

INTRODUCTION

The period from 1965 to 1975 was a decade of extraordinary social change within our nation and on Mount Holyoke's campus. The "50th Reunion Project: Remembering Our Past, Exploring Its Meaning" is an effort to encourage classmates to reflect upon their time at Mount Holyoke and the impact that experience has had on their lives. The project emanated from Mount Holyoke's Head of Archives and Special Collections asking our class' help to better understand what happened on campus, since we lived through it.

This document summarizes the major activities and events at Mount Holyoke and beyond its gates from 1967 to 1971. The primary source documents are *Choragos* and the recently unsealed Trustees Meeting Minutes.¹ With this document as a foundation, you, the reader, can then offer the richness of your own personal experience.

Our writing glosses over the day-to-day events of student life, as we take a trip down memory lane. It is a world without cell phones, the Internet, computers, hand-held calculators. Societal expectations for women are changing. Some consider it a period of transition: from young women going to college to find doctors, lawyers, engineers as husbands, to many wanting to become those doctors, lawyers, and engineers.

We explore who we are at a time when society is not yet open to that exploration. Sexual freedom and identity, drug use. Hidden and blatant. We navigate this world as student life dramatically changes during our four years. And the College struggles with its role and response within the law.

Our four years are also tumultuous times in terms of the academic and cultural changes. The College is shifting from a homogeneous, mostly white, Christian-oriented school to a more diverse student body in terms of race, ethnicity and religious affiliation. Mount Holyoke also faces the question of coeducation.

For some, it is the time to remove the blinders of the monoculture from which we came. For others, it is continuing to live marginalized within the majority culture. Some classmates are leaders – raising issues, leading campus organizations, or starting new ones. Some of us merely become aware of the events going on around us. We participate or not.

Each of us had a unique experience and our memories are different. For all of us, there are events and issues of which we were not aware or that we cannot recall. Thus, events written here may be vivid for some and not resonate with others. Whatever the case, we hope this document helps you remember your time at Mount Holyoke.

¹ It is the College's policy that the Trustees Meeting Minutes remain sealed for a period of 50 years. The 1971 Trustees Meeting Minutes will be unsealed in January 2021 and may result in modifications to the document. Other sources include various internet websites which summarize national and world events during the time period; selected Faculty Meeting Minutes; and Mount Holyoke College Bulletins and College Financial Reports for the period 1967-68 through 1970-71.

We encourage you to reflect on your experience and its impact on your life. Then please share those thoughts and stories with your classmates. There are a variety of ways to do this: participate in a Zoom mini-reunion; write a reflection or story; create a work of art; sing, dance, or play a musical instrument; or see other classmates' reflections. Go to the *Remembering and Reflecting webpage* and learn how. Our class, the College, and future Mount Holyoke students will be richer for it.

Remembering and Reflecting Project Members

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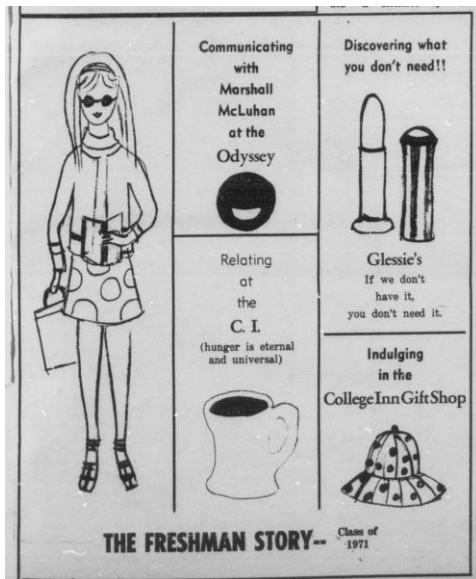
Freshman Year begins on the next page...read on!

FRESHMAN YEAR 1967-1968

The Class of 1971 arrives in mid-September 1967. Lyndon Johnson is President. There are 496 of us, with another 15 coming in January. We are the largest incoming class from the largest applicant pool Mount Holyoke had ever seen.

We are more diverse than prior classes, but not radically so. We come from 42 states, the District of Columbia, and 10 foreign countries. There are 17 women of color. About three-quarters of us graduated from public high schools with the remainder from private schools. Eighty classmates receive financial aid.

During our first day on campus, College President Richard Gettell says to us, "You are ... the potential uncommon women in this age of the common man ... the country's best guarantee against stagnation and mediocrity." The descriptor sticks.



We explore the village green: The Odyssey Book Shop, The College Inn, Glessmann's Pharmacy, The Viking, Chanticleer, Elizabeth-Anne's, The Peacock. We find Atkins and its apples. It is a beautiful area and the campus is bucolic, but the isolation is real.

We learn the school's various traditions such as big sisters, elfing, dorm work requirements like sitting bells, Mountain Day, and the Honor Code.

On campus, we enter a world of dorm living and parietals. There are no keys. There are curfews. To meet men, we travel up to two hours by chartered bus to mixers at the men's colleges. The number of overnights away from campus is limited and we must register where we will be. There are housemothers.

