I sped many a morning when due at an 8 o’clock lecture by Prof. Dow; wonderful trips by canoe up the Huron river; Miss Bigelow and all Gym classes; ... the well worn steps of West Hall; the Gari Melcher lunettes so atrociously placed at the north and south ends, respectively, of University Hall — before the days of Hill Auditorium; Foster’s Art Store, Webb’s, Wahr’s, The Cutting Apartments, the Congregational Church, the apse of the old library; Miss Frederica Gillette, F.L.D. Goodrich and Esther A. Smith of the Library Staff.”

Ellen Sargeant (1916). “I think Michigan has a way of making its alumni want to come back to Ann Arbor to live. I don’t believe I will be entirely happy until that is my lot.”



*Ellen Sargeant*⁷²

Evalynn Walker (1916). “One could never omit the fragrance of apple blossoms on dewy morning horseback rides, before breakfast on the road to Dexter, nor moonlight nights from a spot beyond the old cemetery to overlook the New Boulevard, and so on, endlessly.”

Florence Eddy (Valle) (1916-18) remembered the loss of the beloved old library. “The very beautiful old library was dismantled and the new one built in its place during my last year at the University — Every student felt a heart throb over this.”

Harriet Walker (1917). “10 mile hikes in all directions around Ann Arbor, hours at the Skating Rink. Early morning picnics on Tessemers Hill, canoeing on the Huron.”

Muriel Babcock (1918, Grad. Sch.) remembered the inconvenience of old buildings. “The Union building was then under construction. In the bitter winter classes abandoned draughty old West Hall for more snug, less aesthetic quarters in Natural Science.”



General Library, ca. 1880s⁷³

Margaret Peets (1919) was another alumna who regretted the loss of the old library. “The old library — freshman year — the demolition the following year seemed to take away something very precious from our midst.”

Edna Stevens (1922). “The sunrise hikes we took on the Boulevard when the mist rose from the river, and the bacon sizzled, and we looked for flowers or birds, arm in arm with ‘best chums’! These things bound us together with ties that cannot be broken! The wonders of the library, when ‘outside reading,’ sounding so dull, turned out to be the ‘land of heart’s desire’! The calm quiet of that beautiful building I shall dream of always!”

Idella Hawley (Hanna) (1876-77, 1923). “Forty-six years later (1922-23) when I took my senior year at Michigan, I found the same exalted ideals of scholarship and attainment, but an enlargement of the field of endeavor in every direction. The transformation of the Campus and its modern Halls visualized the change I saw & felt. Only the old Literary Building was familiar & that had been enlarged by the addition of Mason Hall.”

Margaret Reineke (1923) was one of many alumnae who fondly recalled the beloved campus chimes. “But though it may sound very foolish I still long to hear the Campus Chimes. Though they often called me to distasteful tasks I could not help but feel thrilled when I thought of the thousands who had listened to them, and the thousands who will still have that privilege.”

Elisabeth Wason (1923). “I like to remember Ann Arbor in the spring especially the glorious lilac bush in front of the Michigan Union — then with spring comes the utter relaxation and freedom in which all students indulge and with this the blare of coronet and saxophone, the loud bursts of song and laughter and the wild clanging and honking of their so-called cars.”

CONCLUSION

The memories which have been shared in the previous pages are only a small sampling of the lives, experiences, and philosophies of the early alumnae. The idealism, hopes, and dreams of youth have been movingly expressed by many “voices” as they recall their days as students at the University of Michigan.

It is hoped the following experience provided at the University of Michigan may be true for the alumnae of today — and tomorrow.

the past as a heritage, the present
as a responsibility, and the future
as a vision; preparation for the
work I love to do

excerpt from Mary Purdy
(1915; 1921, Grad. Sch.)



University of Michigan seal [1895 to 1929]⁷⁴

APPENDIX: Biographical Information

Below is biographical information extracted from the survey responses of alumnae quoted in this publication. The alumnae are listed in alphabetical order and the biographical information is presented in the following style:

Name: Alumnae are listed by maiden name with the married name enclosed in parentheses.

Student Years at UM: The entries include student years at the University of Michigan. Schools/colleges are identified by name; e.g., Law, Medicine, and Graduate. When no school/college is identified, the reader should assume Literature, Science and the Arts. Degrees are listed only when identified by the alumna in her survey response. A single year [e.g., 1917] indicates the alumna is a UM graduate, but she did not identify the degree earned. An asterisk [*] preceding a single year indicates the degree was earned at an institution other than the University of Michigan. Inclusive years [e.g., 1917-1919] indicate the alumna attended the University of Michigan during those years, but did not graduate.

B: Birthplace. Includes city/town and state. "Michigan" is deliberately omitted for alumnae born in this state.

A: Current address at time of survey response. "Michigan" is deliberately omitted from the addresses for alumnae residing in this state.

O: Current occupation.

P: Previous occupation. Occupations after graduation, but preceding the current occupation.

Accomp: Includes achievements, awards, public offices held, wartime service, and memberships in organizations.

Also: Educational institutions attended by the alumna [other than the University of Michigan].

The language of the alumnae is preserved except when changes promote understanding. Abbreviations of occupations and organizational names are used in the interest of space.

Ackerman, Grace (Smith); 1914-17 (non-grad., UM); B: Kewaunee, WI; A: Grand Rapids; O: Newspaper reporter; P: Editor, Feature writer.

Allen, Florence (Inch); MD, 1899 (UM Med.); B: Rochester, NY; A: Kalamazoo; O: Housewife; P: Physician, Kalamazoo State Hospital; Also: Cornell U.

Amidon, Florence (Richardson); MD, 1895 (UM Med.); B: Sturgis; A: Minneapolis, MN; O: Retired; P: Physician; Accomp: Treas. Minnesota State Homeopathic Institute.

Anschutz, Doris (Bateman); 1915-16 (non-grad., UM); B: East Tawas; A: Port Huron; O: Housewife; P: Asst. librarian, Saginaw, Detroit, Cleveland, University of Michigan.

Armstrong, Mildred; AB (Adrian Coll.); AM, 1915 (UM Grad. Sch.); B: Adrian; A: Adrian; O: Teacher, H.S., English; P: Teacher; Also: Columbia U.

Babcock, Muriel; *AB; AM, 1918 (UM Grad. Sch.); B: Reading; A: Reading; O: Prof., Hillsdale Coll., Engl.; P: Instr., H.S., Engl.; Also: Hillsdale Coll., Columbia U.

Bainbridge, Nettie (Bainbridge-Powell); MD, 1892 (UM Med.); B: Columbia City, IN; A: Marion, IN; O: Physician; Accomp: Pres., City Bd. Health; County, Chair, Child Welfare; Councillor, Med. Women's Nat'l. Assoc.; Also: Alma Coll., Northwestern U.

Baker, Florence (White); AB, 1909 (UM); MA, 1911 (UM Grad. Sch.); B: Bay City; A: Birmingham; O: Housewife; P: Teacher.

Ballou, Isabel; PhB, 1899 (UM); B: Kawkawlin; A: Bay City; O: Librarian; P: Teacher; Resident deputy clerk, U.S. District Court for Eastern Dist., MI, Northern Division; Accomp: Bd. of Trustees, Public Library.

Barnard, Florence; AB, 1895 (UM); B: Saginaw; A: Saginaw; O: Teacher, Asst. Principal, H.S.; P: Principal, H.S.; Accomp: Pres., UM Alumnae Ass'n.; Pres., Saginaw Teacher's Club; (Outstanding Alumnae List).

Barnes, Mary; 1901-02, 1904-08; (non-grad., UM) [UM Catalog lists UM years as above; Barnes states, 1905-07, 1917] B: Howell; A: Howell; O: Housekeeper; P: Supply teacher, public sch.; Society Editor, Republican; Accomp: VP, Woman's Club; Pres., Women's Society (Missionary); Press Committee, DAR.

Beadle, Mae (Frink); 1884-86 (special student, UM); B: Utica, NY; A: Palo Alto, CA; O: Housewife; Accomp: VP, Fortnight Club; Organizer and Regent, DAR; Pres., Woman's Club; Officer, Federated PTA Associations; Also: Yankton College.

Beal, Jessie (Baker); BS, 1890 (Michigan Agricultural Coll.); 1892-94 (special student, UM); B: Chicago, IL; A: Amherst, MA; O: Housekeeper.

Beman, Winifred (Lange); 1899 (UM); 1901 (UM Grad. Sch.); B: Ann Arbor; A: Cleveland, OH; O: Homemaker; P: Teacher, College; Social service work; Research, Library of Museum of Art.

Bishop, Helen; AB (Vassar); AM, 1904 (UM Grad. Sch.); B: Hannibal, MO; A: Detroit; O: Teacher, Coll. & H.S., Latin; Accomp: Phi Beta Kappa; Also: Am. Sch. Classical Studies, Rome.

Blackburn, Abigail; AB, 1918 (UM); B: Fishertown, PA; A: Bedford, PA; O: Teacher; Also: Columbia U.

Bosworth, Mabel (Crozier); AB, 1897 (UM); MA, 1918 (UM); [no record of master's degree in UM catalog]; B: Kendallville, IN; A: NYC; O: Foreign missionary (on furlough); P: Teacher, H.S.; Foreign missionary, India (24 yrs.); (Outstanding Alumnae List).

Brindle, Adella (Woods); 1873-74 (non-grad., UM Med.); MD (Women's Coll. of PA); B: Erie, PA; A: Erie, PA; O: Retired.

Brodrick, Isabel (Rust); BA, 1907 (Smith); MA, 1923 (UM Grad. Sch.); B: Elkhart, IN; A: Ann Arbor; O: Student & teacher at UM, Latin Dept. 1923-24; Accomp: Sec., Twship & County Teacher's & Library Bd.

Brown, Katharine; AB, 1898 (UM); B: Alton, IL; A: Long Beach, CA; O: Writer for magazines; P: Teacher; Accomp: Author, novels, serials, short stories; Also: U WI, Harvard U. (Outstanding Alumnae List).

Browne, E. Mae; AB, 1911 (UM); MA, 1915 (UM Grad. Sch.); B: Midland; A: Detroit; O: House principal; P: Teacher; Also: U Chicago, Cornell U.

Byrd, Mary; AB, 1878 (UM); PhD (Carleton Coll.); B: LeRoy; A: Dunedin, FL; O: Retired; P: Teacher, H.S., Latin, Greek, Math; Principal, H.S.; Asst. in Math & Astronomy, Carleton Coll.; Head, Astronomy Dept. & Dir., Observatory, Smith Coll.; Accomp: Lecturer, writer; member, science societies; College Womens' Clubs of Detroit; member, teachers' organizations; Ch., Detroit Fed. Womans' Clubs, Education Dept.; National Alliance Officer, Delta Delta Delta; Also Ypsilanti State Normal Sch.; (Outstanding Alumnae List).

Call, Emma; MD, 1873 (UM Med.); B: Newburyport, MA; A: Cambridge, MA; O: Physician; (Outstanding Alumnae List).

Carnegie, Lillian (Allen); AB, 1917 (UM); B: Detroit; A: Milwaukee, WI; O: None listed.

Chase, Ethel; AB, 1903 (UM); AM, 1915 (UM Grad. Sch.); B: La Porte, IN; A: Detroit; O: Dean, Women's City College in Detroit; Sr. Instr., Women's City College, Detroit, Botany; Accomp: Lecturer, writer; Member, science societies; College Women's Clubs of Detroit; Member, teacher's organizations; Ch. Detroit Fed. Womans' Clubs, Education Dept.; National Alliance Officer, Delta Delta Delta; (UM Outstanding Alumnae List).

Chase, Sara; MD, 1900 (UM Med.); B: Kalamazoo; A: Port Huron; O: Great Medical Examiner, Ladies of the Maccabees; Accomp: Sec'y., Anti-TB Assoc., Traverse City; Member, Pub. Health Ed. Comm., MI State Med. Assoc.; Also: Ypsilanti State Normal.

Clark, Marguerite (Miller); BA, 1921 (UM); B: Swartz Creek; A: Detroit; O: Housewife; (Outstanding Alumnae List).

Cochrane, Jane; 1906 (UM); AM, 1914 (Columbia); B.: Brampton, Ontario, Canada; A: Detroit; O: Teacher, H.S., English; P: Dean of Women, Idaho Technical Inst.; Also: U Wisconsin.

Colby, Pearl (Miller); BS, 1895 (UM), AM, 1904 (Stanford); B: Carthage, MO; A: St. Louis, MO; O: Instr., Washington U, Mathematics; P: Teacher, H.S.; Also: Colorado U.

Cole, Emma; 1916-17 (non-grad., UM); B: Barnes Co., ND; A: Hope, ND; O: Teacher; Also: State Teacher's College, ND.

Collier, Amy (Montague); 1895-97 (non-grad., UM); B: Burlington, VT; A: NYC, NY; O: Teacher, Private School; P: Designer, book covers; Water Colorist; Accomp: Ch., committees & organizations (municipal, legislative, and civic); WWI; Ch., Am.Comm.for Devastated France (originally relief work, became permanent District Nursing and Library work for France).

Connell, Mary; AB (Vassar); 1915 (UM Grad.Sch.); B: Poughkeepsie, NY; A: NYC; O: Research in history and economy; P: Teacher; taught and influenced by Lucy Maynard Salmon at Vassar (1908-1912).

Crawford, Katherine; MD, 1898 (UM Med.); B: Ann Arbor; A: Ann Arbor; O: Physician.

Crozier, Nanna (Wood); 1895-97 (non-grad., UM); B: Hudsonville; A: Rome, GA; O: Homemaker, minister's wife; P: Teacher, writer; Accomp: Field Sec., Christian Bd. of Missions; Rep., Nat'l. Benevolent Ass'n.; State Pres., Nat'l. Benevolent Ass'n.; Christian Woman's Bd. of Missions; Member, State Comm., Council of Defense; Pres., Womans' Club, W.C.T.U.; Pres., Georgia, 7th district, W.C.T.U.

Daboll, Winifred; 1900 (UM); AM, 1902 (UM Grad. Sch.); B: Brookfield, NY; A: St. Johns; O: Homemaker; P: Teaching Latin (20 yrs.); (Outstanding Alumnae List).

Dickinson, Margaret (Yale); LLB, 1904 (UM Law. Sch.); LLM (UCLA); 1917-18 (non-degree, UM); B: Salt Lake City, UT; A: Burbank, CA; O: Attorney; Accomp: Pres., Cal. Fed. Business & Professional Women; Chair, Political Science, California Fed. Women's Clubs; Bd. of Dir., Chamber of Commerce.

Eddy, Florence (Valle); 1916-18 (non-grad., UM); B: Flint; A: Flint; O: Accountant; Also: Columbia U.

Fischer, Lois (Marin) AB, 1918 (UM); B: Ann Arbor; A: Ann Arbor; O: Homemaker; P: UM, government records (during Students' Army Training Corps); Assistant to Asst. Sec., Engineering Coll., UM.

France, Marjorie; AB, 1918 (UM); B: Saranac; A: Ironwood; O: Teaching.

Gifford, Veola; 1919 (UM); B: Davison; A: Grand Rapids; O: Teacher, H.S., English; P: Teaching.

Gillette, Fredericka; 1903 (UM); MA, 1919 (UM Grad. Sch.); BLS (NY State Library Sch.); B: Saginaw; A: Ann Arbor; O: Librarian, UM; (Outstanding Alumnae List).

Gregory, Helen (Keane); 1912-14 (non-grad, UM); B: Ann Arbor; A: Brooklyn, NY; O: Homemaker; P: Secretary.