Lunch and dinner are served by student waitresses. There is gracious living every Wednesday and Sunday with tea served in the afternoon and skirts to be worn at dinner. There is one telephone per floor. There are so many of us, we are squeezed into temp doubles. No cars. No alcohol. Men may not go above the first floor. For some, this is a safe, structured cocoon. Others chafe at the rules, restrictions, and way of living which is out of step with the present day and how they expect to be treated as intelligent, young women.

Let's remember that 1967 was a year of be-ins, love-ins, and the summer of love in San Francisco's Haight-Ashbury district. There, several hundred thousand flower children and idealistic youth gathered, smoked pot, and grooved to the music of Jefferson Airplane, Aretha Franklin, Grateful Dead, Marvin Gaye, and The Byrds. The Beatles summed it up: "All You Need is Love."

We become aware of efforts afoot to change residential life. The House Presidents are making recommendations. Two demonstrations are held outside Mary Lyon to protest the Honor Code in terms of social rules, and to recommend that students in upper classes have keys, students set parietals, and alcohol be allowed on campus. About a quarter of the campus attends the first rally.



Sexual freedom and drugs are also part of the world around us. 15% of students admit to using drugs, and two are expelled. The Trustees, faculty, and medical staff struggle to understand what is happening, as do some of us.

We also enter the world of academia and college governance. Beginning in the fall of 1967, Mount Holyoke reduces the student academic load from five to four courses, and eliminates Saturday classes. It is a big change for the College. The Four-College system functions and provides more course opportunities. Hampshire College becomes a Working Paper.

As we go to classes, little do we know the faculty are concerned with the endless increase in enrollment. Their concerns about the impact on the academic environment and teaching loads are ignored by the Trustees who increase enrollment to keep the College solvent.

At other college campuses and Mount Holyoke, students push for social changes and a bigger role in decision-making—changes that make Gettell and the Trustees uncomfortable. Declining chapel attendance concerns them, with Gettell annoyed with the growing vulgarity in student speech.

Is student demand for reform widespread? Soon after our arrival, the SGA Legislature starts discussing student apathy. Is it a function of SGA's inability to address issues that matter, students themselves, or both? While students want more independence and responsibility, some of us are rabble-rousers and others still live as obedient daughters.

The student newspaper begins exploring alternative structures to SGA for students to voice and achieve change on campus. No longer wanting to be passive reporters of the news but rather active initiators of change, the editorial board changes the newspaper's name from *Mount Holyoke News* to *Choragos*—in Greek tragedy, the leader of the chorus who asks questions and provokes debate. The paper begins publishing lengthy articles and editorials on a range of topics in hopes of becoming a venue for education and dialogue within the College community.

April elections see Joan Libby ('69) become SGA President, Sandy Green ('69) Chair of Legislature, and our classmate Susan Weed SGA Secretary.

Little do we know how important the issue of coeducation has become. Prior to our arrival, Vassar and Yale began exploring Vassar moving to Yale, but Vassar's Trustees will vote it down. Over intercession, Dartmouth holds at 5-day coed week and invites all Mount Holyoke students to simulate a coeducational campus experience; 180 attend.



Two months later, Mount Holyoke Trustees learn that admissions applications have declined 11%. At the same meeting, they discuss coeducation versus remaining a women's college. It is the second discussion within a year. But again, they take no position and remain publicly silent.

Black students are more vocal in asserting themselves. Nationwide, it is another year of unrest with rising racial tension between Blacks and whites. There are more riots and more deaths. Once again, cities burn during the summer.

At the College, the Afro-American Society, created the prior year, is becoming a campus presence. The group organizes a symposium about campus black-white relations and two meetings in conjunction with the Fellowship of Faiths on the "causes of unrest in the inner city" and "Black Power." The Society also looks beyond the campus, and works with Black students at Smith, Amherst, and UMass to create festivals and events. There are now 50 Black students on campus, with one-third from our class.

At their March meeting, the Trustees discuss the report of the Director of Admissions, Clara Ludwig '37, concerning the challenges of a small Black applicant pool and the impact of increasing Black student enrollment. The report also indicates that some seek assimilation and others Black power. Some feel isolated and on the fringe of Black communities and their plight. Some feel discrimination. The Trustees affirm the need to continue a path to greater diversity. Yet claiming financial reasons, they curtail the summer ABC Program which helped disadvantaged Black youth become college ready and thereby expand the applicant pool for Mount Holyoke and other colleges. 1968 will be the program's last summer.

One month later, Dr. Martin Luther King Jr. is assassinated. More than 100 cities erupt in riots. The Black Panthers are involved in a shootout in Oakland, California. On campus, Black students' growing frustration with white attitudes deepens.

Anti-Vietnam War activities start on campus. 1967 sees the number of American troops in Vietnam continuing to increase to almost 500,000. In response, there is a growing

number of peace rallies and protestors and an increasing level of violence throughout the country, including demonstrations on college campuses. At Mount Holyoke, the first demonstration is held at the end of our freshman year.

A silent vigil is planned for Secretary of State Dean Rusk's visit in early November, but he cancels, claiming insufficient assurances that student behavior will be contained. Meanwhile, over half the faculty and 438 students sign a petition opposing the war.

Then Eugene McCarthy announces he will run for President. An SDS chapter is formed on campus. Robert Kennedy enters the presidential race. Anti-war protests continue to grow nationwide. LBJ announces he will not seek a second term. Mount Holyoke students become involved in anti-war activities and an array of primary campaigns. A group of our classmates organize a teach-in led by six faculty on the draft, the urban racial crisis, and the role of college women in foreign policy.