Hamilton, Alice; *MA, 1893; MD, (UM Med.); 1910 (Honorary degree, UM); B: NYC; A: Boston, MA; O: Asst. Prof., Industrial Med., Harvard Med. Sch.; P: Prof. Pathology, Northwestern Med. Sch.; Research, Infectious diseases, occupational diseases; Special investigator in Dangerous Trades, U.S. Bureau of Labor; Statistics; Accomp: WWI - In charge U.S. Dept. of Labor investigation, dangers to workmen; Author, Med. Journals, journals of philanthropy & social work; Also: U Chicago; Johns Hopkins; Universities of Leipzig and Munich; Pasteur Inst.; (Outstanding Alumnae List).

Harper, Emily (Williams); AB, 1896 (UM); B: Detroit; A: Alabama; O: Teacher, Tuskegee Institute; P: Teacher, H.S. Latin, French, English; Asst. Librarian, Teacher, Hampton Institute, English, Accomp: Author, articles, pamphlet; Pres., Literary Club, Tuskegee Inst.; Ch., Dept. of Music, National Assoc. of Colored Women; Ch., Dept. of Education, International Assoc. of Women of the Darker Races.

Harrington, Hazel; 1912 (UM); B: Detroit; A: Detroit; O: Teacher, H.S.; P: Teacher, Elem. Sch.; Also: Detroit Teacher's College.

Harvey, Jennie; AB, 1896 (UM); B: Anamosa, IA; A: Washington, D.C.; O: Government clerk.

Haskell, Mary (Haskell-Howe); 1876-77 (non-grad., UM); B: Marshall; A: Delphi, IN; O: Housewife; P: Teacher, Sunday School teacher; Accomp: 1917, the only woman mbr., Council of Defense (app'ted by Gov. J.P. Goodrich); Trustee (20 yrs.), Indiana Assoc. Public Library.

Hatch, Alice; BL, 1892 (UM); B: Bay City; A: Pasadena, CA; O: Homemaker; P: Teacher, H.S.; Accomp: Pres., Shakespeare Club, Pasadena.

Hawley, Idella (Hanna); 1876-77 (non-grad., UM); AB, 1923 (UM); B: Jefferson, OH; A: Fresno, CA; O: Housewife; P: Principal, H.S.; Social service; Accomp: Pres., YWCA; Also: U WA.

Heitsh, Grace; AB, 1909 (UM); B: Waterford; A: Pontiac; O: Teacher, H.S., Mathematics; P: Principal, H.S.; Teacher, H.S., Engl. and Math.; Accomp: Pres., Christian Endeavor; Sec., Women's Research Club; Treas., Women's Research Club; Nominating Comm., Business and Professional Women's Club; Nominating Committee., Pontiac Assoc. UM Women; Also: New York U.

Hendrick, Rhoda; MD, 1898 (UM Med.); B: Livingston Co., CO; A: India; O: Physician; teaching obstetrics; Accomp: Sec'y., Jackson Co. Med. Soc.; Pres., Florence Crittendon Home; Chair, Legislative Comm., Fed. Clubs; Mbr., State Council, State Suffrage Soc.; WWI: Physician & Surgeon, Women's Overseas Unit; later Scottish Women's Hospital; (Outstanding Alumnae List).

Herman, Lillian; AB, 1923 (UM); B: Grand Rapids; A: Grand Rapids; O: Teacher, H.S., Engl.

Hickin, Eleanor; BA, 1922 (UM); B: Elk Rapids; A: Gambier, OH; O: Librarian; Also: Oberlin, Drexel Inst. Library School.

Hill, Vera; AB, 1923 (UM); B: Marlette; A: Clare; O: Teacher, H.S., Engl.

Hodge, Flora; 1904 (UM); BLE (U Syracuse Library Sch.); B: Pike, NY; A: Grand Forks, ND; O: Reference Librarian; P: Teacher, H.S. and Teacher's Training.

Holman, Harriet (Bishop); AB, 1877 (UM); B: Romeo; A: Ann Arbor; O: Housewife; P: Teacher.

Hooper, Roma (Cornwell); BA, 1922 (UM); B: South Lyon; A: Jefferson, OH; O: None listed; P: Library Asst.

Hoover, Josephine; AB, 1921 (UM); B: Gibson City, IL; A: Flora, IL; O: Teacher; P: Teaching.

Hubbard, Caroline (Kleinstuck); BS, 1875 (UM); MS, 1876 (UM Grad. Sch.); B: Kalamazoo; A: Kalamazoo; O: Widow; Accomp: Head, Red Cross Home Service Dept (WWI); Mbr., Republican State Central Committee; Held offices in many women's clubs; (Outstanding Alumnae List).

Hudson, Myrtie (Wagner); AB, 1885 (UM); B: Strongsville, OH; A: San Jose, CA; O: Housewife, editor; Accomp: Teacher, State Normal College; Missionary teacher, China; Editorial work, Women's Board, Missions for the Pacific; Assoc. Editor, Missionary Herald; Also: State Normal of San Jose.

Hunt, Estelle; AB, 1905 (UM); BS (Simmons Coll.); B: Houghton; A: Cleveland, OH; O: Supvr., Home Finding Dept., Cleveland Humane Soc. (children's adoption agency); P: Teacher, H.S., Engl.; Social worker, children's work.

Hurlburt, Olive; AB, 1924 (UM); B: Dryden; A: Ann Arbor; O: Substitute Teacher.

Inouye, Tomo; MD, 1901 (UM Med.); [No survey response, but listed in "Outstanding Alumnae"] Jayne, Violet (Schmidt); AB, 1887 (UM); AM, 1896 (UM Grad. Sch.); PhD, 1903 (U Minnesota); B: St. Charles, MN; A: Urbana, IL; O: Homemaker; Accomp: Woman's Who's Who of America; Also: U MN, U IL, U Zurich.

Johnson, Lilian; AB, 1891 (UM); PhD, 1902 (Cornell); B: Memphis, TN; A: Summerfield, TN; O: Teacher, Community worker; P: Pres., Western Coll. For Women (1904-1907); Accomp: Helped secure high school for Memphis & Western Tenn.; Collab., Bureau of Rural Organizations, U.S. Dept. Agriculture (See Who's Who); Member, Am. Commission for Study of Agricultural Cooperation in Europe; Elector, Hall of Fame; Phi Beta Kappa; Also: Wellesley (1879-85), Cornell (PhD, 1902), Sorbonne, U Leipzig; (Outstanding Alumnae List).

Johnston, Ruth; 1920 (UM); B: Rosebush; A: Colorado Springs, CO; O: Girl's Club and Educational Sec., YWCA; P: Teacher, H.S., Social Science.

Kittredge, Elizabeth (Gelston); 1900 (UM); B: Charlotte; A: Indianapolis, IN; O: Homemaker; P: Teacher.

Knight, Julia (Edwards); 1870-71 (non-grad., UM) B: Adrian; A: Aurora, IL; O: Housewife; Accomp: Held offices in women's clubs & church.

Kyes, Ella (Dearborn); MD, 1888 (UM, Homeopathic); B: Bowling Green, OH; A: Portland, OR; O: Physician; Accomp: Social clubs and Med. Society; Newspaper and magazine writer; Apollo Club (Music); Mazamas (Mountain climbers); Also: Hahnman Med. Coll. of Chicago (1890-91).

Laing, Winifred; AB, 1917 (UM); B: Ortonville; A: Detroit; O: Teacher, H.S.

Lakin, Frances; AB, 1914 (UM); B: River Forest, IL; A: Chicago, IL; O: Dir., Education and Welfare; P: Teacher, H.S.; Accomp: WWI, Educ. Sec., War Work Council, YMCA (overseas); Also: U Chicago.

Leopold, Selma; AB, 1914 (UM); B: Remington, IN; A: Las Animas, CO; O: Teacher, H.S., Latin, Algebra.