In May, there is a peaceful anti-war demonstration on Skinner Green; 62 students and faculty attend. The rest of us go about our business as usual.

springtime in south hadley



—photo by Pat Cantor

One hundred fifty miles away at Columbia University, students protest for weeks. Five buildings are occupied. The university is closed. The administration calls in the police twice. The vice president and provost at the time — the second in command — is David Truman.

SOPHOMORE YEAR 1968 - 1969

During the summer of 1968, Americans witness more tragedy and violence. Robert Kennedy is assassinated in early June. Anti-war demonstrations continue and culminate at the Democratic National Convention in Chicago in late August.

The Chicago demonstrations had been planned for months by the Yippies (the Youth International Party) and a coalition of anti-war activists called MOBE (National Mobilization Committee to End the War in Vietnam). Chicago Mayor Daley orders police to forcefully disperse the tens of thousands of protestors. The Illinois National Guard is called in. Hundreds are injured. Inside the convention, Vice President Hubert Humphrey and Senator Ed Muskie become the Democratic Party's ticket, and no peace plank is adopted.

The Republicans have already selected former Vice President Richard Nixon and Maryland Governor Spiro Agnew as their candidates. Alabama Governor George Wallace is the American Independent Party candidate with retired General Curtis LeMay to become his running mate. Richard Nixon will be elected President in November on the promise of achieving "peace with honor" and ending the Vietnam War.

Despite all the tumult in our country, our class returns to a quiet and idyllic campus. There are now 462 of our class on campus (a loss of 49 classmates).



Student empowerment begins driving campus activity. We are greeted with an SGA-led plan to review the College governance structure which lacks formal student participation. Joan Libby and Sandy Green will lead the year-long effort to solicit input from all segments of the College community. The goal is to include students in decision-making bodies.

Action on Academic Issues committees evaluate the wisdom of student authority in academic issues and how it would work. They

look at academic advising, grading, self-scheduled exams, general education requirements, requirements for the major, and comprehensive exams.

The faculty endorse student participation in decisions affecting their education and life at the College. The faculty also initiate the ad hoc committee on the multiracial community to consider how the College can more effectively support the intellectual and social values of the multiracial community. Classmate Paula Robinson Collins is among the student members. The ad hoc committee on procedure has both faculty and students reviewing where in college administration, student participation may be appropriate and how it could work.

The Alumnae Association announces support for student membership on their committees. The Director of Admissions proposes increasing the role of students in the admissions process, including two students on the Board of Admissions.

Demands for student power expose the governance structure for all to see. The Trustees make decisions about academic, social, and residential life with faculty input. Through Judicial Board, students are to enforce rules we have no role in creating. And the sole channel of communication between the Trustees and the college community, including the faculty, comes through the college president who holds additional decision-making authority. The Trustees and College President are all-powerful.

Students are examining all aspects of the College's governing structure. In October there is a campus-wide student poll. It covers self-scheduled exams and "The Case for Participation" which proposes a new process and forum for making decisions about social and residential life. Based upon the polling results, self-scheduled exams will begin at the end of the semester. "The Case for Participation" is presented to the Trustees at a meeting classmate Susan Weed attends.

The Trustees know that parietals and alcohol are students' priorities. President Gettell opposes men in the rooms. He also feels that responding to student demands gives the appearance of acceding to a threat, and this can only lead to further threats.

Tension between the College President and Trustees culminates at the Trustees November Meeting. The Trustees establish the ad hoc committee on student affairs to develop proposals about student life and the decision-making structure surrounding social and residential life. The committee is directed to make recommendations concerning alcohol on campus and male visitors in dormitory rooms for immediate consideration at a special December Trustees Meeting.

Hours after this decision, President Gettell resigns, Dean Meribeth Cameron becomes Acting President, and Gerard Lowenberg is later appointed Acting Academic Dean.

Meanwhile, members of the Afro-American Society have been discussing for months the need for a Black Culture Center. On December 12, they stage a quiet sit-in at Mary Lyon to demand a separate space for Black students to meet and socialize. Classmate Rhynette Northcross Hurd participates. The following day, the ad hoc committee on multiracial community and Ruth Warfel, Dean of Students, meet and endorse the proposal. Two days later - hours before the Trustees' special December meeting in New York City - several Black students meet with the Trustees about a center.

The Trustees then hold their special December meeting where three major decisions are made. The ad hoc committee on student affairs recommends and the Trustees approve male visitors above a dorm's first floor, but only during dorm open hours. Each dorm will decide visiting hours and use of bathrooms. Judicial Board is to define and adjudicate violations and penalties.

Second, the ad hoc committee is expanded to include three faculty and directed to create rules on alcohol use within Massachusetts law. Classmates Patty Blum and Ellen Collura Pomeroy are among the students already serving as committee members.

Third, the Afro-American Society's request for a Black Culture Center is approved. It will be housed at Woodbridge which is across the street from Skinner.

In January, David Truman accepts the College presidency, effective July 1. This occurs after five students secretly participate in the search process — participation which the Trustees had publicly opposed. The students interview Truman who wants to meet with students before deciding about the job offer.

The implications of coeducation also build during the year. In mid-September, Hampshire College holds a groundbreaking ceremony in anticipation of opening in fall 1970. A few weeks later, the presidents of ten New England colleges, including Mount Holyoke, hold the first of several meetings to discuss establishing a student exchange program starting in fall 1969.

In October, Vassar announces it will go coed. One month later, Yale announces it will go coed and begin admitting up to 500 women in fall 1969. In December, Mount Holyoke's Trustees approve participation in a 10-College Exchange which quickly grows to twelve colleges. In February, Princeton announces it will go coed and may accept up to 100 women in the fall. In May, the Trustees appoint a full-time director to their fact-finding committee on coeducation and request a report by March 1970 that describes the College's choices and the implications of each. The SGA president is asked to participate.



Student apathy continues. Most students are not involved with issues on campus. Pockets of students attempt to cut through the indifference in various ways. SGA holds a Quaker-style meeting to air issues and comments. Some seniors form a group to change attitudes and create student support for SGA's efforts to change the institutional power structure. The Fellowship of Faiths holds conferences on how to live in these troubled times.

Without administration approval, several students invite Mark Rudd to speak in the amphitheater; he is the expelled Columbia University student who was instrumental in the student-led demonstrations and sit-ins that led to Columbia being shut down. Five hundred students attend. A packed Chapin listens to Julian Bond — the civil rights leader, activist, and Georgia state legislator, who was a leader in SNCC, the Student Non-Violent Coordinating Committee.



Classmates Aimee Garn and Cynthia Porter Brown become co-editors of *Choragos*. They and their new editorial staff continue investigative journalism and produce front-page stories on major issues facing the Mount Holyoke community. Articles also continue about what is happening at Smith, Amherst, and UMass, as well as on campuses across the country.

There is one effort, however, that brings a unified sigh of relief: completion of the Library renovation. The noise, the partitions, and the Dewey Decimal System are gone.

Action not apathy describes the Afro-American Society. The Black student presence grows with the addition of eighteen freshmen, but Black students are less than 4% of the student body. With the ABC Program having ended the prior summer, the Afro-American Society works to expand upon that effort. The coming summer will see a two-pronged program with 70 students.

In late January, the Black Culture Center in Woodbridge is ruined by fire. The cause of the blaze is a cigarette smoldering in a sofa. The College requests a state investigation to rule out arson, and the findings are confirmed. In February, Jim Dyer becomes the first Black faculty member. In March, the Center is housed temporarily in the old carpentry shop and 2 Dunlop Place will become its permanent location, starting in the fall.

In April, the Afro-American Society presents the Academic Dean with a proposal for an interdepartmental Black Studies major, a Chair of Black Studies appointment in an existing department to oversee the program and help recruit more Black faculty, and Afro-American Society members' participation in selection of the Chair.

By the end of the academic year, the faculty approve a Black Studies major and name The Rev. Edward McCreary from the Religion Department as Chair. In the fall, there will be a lecture series on the Black experience, and Paula Robinson Collins will become co-chair of the Afro-American Society.

Spring semester brings changes to social and residential life. Each dorm votes on how to implement parietals. We can drink on campus and smoke in our rooms.

In April, the student body elects Janet Hall '70 as SGA President, our classmate Judy Katz as First Vice President, and Jane Hickie '70 as Chair of Legislature

We declare our majors.

Freedom of expression is alive and well in the performing arts. Two performances of *Dream Engine* include nudity. The Father's Weekend amphitheater production of

Lysistrata—the Greek comedy in which women abstain from sex as a way to end a war—has the male warriors wearing long balloons. More than one father ponders sending his daughter to another school.

W.H. Auden comes to campus and reads poetry in Chapin. He is properly clothed.



Judy Collins in concert
Spring 1969

Academic and curriculum changes are underway with more to be implemented in the fall. The faculty approve easing the general education requirements and increasing the number of pass-fail courses that may be taken. Students participate in faculty evaluations on an experimental basis.

As sophomore year comes to an end, there are changes on campus. They are forged by countless hours of meetings among students, faculty, and Trustees, and written proposals. There have been no demonstrations.

In contrast, other campuses in the spring are rocked by protests, including Harvard where 300+ students seize University Hall and demand Harvard end its ROTC program. In response, the administration calls in city and state police.

As we leave campus, the Trustees are having their May meeting. Little do we know the College has no long-range plan, the operating deficit is 5%, and the College's business model — driven by growing enrollment — is potentially in jeopardy. All seven sisters are experiencing a decline in admissions applications this year and the trend is expected to continue.

The immediate challenge is to achieve a student body of 1,720 in the coming academic year. Besides the admissions dynamics affecting the size of the freshman class, the number of returning students in upper classes may be affected by the 12-College Exchange, the College's more liberal policy on leaves of absence, and Yale's decision to go coed and accept large numbers of transfer students. To protect Mount Holyoke from too few students in residence, steps are underway to enroll over 600 new students who would represent more than one-third of the student body. If necessary, Sycamores will be reopened.