Lines, Mary; MD, 1884 (UM Med.); B: Brooklyn, NY; A: Brooklyn, NY; O: Physician; Accomp: Member, Amer. Inst. of Homeopathic Med.; State Homeopathic Soc.; Kings County Med. Soc.; Ophthalmological Soc. of Brooklyn; Visiting Eye and Ear Specialist, Cumberland Hosp.

Losh, Hazel; MA, PhD, 1924 (UM Grad. Sch.); BA (OH Wesleyan); B: Blanchester, OH; A: Ann Arbor; O: Fellow in Astronomy, UM.

McClurkin, Rose (Beatty); BL, 1900 (UM); B: Princeton, IN; A: Chicago, IL; O: Field Manager, Publishing Co.; P: Teacher, H.S., Engl. and History; Broker, oil leases & production; Accom: Pres., various church societies; County Pres., King's Daughters; Ch., wartime committees; Red Cross in WWI; County Ch., Woman's Suffrage; Dem. State Committee Woman.

McCormick, Dorothy (Powell); LLB, 1919 (UM Law. Sch.); AB (Smith); B: Harrisburg, PA; A: Spotsylvania, VA; O: Housewife, Lawyer.

McFarland, Mattie (Wrentmore); 1912 (UM); 1913 (UM Grad. Sch.); [McFarland states BA & MA earned in college in IA]; B: Barnard, MO; A: Manila, Philippine Islands; O: None listed; Accom: Pres., Manila Woman's Club; organized over 300 women's clubs among native women.

McGaughan, Lila (Dudley); 1903 (UM); B: Bay City; A: Oakmont, PA; O: Tutor, Teacher.

MacGregor, Clara; AB, 1919 (UM); B: Dayton, OH; A: Dayton, OH; O: None listed; Also: Smith Coll., Miami U.

McKay, Martha (Temple); 1889-91, 1892-93 (non-grad., UM); B: Oakwood; A: Otsego; O: Housewife, farmer; P: Teacher, elementary school.

MacKenzie, Flora; 1913 (UM); B: Ludington; A: Portland, OR; O: Teacher, H.S., History; P: Teacher, H.S., History, Latin; Also: U Cal, U Oregon.

MacKenzie, Harriet; AB, 1908 (UM); AM, 1915 (UM Grad. Sch.); B: Ludington; A: Los Angeles, CA; O: Instr., U Cal, Engl.; P: Teacher, H.S.; Princ. H.S.; Instr., MN State Normal; Assoc. Prof., Michigan State Normal, Engl.; Also: U Chicago; (Outstanding Alumnae List).

Martin, Helen; AB, 1908 (UM); MS, 1917 (UM Grad. Sch.); B: Fargo, ND; A: Tulsa, OK; O: Office geologist and Editor, petroleum corp.; P: Teacher, H.S., Physiography, geology; Teaching Asst., UM, Dept. Geology; Accom: AAUW, Lansing; Ch., State membership, MI AAUW; Ch., Physiography Conference, MI Schoolmasters Club; VP, Michigan Academy of Sciences; Ch., section of geology and mineralogy.

Meier, Alexina; AB, 1911 (UM); B: Detroit; A: Muskegon; O: Teacher; H.S., English, French; P: Teacher, H.S., German; Also: Columbia U.; Teacher's Coll., Middlebury College.

Midgley, Jessie; 1891-94 (non-grad., UM Med.); B: Franklin; A: Battle Creek; O: Nursing Supervisor; Also: Battle Creek Sanitarium Sch. of Nursing (RN), Columbia U.

Mighell, Mildred (Riorden); AB, 1918 (UM); B: Sugar Grove, IL; A: Baltimore, MD; O: Advertising writer & exec., Advertising Co.; P: Newspaper reporter; society editor & reporter; Asst. City editor, Port Huron Times-Herald.

Miles, Caroline (Hill); AM, 1890 (UM Grad. Sch.); PhD, 1892 (UM Grad. Sch.); B: Pleasant Hill, OH; A: Chicago, IL; O: Comm. Ch., Efficiency in Gov't., Hyde Park League of Women Voters; P: Teacher at Mt. Holyoke, Wellesley; social work; Accom: author, book, magazine articles; Also: Earlham College; (Outstanding Alumnae List).

Miller, J. Maud; PhB, 1891 (UM); B: Kalamazoo; A: Kalamazoo; O: Homemaker; P: Principal, H.S.; Teacher; Accom: Kalamazoo Cribside Assoc.; Pres., Kalamazoo Musical Society; Also: Wellesley College.

Miller, Lena; 1890-91, 1892-93 (non-grad., UM); B: Ann Arbor; A: Minneapolis, MN; O: Homemaker; P: Caretaker for invalid mother (23 yrs.).

Mingay, Nellie (Taylor); AB, 1900 (UM); B: Wingham, Ontario; A: Sault Ste. Marie; O: Housewife; P: Teacher; Accom: Committee, Service Bd., Chippewa County; Sec., Women's Bd.; Dir., Ch., local and county committees during women's registration, 1917.

Mogford, Georgien; AB, 1896 (UM); B: Detroit; A: Cardinal, VA; O: Co-owner, private school; P: Teacher (10 yrs.); estab. & developing rural school; Accomp: Pres., School & Civic League; Ch., County League Women Voters; State Committees for legislature.

Moorhead, Mabel Julia; 1905 (UM); B: Moorheadville, PA; A: Moorheadville, PA; O: None listed; P: Teacher, Grades, Latin; Accomp: Pres., local social and civic clubs; Also: Columbia U.

Moses, Grace; 1916-17 (non-grad., UM); B: FL; A: Oakland, CA; O: Mgr., public accounting bureau; P: Teacher; Mgr/Owner, public accounting bureau (Detroit); Accomp: First woman to own public accounting bureau in Detroit; First woman to manage public accounting bureau in Oakland, CA; Also: MI State Normal, Columbia U.

Mosher, Eliza M.; MD, 1875 (UM Med.); B: Poplar Ridge, NY; A: Brooklyn, NY; O: Physician; P: Res. Physician, Supt., MA Reformatory Prison; Lecturer, Wellesley Coll., Hygiene; Res. Physician & Prof., Vassar Coll. Hygiene; Lecturer, Chautauqua Summer Sch. Of Physical Education, Hygiene; Dean of Women, Prof. Hygiene & Home Econ., UM; Lecturer, Hygiene, Adelphi Coll. & Union Missionary Training Sch., Brooklyn; Accomp: Clinical study in London and Paris; Held offices, AMA; Hon. Pres., Med. Women's Nat'l Assn.; Pres., NY State & City Med. Women's Assns.; Member, Amer. Med. Milk Commission; Amer. Public Health; Amer. Posture League; Medico-Legal and Electro Therapeutic Assn.; Med. Assoc. of Greater NY; Brooklyn Chamber of Commerce; Senior Editor, Medical Woman's Journal; Author, Health and Happiness-Letters to Girls; (Outstanding Alumnae List).

Munger, Helen; AB, 1922 (UM); B: Rose; A: NYC; O: Revising Collier's Atlas & Collier's Encyclopedia; P: Teacher, H.S. English.

Oakes, Elizabeth (Mummery); AB, 1920 (UM); AM, 1921 (UM Grad. Sch.); B: Wellsburg, WV; A: Rockford, IL; O: Asst. Prof., Rockford College, Engl. Lit.; P: Dean of Women, Stephen's College.

Oberholtzer, Frances; AB, 1921 (UM); B: Ripley, WV; A: Huntington, WV; O: Sunday Ed., Advertiser; P: Newspaper reporter & editor; Substitute Teacher; Accomp: Sec., Jr. Dept., Woman's Club; Also: Marshall College.

O'Neill, Genevieve; AB, 1901 (UM); AM, 1904 (UM Grad. Sch.); B: NYC; A: Pasadena, CA; O: Writer; P: Teacher, Public Steno, Commercial & Literary Correspondent.

Otis, Belle (Middleswart); 1897 (UM); B: Deer River, NY; A: Marietta, OH; O: Homekeeper; P: Substitute teacher, H.S., College; Investigation and relief work for Associated Charities; Accomp: Exec. sec., Home Service section, American Red Cross.

Otis, Marion (Porter); 1897 (UM); B: Deer River, NY; A: Buffalo, NY; O: Homekeeper; Civic worker; P: Head worker, Neighborhood House; Accomp: Pres., Buffalo Federation of Women's Clubs; Ch., County League of Women Voters; Dir., NY League of Women Voters; Also: Columbia U.

Parker, Janet (Morrison); 1920 (UM); B: Central Lake; A: Ceballos, Cuba; O: Homemaker; P: Teacher, H.S.; Principal, H.S.; Also: U. Madrid.

Parker, Phebe; AB, 1895 (UM); B: Norwalk, OH; A: Providence, RI; O: Librarian; P: Librarian, ND State Normal Coll., Brown Univ.; Also: U IL Library Sch.

Pearson, Emma (Randall); MD, 1899 (UM Med.); B: Van Wert, OH; A: Nseppa Island, FL & Bay City; O: Clin. Pathologist; P: Asst. pathologist, Municipal Court Laboratory, Philadelphia; Asst. pathologist, Women's Hosp., Phil.; Also: Women's Med.Coll., Phil.

Peck, Annie S. (Smith); AB, 1878 (UM); AM, 1881 (UM Grad. Sch.) B: Providence, RI; A: NYC, NY; O: Writer, author, lecturer; P: Teacher, Girl's School, Mathematics; H.S., Greek, Latin, English; Tutor, Greek, Latin, Mathematics; Purdue U., Latin; Smith College, Latin; Parlor lectures on Greek & Roman Archaeology; noted mountain climber; (Outstanding Alumnae List).

Peets, Margaret; 1919 (UM); B: Ashland; A: Denver, CO; O: Librarian; P: Librarian, Detroit Public Lib., Denver Public Lib., U. Denver Lib.

Pettee, Edith; AB, 1905 (UM) [1st 3 yrs. w/class of 1893]; B: Montrose; A: Detroit; O: Teacher, H.S., Biology; P: Teaching, caretaker; Accomp: Published article, Academy Sciences report; Committees; Scientific and professional societies; Also: Marine Biol. Station, Woods Hole, MA.

Porter, Ellen; BS, 1923 (UM); MS, 1924 (UM Grad. Sch.); B: Buffalo, NY; A: Buffalo, NY; O: Biological Chemist; Also: U Buffalo.

Potter, Flora (Moran); AB, 1888 (UM); AM, 1890 (UM Grad. Sch.); B: Niles; A: Ann Arbor; O: Homemaker; P: Teacher, H.S.

Purdy, Mary; AB, 1915 (UM); AM, 1921 (UM Grad. Sch.); B: Moundsville, WV; A: Pittsburgh, PA; O: Instr., Univ. Pittsburgh, English; P: Teacher, H.S., Hist., Civics, English; Also: Carnegie Inst. of Technology, U Pittsburgh, Columbia U.

Qua, Julia; MD, 1900 (UM Med.) B: NY; A: Amsterdam, NY; O: Physician; Accomp: Staff, Hospital; Med. Examiner, City Dispensary; Pres., Women's State Med. Soc., NY; Pres., Century Club.

Rankin, Rebecca; BS, 1909 (UM); B: Piqua, OH; A: NYC; O: Librarian, NYC Municipal Reference Library; Accomp: Pres., Special Libraries Assoc.; Pres., NY Library Club; Exec. Bd., NY Special Libraries Assoc.; VP, NY Library Assoc.; Editor, Library journals; Contrib. library & civic publications; Also: Simmons Coll. Library Sch.

Raper, Mary (Curtis); 1892-93 (non-grad., UM); B: Detroit; A: Pittsburgh, PA; O: Housewife; P: Teacher.

Raymond, Ruth; BS (Simmons Coll.); 1916-17 (UM, Grad. Sch.); B: Brockport, NY; A: Buffalo, NY; O: Consulting Dietician; Accomp: U.S. Food Admin., Washington, D.C.; WWI: Instr., U. WI, social service; Also: U Buffalo, U Chicago, Cornell.

Reid, Bonnie; AB, 1910 (UM); B: Grattan; A: Carson City, NV; O: Chief Claim Clerk, NV State Hwy. Dept.; P: Teacher, Latin & Greek; Acc. Sec. to State Supt. of Public Instruction, NV; Dir., Greater Carson Club (Chamber of Commerce).

Reinke, Margaret; 1923 (UM); B: Owosso; A: Howell; O: Teacher, H.S., History.

Reynolds, Margaret; AB, 1917 (UM); MD, 1921 (UM Med.); B: Eau Claire, WI; A: Jackson Heights, L.I., NY; O: Physician; (Outstanding Alumnae List).

Rhodes, Florence (Rouse); AB, 1923 (UM); B: Bay City; A: Ann Arbor; O: Student, Junior in UM Law Sch.

Rice, Edith (Swain); AB, 1898 (UM); B: Ventura, CA; A: Ann Arbor; O: Photographer; Dir., Girl's Camp.

Rice, Nellie (Roberts); AB, 1899 (UM); B: Coopersville; A: Grand Rapids; O: Housewife; P: Insurance business; Accomp: Pres., Grand Rapids Assoc. UM Alumnae.

Ritchie, Dora; 1922 (UM); B: Sault Ste. Marie; A: Wyandotte; O: Teacher, Jr. H.S., History, Civics.

Roberts, Josephine (Bent); AB, 1893 (UM); B: Fremont, IL; A: Oglesby, IL; O: Homemaker; P: Teacher, H.S., Latin; Accomp: Pres., Oglesby Woman's Club; Member, Oglesby Library Bd.; District Pres., Foreign Missionary work, Congregational churches.

Ronan, Elizabeth; AB, 1901 (UM); B: Monroe; A: Flint; O: Chief, Circulation and Reference, Library; P: Teacher, Librarian; Accomp: Sec., IN Library Assoc.; Sec., MI Library Assoc.; Also: Wisconsin Library Sch..

Rosewarne, Nellie; AB, 1916 (UM); B: Decatur; A: Kalamazoo; O: Teacher, H.S. Am. Hist.; P: Principal, H.S.

Sargeant, Ellen; BA, 1916 (UM); B: St. Louis, MO; A: Milwaukee, WI; O: Dir., H.S. Music; P: Piano teacher; Also: Northwestern U.

Satterthwaite, Sarah (Leslie); AB, 1886 (UM); B: Adrian; A: Toledo, OH; O: Housekeeping; P: Teacher, Hope College; Accomp: Published book of poems; Fellow at Bryn Mawr, Greek, 1886-87.

Schafer, Myrtle; BA, 1923 (UM); B: Ingalls; A: Manistee; O: Teacher, H.S. Engl.; Also: Northern State Normal, MI State Normal.

Schoff, Alice (Millis); 1892 (UM Grad. Sch.); B: Chicago, IL; A: Chicago, IL; O: Homemaker; P: Settlement work, teaching; Also: U Chicago, U Cincinnati.

Schueren, Leah; 1917 (UM); B: Detroit; A: Detroit; O: Librarian; P: Teacher.

Sciurus, Laura (Perkins); 1889-90 (non-grad., UM); B: Saginaw; A: Rose City; O: Homemaker; P: Private teacher; Gov't. employee, Indian Service, matron, teacher, and nurse.

Service, Helen; AB, 1916 (UM); B: Detroit; A: Detroit; O: Asst. Detroit Public Library; P: Substitute teacher; Investigator, American Red Cross, Home Service Dept.; Also: Vassar (freshman and sophomore years).