JUNIOR YEAR 1969-1970

We return to campus after another eventful summer. Nixon announces the withdrawal of 25,000 troops from Vietnam. Warren Burger becomes Chief Justice of the United States Supreme Court. A fire on Cleveland's Cuyahoga River ignites national awareness of river pollution and its environmental and health threats, and helps create the Clean Water Act. A confrontation between gay men and police outside a gay bar in New York City leads to the Stonewall Riots which will spark the gay rights movement in the US. Astronaut Neil Armstrong becomes the first man to walk on the moon. Muhammad Ali is convicted of evading the draft, and his conviction is subsequently overturned by the US Supreme Court. The Charles Manson "family" kills seven people on a two-night rampage in Los Angeles. A car accident in Chappaquiddick leaves Senator Ted Kennedy alive, but Mary Jo Kopechne dead.

The summer ends with Woodstock—the weekend music festival on a New York farm where an unexpected crowd exceeding 400,000 shows up and hears Arlo Guthrie, Richie Havens, Joan Baez, Santana, The Grateful Dead, Creedence Clearwater Revival, The Who, Jefferson Airplane, Janis Joplin, Jimi Hendrix, Blood, Sweat & Tears, Melanie, and many more. Despite rain, insufficient food and inadequate sanitation, the event is peaceful and helps define an era.

When the fall semester begins, our numbers have dwindled by a third compared to the start of our freshman year. There are now 336 of us on campus. Another 84 of us are on leave or participating in the 12-College Exchange Program or junior year abroad. Others transfer to Yale or elsewhere, or just withdraw.

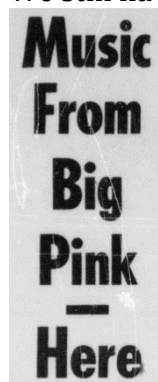
For those of us remaining on campus junior year, the four months from February to the end of semester will be tumultuous. It will be Mount Holyoke's version of "all hell breaking loose." But also important are the events beyond campus — the broader world in which we are living.

The first ATM is installed in the US. The first message is sent over ARPANET—predecessor to the Internet. Native Americans begin a 19-month occupation of Alcatraz Island and spark renewed Native American reform efforts. There are large anti-war demonstrations in October and November. Trials begin for the My Lai Massacre where U.S. Army personnel killed hundreds of Vietnamese villagers. On December 1, the first draft lotteries are held since World War II. The Beatles break up and their final album, *Let It Be*, is released. Federal legislation bans cigarette-smoking ads on television. Europe, particularly Germany and Italy, experiences a rise in domestic terrorism that will last for years.

Back on campus, our junior year may best be described with lyrics from Bob Dylan: ***"The times they are a-changin'."*** The life of tradition and politeness that greeted us in 1967 is changing to a life of reality—the elite white society that defined the school for so long fractures to expose one more reflective of the larger, diverse society: one disillusioned by the war; one struggling to acknowledge and face racial inequality; one where women want

more say in their lives, but struggle with what that responsibility means and the limitations they face.

We still have fresh cloth napkins twice a week and sit down together for meals, but locks on our dorm rooms now give us privacy and safety. Second semester freshmen get dorm keys. Drug use is increasing and chapel attendance is declining.



David Truman has arrived as the new college president. He is the secret star of our Junior Show, "A True Man in the Back Room." Go to *Junior Show webpage* for more.

Mount Holyoke and others in the Five-College system consider changing to a 4-1-4 system. The Trustees' coeducation study continues, and Truman begins discussions on coeducation at faculty meetings.

Students question the value of housemothers. Some students push to live off campus.

Assertion of student rights moves into both the academic and non-academic realms. In March, the Trustees vote to delegate decision-making power affecting students' non-academic life to faculty and students. However, if in the president's judgment, there is a major issue concerning non-academic life, the president has the right to require the concurrence of the president and the Trustees. The Trustees recognize that once these bylaw changes are made at their May meeting, the SGA legislature will support 24-hour parietals, and that current parietal policy cannot be enforced and is widely violated. To preempt any student proposal, the Board approves parietals during dorm open hours for the remainder of the semester. In the fall, there will be 24-hour parietals subject to limitations developed by a Trustee ad hoc committee over the summer.

There is a detailed student plan to change the educational requirements. This leads to a complete restructuring of the comprehensive exam that allows each department to develop the best method for evaluating a student's knowledge base.

After pushes from the student body, the Trustees vote to add a young alumna from one of the three most recent graduating classes on a permanent basis.

The College continues to face financial challenges. The 1968-1969 fiscal year ends with another 5% deficit. There is concern about the cost of the recent unionization of the maintenance staff. Admissions are slightly ahead of plan but the big unknown is how many students will leave second semester for the 12-College Exchange Program or elsewhere.

"Your daughters are beyond your command." Sexual activity is increasing with both personal and campus community implications. There is growing demand for birth control, but in Massachusetts contraceptives for unmarried women are illegal as are abortions. With more and more men in the dorms sharing communal bathrooms, conflicts grow. Sexual activity between Mount Holyoke students is limited and hidden, although ads for a "5 college Student Homophile League" will begin appearing in *Choragos* our senior year.

Women's liberation is controversial, with some supportive and others not so much.

In December, the MHC chapter of the SDS, led by classmate Susan Abby Shapiro, breaks from the Amherst chapter because "...the Amherst group maintained a rhetoric which was basically boring and unintelligible." But at Mount Holyoke, our late classmate Sue Dupstadt notes dwindling interest in SDS—not because of apathy towards the issues but rather due to little motivation to effect change.