Sessions, Juliet; 1893 (UM); B: Massachusetts, MA; A: Columbus, OH; O: Retired teacher; Pres., Columbus Bd. Ed.; P: Teacher, H.S., Hist., Civics; Supvr., Americanization; Accomp: Pres., AAUW branch; Pres., OH League of Women Voters; Mbr., Columbus Community Fund Comm. (only woman member); Mbr., Board of Education; Also: Ohio State, Harvard, Columbia U.; (UM Outstanding Alumnae List).

Shaw, Lillie; AB, 1884 (UM) (also 1 yr. grad. work, UM); B: Ausable Forks, NY; A: Boston, MA; O: Teacher, social work; Accomp: Ch., Republican Comm., Boston; Ch., Program Comm., Art Club; Ch., Volunteer & Publicity Comm., Family Welfare Soc., Boston; Also: U Chicago, Harvard, Simmons Coll.; (Outstanding Alumnae List).

Shinkman, Olga (Sappington); AB, 1917 (UM); B: Grand Rapids; A: Buffalo, NY; O: Housewife; P: Company estimator; librarian, advertising copy writer.

Sitler, Ida; AB, 1910 (UM); MS, 1918 (UM Grad. Sch.); B: Mauch Chunk, PA; A: New Mahoning PA; O: Teacher, Biology; Also: Cornell U.; Biological Lab. at Cold Spring Harbor.

Snell, Dorothy; 1915-16, 1919-20 (non-grad., UM); B: Sault Ste. Marie; A: Sault Ste. Marie; O: Teaching.

Stannard, Julia; 1892 (UM Med.); B: Dexter; A: Petoskey; O: Homekeeping; P: Physician, Res. Physician, Philadelphia Maternity Hosp.; Med. Missionary to Navajo Indians; Rescue Mission Work; Accomp: State School for Girls; Woman's Relief Corps, Old Soldiers & Army Nurses; Also: NY Post Grad. Med. College.

Stevens, Edna; 1922 (UM, Sch. of Ed.); B: Chicago, IL; A: Oak Park, IL; O: Teacher, Latin.

Stevens, Sophronia; AB, 1892 (UM); B: Cumberland, OH; A: Washington, D.C.; O: Clerk; P: Teacher.

Stewart, Margaret; BA, 1877 (UM); MA, 1887 (UM Grad. Sch.); B: Romulus; A: Cincinnati, OH; O: Private Secretary; P: Teacher, Greek, Math; Chemist.

Stone, Florence; MD, 1910 (UM, Homeopathic Med.); B: Leslie; A: Waukegan, IL; O: Physician.

Stonebraker, Clara (Bayne); PhB, 1900 (UM); B: Chicago, IL; A: Ottawa, IL; O: Home; P: Teacher (6 yrs.); Also: Earned 2 special teachers diplomas, (German & English).

Sturges, Edith (Heller); AB, 1890 (Wellesley); MD, 1894 (UM Med.); PhB, 1923 (UM); B: Chicago, IL; A: Winnetka, IL; O: Homemaker; P: Dispensary work in Baltimore and Chicago; Also: Johns Hopkins (Graduate work).

Sturges, Mary; AB, 1893 (UM); MS, MD (U Cal); B: Chicago, IL; A: NYC; O: Medical research; P: Teacher; social work; clin. practice and social work; Also: Wellesley, U Cal, Woods Hole, Cornell Med., Rush Med. Coll.

Sturmer, Rose; AB, 1920 (UM); B: Port Huron; A: Port Huron; O: Teacher, H.S.; P: Private Secretary, Teaching.

Sunderland, Gertrude (Safford); AB, 1895 (UM); B: Northfield, MA; A: Detroit; O: Housewife; P: Student, music appreciation; teacher; Accomp: Pres., Twentieth Century Club; Pres., Bd. Dir., Merrill Palmer; Bd. Dir., Ch. Detroit, Women's City Club activities; Pres., Wayne County League of Women Voters.

Taylor, Ina Pamela (Gore); PhB, 1899 (UM); B: Laingsburg; A: Tacoma Park, D.C.; O: Homemaker; P: Teacher, H.S.

Thomas, Ella; PhB, 1875 (UM); B: Schoolcraft; A: Schoolcraft; O: Home; P: Teacher (8 yrs.); Accomp: Pres., Kalamazoo County Fed. Women's Clubs; Pres., Ladies' Library Assoc. (Outstanding Alumnae List).

Ting, Me Iung; 1920 (UM Med.); B: Shanghai, China; A: Tientsin, China; O: Med. Dir., Woman's Hosp.; P: Internship (US), 2 yrs. pre-med at Mount Holyoke Coll., Massachusetts.

Tower, Katherine (Barnes); AB, 1903 (UM); B: Boston, MA; A: NH; O: Homemaker; P: Teacher, H.S.; Sec., Allegheny Prep. Sch.; Trustee, Consumers League; VP and Acting Pres., Equality League; During WWI, Committees, Women's Council of Defense.

Trevor, Dorothy; AB, 1922 (UM); B: Detroit; A: Detroit; O: Librarian.

Tryner, Alice (Evans); 1887-1888 (non-grad., UM); B: Bloomington, IL; A: Bloomington, IL; O: Housewife; Accomp: Served in Red Cross during WWI; Also: Smith (1888-90), IL State Normal.

Tuttle, Ruth; BA, 1896 (UM); B: Niles; A: Chicago, IL; O: Interior Decorator.

Tyler, Marguerite; AB, 1903 (UM); *MS; B: Owensboro, KY; A: Lewiston, ID; O: Head, Science Dept., Lewiston State Normal; P: Teacher, U Cincinnati, Science; Washington State, H.S.; Accomp: Delegate, State Convention; Ch., Civics, State Federation of Womans' Clubs; Pres., Inland Empire Science Teacher's Assoc.; Also: Washington State College, U Chicago, Columbia.

Van Hoosen, Bertha; AB, 1884 (UM); MD, 1888 (UM Med.); Honorary degree, 1913 (UM); B: Rochester; A: Chicago, IL; O: Physician & Surgeon; Accomp: Pres., American Women's Hosp., 1915-19; Also: MA, Fellow of American College of Surgeons; (Outstanding Alumnae List).

Varson, Nina; AB, 1907 (UM); B: Farmington; A: Highland Park; O: Instruct., Highland Park H.S., History Dept.; P: Teacher, German, History, French; Also: U WI, Sch. of Modern Languages.

Von Bremen, Elisabeth (von Widekind); DDS, 1895 (UM Dent. Sch.); B: Balje (Prov. Hannover); A: Berlin, Germany; O: Dentist; Accomp: Author, articles on dental work.

Voorhees, Sophia; AB, 1895 (Wellesley); AM, 1910 (UM Grad. Sch.); B: Baldwinsville, NY; A: Richmond Hill, NY; O: Teacher, before and after attending UM.

Walker, Evalynn; BA (Swarthmore); MA, 1916 (UM Grad. Sch.); B: Media, PA; A: Jacksonville, FL; O: Teacher; P: Teacher, Playground Director.

Walker, Harriet; AB, 1917 (UM); B: Strassburgh, Alsace; A: Pittsburgh, PA; O: Student; Carnegie Inst. Tech., Drama; P: Teacher, Engl.; Accomp: Member, AAUW; Helped organize Detroit Council University Women.

Walter, Minnie (Gilbert); AB, 1898 (UM); B: Allegan Co.; A: Petoskey; O: Housewife; H.S., Supply teacher; Recorder, Judge of Probate; P: Principal, H.S.; Accomp: Sec., Petoskey Fed. Clubs; Pres., PTA; Pres., Art Study Club; Ch., Comm. Applied Education; Served on election boards, registration boards; Also: Ypsilanti State Normal College.

Warthin, Margaret; AB, 1923 (UM); B: Ann Arbor; A: Two Rivers, WI; O: Teacher, H.S. Geography; Accomp: Phi Beta Kappa.

Wason, Elisabeth; 1923 (UM); B: OH; A: Pittsburgh, PA; O: None listed.

Wean, Marian (Tuttle); 1917-20 (non-grad., UM); B: Toledo, OH; A: Columbus, OH; O: None listed.

Weeks, Beulah (Hemenway); AB, 1899 (UM); B: Van Buren Co; A: Decatur; O: Bank cashier; P: Teacher; School Inspector; Accomp: Mbr., Sch. Bd.; Ch., Red Cross; Women's Clubs; Granger lecturer and sec.; Also: Leland Stanford U.

Weeks, Ruth; BA, 1908 (Vassar); MA, 1913 (UM Grad. Sch.); B: Kansas City, MO; A: Kansas City, MO; O: College instructor; Accomp: Writer, lecturer at Educational Convention; Published author; Who's Who; Served on many committees in national & other organiz.; Also: U Chicago, U Cal, NY Sch of Philanthropy.

Wellman, Mary (Loomis); 1884-85 (UM, special student); *AB, 1879; AM, 1889 (Lenox Coll.); B: Delhi, IA; A: Indianapolis, IN; O: None listed; P: Teacher, librarian; Accomp: Sec., IA Library Society; Also: Columbia U.

Wells, Agnes; AB, 1903 (UM); PhD, 1924 (UM Grad. Sch.); AM, 1916 (Carleton College); B: Saginaw; A: Bloomington, IL; O: Dean of Women, Indiana U. & Lect., Mathematics, Astronomy; P: Principal, H.S.; Teacher, H.S., Mathematics; Dept. Head, Mathematics, H.S.; Instr., Mathematics, Carleton Coll.; UM, Social Dir., Helen Newberry Residence, also Acting Dean of Women; Also: Bryn Mawr; (Outstanding Alumnae List).

Willebrands, Louise; 1892-93 (non-grad., UM); B: Detroit; A: Detroit; O: Teacher, Asst. Principal; P: Teaching.

Williams, Clementine; BS, BA, 1910 (UM); B: Macon, GA; A: Grand Rapids; O: Dir., Personnel & Training; P: Teacher, Jr. H.S.; Also: Simmons Coll.; Harvard (certificate in personnel work).

Williams, Ethel (McGill); AB, 1922 (UM); B: Cheboygan; A: Ann Arbor; O: Home; P: Sec., Faculty members, Princeton U, Ohio Archaeol.Soc.

Williams, Flora (Mastin); MD, 1886 (UM Med.); B: Frankfort, KY; A: Frankfort, KY; O: Physician; Accomp: Sec., County Med. Soc.; Examiner; Woman's Benefits Ass'n., Maccabees; Treas., Bus. Women's Club; Corr. Sec., Kentucky War Mothers.

Williams, Mary; 1895 (UM), PhD, 1897 (UM Grad. Sch.); B: Urbana, NY; A: Corning, NY; O: Prof., Mount Holyoke Coll., Greek; Also: Mount Holyoke Seminary, 1885; Classical studies, Rome.

Willison, Mabel; BA, 1901 (UM); B: Cass Co.; A: Highland Park; O: Dept. Head, Special Ed., Highland Park H.S.; P: Teacher; Also: Teacher's Coll., Columbia Univ.

Willoughby, Ruth; PhB, 1890 (UM); B: Owosso; A: New Hampshire & Florida (seasonal); O: Retired; P: Teacher (30 yrs.) H.S., Latin, Spanish, Art; Also: U Chicago (correspondence).

Wolf, Grace; AB, 1914 (UM); B: Chicago, IL; A: Los Angeles, CA; O: Teacher; Principal, H.S.; Head, English Dept., H.S.; P: American Red Cross, Home Service (1918); Asst. Supt., Girl's Protective Dept. (1919); Asst. in Court Domestic Relations, Chicago.

Wolfstein, Isabel; BA, 1922 (UM); B: Cincinnati, OH; A: Cincinnati, OH; O: Asst. Psychologist, Juvenile Court; P: Asst. Clin. Psychologist, Juvenile Court; On staff, Cincinnati Vocation Bureau; Bd. Dir., Temple Community Center; Mbr., Soc. Worker's Club; Also: U Cincinnati (pending MA in psychology).

Wood, Mildred; 1908-10 (non-grad., UM); AB (Rockford Coll.); B: Saline; A: St. Paul, MN;
O: Urban House Demonstration Agent; P: Teacher, Home Economics; Home Extension work.

Wood, Ruth; AB, 1921 (UM); AM, 1922 (UM Grad. Sch.); B: Nara, Japan; A: Poughkeepsie, NY;
O: Instr., Vassar, English.

Worthley, Julia (Underwood); 1890-92 (non-grad., UM); B: Phillips, ME; A: NYC; O: Writer, poet,
translator; P: Teacher; Accomp: Awarded Fellow of Royal Society of Arts, of England; author of the
New World Trilogy (three novels picturing crumbling of civilization); translator in eleven languages;
listed in Who's Who in America.

Wyant, Martha; 1899 (UM); B: White Pigeon, IA; A: Santa Ana, CA; O: Head, Engl. Dept.,
Teacher, H.S. & Jr. College; Also: U Cal.

Yaba, Nellie (Minn); 1904-05 (non-grad., UM Med.); B: Burma; A: Burma; O: YWCA Secretary;
P: Missionary; Superintendent, Maternity Hosp.; Accomp: City Health Commission; Organized
Karen Women's Society of Burma.

IMAGE CITATIONS

All images are from collections and record groups held at the Bentley Historical Library, University of Michigan.

1. Commencements, box 1, Alumnae Council photograph collection.
2. Elizabeth Clark (Payne) survey, Alumnae Survey, box 110, Alumni Association (University of Michigan) records.
3. Rena Marguerite Lundell scrapbook.
4. Rena Marguerite Lundell scrapbook.
5. William Adams Lewis photograph collection.
6. William Adams Lewis photograph collection.
7. Everett Judson and Bessie Belle White collection.
8. *Michiganensian*, 1918, p. 433.
9. University Hall, new dome, views from west, no. 303, University of Michigan photographs vertical file.
10. Louise Lunsford Loving photograph collection.
[Photograph includes: Louise Loving, Alice Damon, Franc Arnold, Fanny Reed]
11. Ella Thomas, box 8, University of Michigan student portraits.
12. Harriet Holman, box 4, University of Michigan student portraits.
13. *Michigan Alumnus*, September 13, 1941.
14. Caroline Hubbard, box 5, University of Michigan student portraits.
15. Everett Judson and Bessie Belle White collection.
16. Lucy Salmon, box 7, University of Michigan student portraits.
17. Ellen Bradford Murray photograph collection.
[Photograph includes: Ellen Bradford Murray, Maria Louise Graham, Louisa Terese Black]

18. Surgery and anatomy classes, groups, informal, box 136, Medical School (University of Michigan) records.
19. Tomo Inouye, box 5, University of Michigan student portraits.
20. Mary Graham, box 4, University of Michigan student portraits.
21. Class of 1875, no. 494, University of Michigan photographs vertical file.
22. Mary Agnes Burton photograph collection.
23. Henry S. Frieze, box 2, University of Michigan faculty and staff portrait collection.
24. Albert A. Stanley, box 4, University of Michigan faculty and staff portrait collection.
25. Francis W. Kelsey, box 2, University of Michigan faculty and staff portrait collection.
26. Albert H. Pattengill, box 3, University of Michigan faculty and staff portrait collection.
27. Martin Luther D'Ooge photograph collection.
28. Browning Club, box 14, James Burrill Angell papers [Photograph includes: Mrs. (G.S.) Morris, Mrs. (W.H.) Pettee, Mrs. I.N. Demmon, Mrs. James B. Angell, Louise Pond, Mrs. Waldron (Sister of E.L. Walter), Mrs. Harry Hutchins, Mrs. M.L. D'Ooge, Mrs. Elisha Jones, Mrs. Warren P. Lombard, Mrs. B.A. Hinsdale, Mrs. Palmer].
29. Henry S. Frieze, box 2, University of Michigan faculty and staff portrait collection.
30. James B. Angell, box 1, University of Michigan faculty and staff portrait collection.
31. Harry B. Hutchins, box 2, University of Michigan faculty and staff portrait collection.
32. Portraits, box 23, Marion LeRoy Burton papers.
33. Portraits, early, box 14, James Burrill Angell papers.
34. Rena Marguerite Lundell scrapbook.