The spring elections vote in a new slate of SGA officers for our senior year. Classmate Susan Weed is elected Chair of Legislature and classmate Marcia Mead becomes Chair of Judicial Board. This brings to three the total number of classmates holding an elected campus-wide office during our four years. Classmate Susan Haas becomes editor of *Choragos*.

Awareness of environmental concerns makes some question whether this is more important than the anti-war efforts. A nearby paper mill that is polluting the Connecticut River threatens to close down rather than clean up. Creation of the EPA makes environmental issues a national priority. The first Earth Day occurs in April.

"The battle outside ragin' will soon shake your windows and rattle your walls." In the fall, The Rev. E. D McCreary, made head of the Black Studies major in the spring, works to increase the number of Black faculty members. He seeks faculty who will not radicalize students, but rather support integration. He also works with existing faculty to revise current courses and suggest new ones to incorporate the contributions, role, and perspective of Blacks in American society and culture historically and currently. There are regular Black experience lectures addressing social issues such as racism and the effects of urban renewal on the Black community. The first guest speaker is Black psychologist, educator, and social activist Dr. Kenneth Clark. The Black Cultural Center relocates and opens at 2 Dunlop Place.



By February, anger is rising over the slow pace of change. Approximately 250 Black students from the Five-College community occupy four buildings at Amherst. The students issue common demands for all five colleges as well as specific demands for each institution. Those specific to Mount Holyoke include: immediately join a Five-College Black Studies Program, increase Black admissions to 20%, increase financial aid to Black students, participate in a Five-College bridge program for Black high school graduates, and provide two vans for Black students' exclusive use.

Then on Friday morning, February 27, Afro-American Society members lead approximately 150 Black students from Mount Holyoke and the other Five-College community in the occupation of seven buildings on campus: Mary Lyon, the Library, Skinner, Clapp, Carr, Cleveland, and Shattuck. They also create picket lines outside Skinner, Elliot House, the Psych Building, and Lab Theatre. Fourteen hours later, the demonstrators leave peacefully.

That evening, there is an all-campus meeting in Chapin. President Truman explains the Black student demands and the College's efforts to address their issues. He admits the College lacks the resources to increase financial aid substantially, the South Hadley environment makes hiring Black faculty difficult, and his opposition to admissions quotas. After a male leader of the Five-College Black community challenges Truman about the slow pace of change, Truman notes the meeting is for the Mount Holyoke community. Members of the Five-College Black community then walk out.

In his report to the Trustees at their March meeting, Truman describes the take-over's impact on the College community. It has engendered polarization among both Black and white students. There is a need to be realistic about the lasting effect, despite efforts by faculty and others to help students focus on community values.

An article in *Choragos* describes Mount Holyoke as "formerly a volcano filled with dormant emotion." The mostly white administration, faculty, and student body grapple with what to think and what to do. One concrete result is the faculty vote to establish a Black Studies Department.

In April, the Five-College consortium announces their respective colleges are choosing directors for their Black Studies programs, are creating a shared position for a Black admissions officer, and are seeking funds for vans.

"Come senators, congressmen please heed the call." The Vietnam War continues to disrupt student life. Even as troop withdrawals from Vietnam begin, the agitation on campuses builds, including at Mount Holyoke. October 15 is to be a nation-wide Peace Action Day with a cessation of business as usual in order for individuals to spend the day working for an end to the war.

At Mount Holyoke, Sue Dupstadt and the Vietnam Moratorium Committee lead the effort. 1,300 students sign a petition to the faculty endorsing the one-day moratorium and requesting classes be canceled. At a faculty meeting, President Truman says he supports the right of any student to absent herself from class and any faculty member to do the same without penalty. However, he does not support the faculty taking positions on political issues. Colleges should not be political instruments; they are to protect the rights of faculty and students to speak and dissent. As a result, the faculty do not vote on the moratorium petition.



On October 15, some faculty cancel classes. Professor Vicky Schuck and two Congressmen speak at a rally in the amphitheater. Professors Flood and Grossholtz organize student canvassing about the war in nearby communities. Silent vigils are held both on and off campus.

One month later – November 15 – represents the second phase of this Moratorium to End the War that includes events nationwide. One is a march in Washington, DC where hundreds of thousands of persons attend, including some Mount Holyoke students.

The spring brings crisis. In late April, Nixon orders the invasion of Cambodia. Starting on May 1, demonstrations begin on campuses and in cities throughout the US, but this time they include deaths. On May 4, five hundred students demonstrate at Kent State; the Ohio National Guard opens fire, killing four and wounding nine. Eleven days later, at historically Black Jackson State College (now University) in Mississippi, police open fire on students, killing two and wounding twelve.

The concept of a student strike spreads rapidly as thousands of students across hundreds of college campuses want to “stop business as usual.” By boycotting classes, the idea is to show one’s commitment to opposing the war above all else—being willing to risk lower grades or losing credits as the personal cost for taking a stand and pushing for change.