35. Miscellaneous, box 1, Alumnae Council photograph collection.
36. William Stuart James photograph collection.
37. Class of 1903, no. 518, University of Michigan photographs vertical file.
38. Miscellaneous, box 1, Alumnae Council photograph collection.
39. Rena Marguerite Lundell scrapbook.
40. Barbour, Levi Scholarship Committee, box 1, Barbour Scholarship for Oriental Women Committee (University of Michigan) records.
41. Alice Hamilton, box 4, University of Michigan student portraits.
42. Myra Beach Jordan photograph collection.
43. Alice Freeman Palmer photograph collection.
44. Annie Peck, box 6, University of Michigan student portraits.
45. Scrapbook, box 1, Hazel Marie Losh papers.
46. *Michiganensian*, 1918, p. 45.
47. Activities, events, box 2, George Robert Swain photographs and papers.
48. Commencements, box 1, Alumnae Council photograph collection.
49. *Michiganensian*, 1922, p. 491.
50. *Oracle*, 1895-1896.
51. Frederick Rolshoven Bolton photograph collection.
52. Photography groups, box 2, Collegiate Sorosis (University of Michigan) records.
53. Religious Organizations, box 10, Office of Ethics and Religion (University of Michigan) records.
54. Livingston family photograph collection.
55. Read family papers.

56. Miscellaneous, box 1, Alumnae Council photograph collection.
57. Box 6, Martha Cook Building (University of Michigan) records.
58. Prints, buildings, University of Michigan, Newberry Residence, box 3, George Robert Swain photographs and papers.
59. Everett Judson and Bessie Belle White collection.
60. *Oracle*, 1895-1896.
61. *Oracle*, 1898-1899.
62. *Michiganensian*, 1907.
63. Ann Arbor, Majestic Theater, Vertical File.
64. Tennis, box 9, Dept. of Physical Education for Women (University of Michigan) records.
65. Archery, box 9, Dept. of Physical Education for Women (University of Michigan) records.
66. Augusta Hall Durfee photograph collection.
67. Augusta Hall Durfee photograph collection.
68. Lantern Night, box 9, Dept. of Physical Education for Women (University of Michigan) records.
69. Margaret Stewart, box 8, University of Michigan student portraits.
70. Roy C. Barlow photograph collection.
71. Crew, box 9, Dept. of Physical Education for Women (University of Michigan) records.
72. Ellen Sargeant, box 1, Alumnae Council (University of Michigan) records.
73. General Library, interiors, no. 68, University of Michigan photographs vertical file.
74. Seal, University of Michigan vertical file.



*Bentley
Historical
Library*

The Michigan Historical Collections was founded by the University of Michigan Board of Regents in 1935. The Regents charged the new department with two functions: to preserve historical source materials primarily related to the history of the state of Michigan, its citizens, and organizations; and to serve as the official archives of the University of Michigan. In 1972, through a major gift from Mrs. Arvella Bentley and several gifts from members of the Friends of the library, the Collections found a permanent home in the Bentley Historical Library, named in honor of the late Alvin M. Bentley, Congressman and University of Michigan Regent. The Bentley Historical Library is a modern research institution open to students, faculty, and staff as well as all citizens of Michigan and others interested in the history of the state and the University of Michigan.

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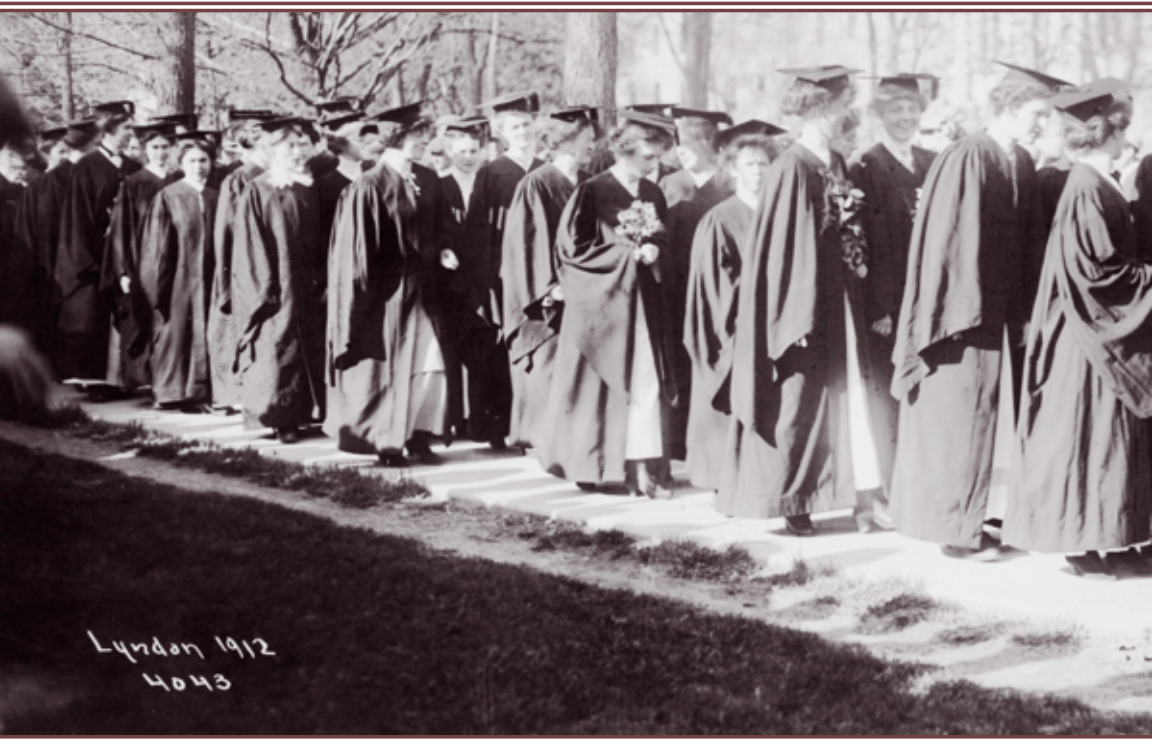
David A. Brandon, Ann Arbor
Laurence B. Deitch, Bloomfield Hills
Daniel D. Horning, Grand Haven
Olivia P. Maynard, Goodrich
Rebecca McGowan, Ann Arbor
Andrea Fischer Newman, Ann Arbor
S. Martin Taylor, Grosse Pointe Farms
Katherine E. White, Ann Arbor
Lee C. Bollinger, *ex officio*

Won't you add a few of the outstanding memories of your college days? We shall be glad to hear of any incident, however trivial, which lingers in your mind.

When I compare the present conditions in the University with those that existed when I was a student, 1884-88, I am pleased to see the great improvement in the care that the University gives its students - especially its women students. Dean Jordan did much to improve these conditions, and Dean Hamilton is successfully carrying on the work. I wish that the same restraints might be placed around the men students.

During my time in the University, the Students Christian Association was a strong force for good. The meetings held in the chapel every Sunday morning and addressed by one of the University professors, gave a large number of the students a chance, not only to hear their own teachers speak on religious subjects, but it also gave them a chance to know the religious thoughts of many other members of the faculty whom they met in no other way. The meetings were largely attended, and were too good to miss. The S.C.A. also brought the students together in many class meetings, both social and religious. I wish that its influence now might be increased so as to do for the larger University as much or more than it did for the smaller University.

This belongs to my first paragraph - The first morning of my residence in the University, I attended chapel. At the conclusion of the religious service President Angell spoke to the freshmen, arranging other things, saying that he hoped we would all behave ourselves, but if we did not, he hoped the policemen would take care of us.



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