The Mount Holyoke campus begins a state of turmoil that persists through graduation weekend. On May 4, at a late afternoon meeting in the amphitheater, Cynthia Porter Brown with the help of Susan Haas leads a discussion about a possible strike. An alternative proposal is presented. The meeting quickly deteriorates due to the huge turnout and many conflicting opinions. A dorm vote is then held with the results reported at a midnight meeting in Chapin. One thousand students support a 2-day strike or permanent strike. *Choragos* reports “... members of the audience...denounced the proceedings as undemocratic and illegal... After the chaotic meeting at Chapin, the stunned remnants of the Strike Committee...gathered together, reorganized, and decided to try it all again.”

A second, strike vote, also protested by students, has 902 yes and 491 no. Some call for individual rather than institutional action. Others protest that the two choices given of “strike” or “no action” are terms too weighted in connotation.

Truman calls a special Faculty Meeting. The faculty establish a committee to work with



both striking and non-striking students. The library becomes the center for organizing, since the committee has access to a phone and duplicating capabilities for the daily newsletter that reports on all activities. The faculty also vote for a two-day moratorium of classes which Truman supports.

Professors Trout, David, Schuck, Suarez-Galban, Harris, Knell, and Sudrann are all active.

After the two-day moratorium, classes continue with faculty offering options for those committed to strike. These include incompletes, pass-fail or letter grades; withdrawal from a course without penalty based upon the work completed to date; and for seniors, the option to receive their degree without taking the comprehensive examination.

The most popular option is pass-fall; several hundred choose incompletes; some withdraw from classes. Five seniors do not graduate.

Classmates Mary Shallenberger and Susan Munsell Hollingshead lead the campus strike efforts which are headquartered in the Mead basement. They demand a permanent strike. The non-strike group is in Torrey.

After two weeks, with the strike still underway, students take exams in between protesting.

At its May meeting, as required, the Trustees vote to award degrees to the list of candidates presented to them by the faculty, but the vote is not unanimous. Seven abstain on the grounds that the faculty had changed the graduation standards when comprehensive exams became optional.

During graduation weekend, the turmoil continues. The class of 1970 honors the strike by not carrying the Laurel Chain in the alumnae parade. At the graduation ceremony, some students and parents walk out on the commencement speaker, Senator Ted Kennedy who had been invited to speak before Chappaquiddick.

Junior year is a trying one. Every member of the campus community is affected.

SENIOR YEAR 1970-1971

This has been the summer of internships when some of us participate in Professor Vicky Schuck's Washington Internship Program, and others go to Geneva, Paris and elsewhere thanks to Professor Ruth Lawson's international program.

There are now 326 members of our class returning to campus. Another 66 are on leave. Remember, we started with 496 in the fall of our freshman year.

Our senior year begins with the realization that the student strike against the Vietnam War has disappeared. The summer has been relatively quiet compared to prior years. Protests against the war continue. The US military operations in Cambodia end.

The new art building is opened. Wilbur is going to be renovated.

Janet Hall '70 will begin her term as the Board of Trustees' first young alumnae trustee.

The Black protests during junior year begin to yield results. William S. McFeeley, former Director of American Studies at Yale and American History professor, is appointed Dean of Faculty. In a *Choragos* interview, he encourages all African-American students to take a "strong group of courses" that "seriously and thoughtfully" deal with racial issues. He also says all white students who have neither encountered an African-American student nor studied racism, "damn well better" take courses on race relations.

A Black Yale grad student is teaching a course each semester, and a visiting African historian will teach second semester.

Students participate in interviews that lead to the hiring of Professor Walter E. Stewart as the new Black Studies Department Chair. Although raised in the U.S., he has spent many years living and teaching in Nigeria. He now notices a greater generational conflict in white and Black society. Youth now have a greater role in decision-making, and Black militancy is no longer left to the street corner. Black militancy will continue until Blacks attain their Constitutional rights and their rights against discriminatory treatment. Black students at Mount Holyoke are heavily involved in the Black liberation struggle. He will begin a Black Studies major, with Black and white students welcome in all courses.

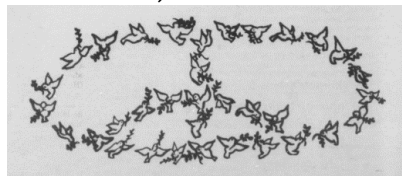
In April, to end de facto segregation in public schools, the U.S. Supreme Court unanimously decides in the case of *Swann v. Charlotte-Mecklenburg Board of Education*, that busing may be used as a "desegregation tool" to achieve racial balance. Over time, many Black families will resent sending their children to schools far from where they live; and many white families will enroll their children in private schools and exacerbate racial imbalance.

A new chapter begins after the May strike. McFeeley, in his *Choragos* interview, also mirrors Truman's remarks made at the October 1969 Faculty Meeting. McFeeley believes that students and faculty should be engaged in politics as individuals, but he does not want colleges and universities, as institutions, to become engaged politically, remembering

German universities became political institutions in the 1930's. His vision of academia is one where scholars do not run the world, but rather confront the world through their work. Small private colleges should be communities of scholars and bastions of freedom.

In September, The United States President's Commission on Campus Unrest, established in June in the wake of the Kent State and Jackson State tragedies, releases its report.

Meanwhile, there has been a nationwide effort for college campuses to suspend classes for the week prior to national elections in order for students to campaign for candidates of their choice. At Mount Holyoke, Mary Shallenberger and Cynthia Porter Brown create the Political Action Committee to support and fund anti-war candidates.



The faculty hold a special meeting. By secret ballot, they narrowly approve a one-week semester break the last week of October. In their November meeting, Truman tells the Trustees he did not approve, but he did not feel strongly enough to put pressure on the faculty to try to alter their positions. He notes that most students stayed on campus; a small number participated in political campaigns.

In mid-October, the Black Culture Center experiences another fire. This time it is faulty electrical wiring and the damage is minor.

The next evening, Assistant Attorney General William Ruckelshaus gazes out from Chapin's stage over ABC and CBS TV cameras and lights into an audience of 1,200 students. This is the first of 51 campus meetings to create a dialogue between the U. S. Department of Justice and college students. A *New York Times* article describes the mood of the 90-minute dialogue between Ruckelshaus and students as "largely hostile and skeptical." Obscenities are shouted; marijuana is smoked. Some remember the evening being dominated by men from the Five-College consortium. Truman tells the Trustees the most impressive aspect of the evening is the manner in which Mount Holyoke students controlled the situation.

Truman launches his own tour — a local one. He is holding community lunches to reach out to South Hadley residents to explain the changes occurring at the College. To date, about 300 local residents have participated and expressed concern about drugs, parietals, and the growing number of Black students. At the South Hadley Women's Club lunch, women are concerned that communists are everywhere.

A report but still no decision on coeducation. In November, the long-awaited Trustee fact-finding study on coeducation is completed. After a 7-hour discussion, the Trustees vote to make copies of a redacted version available in the Library and to acquire faculty comments. During their discussion, various alternatives to going coed are discussed. No poll is taken among the Trustees. But the Chair of the Board concludes there are those who believe Mount Holyoke should just get on with coeducation which is inexorable, but the majority support a more conservative approach: increase males through the 12-College and 5-College Exchange Programs. Truman believes a decision should be made within the

next year. He is directed to talk with the other Five-College presidents about more cooperation and how they are responding to coeducation. It is agreed there will be no statement or action taken either by the Board or the administration collectively or individually that would indicate a direction in the Board's thinking.

Residential Living Takes Various Forms. We see the phasing out of housemothers. As alternatives, the College experiments with faculty couples, single faculty, and resident fellows in the dorms. There is a senior dorm in Pearson's Annex. Sixteen students are permitted to live off campus. The 17 male students in the 12-College Exchange Program are housed in Prospect and Torrey.

The College continues to struggle with how to deal with drug use. In a survey, 16 percent of freshmen and 40 percent of students in upper classes respond. If they smoked marijuana in high school, they continue to do so. They are not purchasing or using drugs on campus. The faculty express concern about the problem, but most confess they know little about it; a few boldly support legalization.

"That wasn't the odor of sassafras
I smelled outside the library yesterday."

Academic changes — a seemingly constant discussion during our four years — continue unabated. There is a shift from governance issues to educational reform. What should be taught and how? What is an effective educational experience? Nearby, Hampshire College has just opened with a focus on academic innovation. Two hundred fifty-one freshmen have been admitted from over two thousand applications.

Meanwhile, Mount Holyoke is evaluating how to shift the educational structure towards a more individually centered experience. Truman appoints a committee on academic reform that includes 4 faculty and 3 students. An SGA committee holds monthly discussion groups in various dorms to include students in the deliberations.

In January, a 4-1-4 calendar will be presented for faculty approval. Students have already overwhelmingly approved the concept. The idea is to create a winter session that will include a month of discovery, stimulation, or focus of study as a part of the academic calendar. The proposal has been presented by the Five-College committee, with Hampshire the only one having approved it so far.



We learn that Mount Holyoke is the least popular college in both the Five-College Consortium and the 12-College Exchange Program. More Mount Holyoke students want to attend the other colleges than students from those colleges want to attend Mount Holyoke. Meanwhile, Barron's *Profiles of American Colleges* ranks Mount Holyoke as among the most competitive liberal arts colleges.

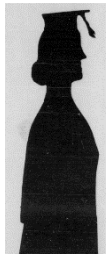
News of the war and the U.S. President penetrate our ivory tower. In February, Nixon is still President and sets up his secret recording system in the Oval Office and orders FBI

wiretapping. It is the beginning of Watergate. In April, anti-war protests continue, with 500,000 protesters in D.C., and 125,000 in San Francisco. The trials for the My Lai massacres end with only one of fourteen officers convicted. The U.S. Senate begins hearings on the war that include the testimony of John Kerry (yes, that John Kerry). A poll of Americans reveals 60 percent are against the war. Protests in D.C. lead to the arrest of 12,000.

On campus, the Committee to End the War is now active. Many speakers come to talk both about what is happening in Vietnam and about the invasion of Laos which Nixon has not revealed to Americans. Mount Holyoke students are encouraged to participate in anti-war rallies in Washington, D.C. at the end of April and May. Some do.

There is declining classmate interest in traditions and student service organizations.

Our class *Llamarada* is published in paperback. Blue Key members resign or ignore their duties, so the task of giving tours to prospective students and their parents falls upon a few.



Disinterest in tradition pervades our class plans for Commencement weekend. We march in the alumnae parade without a laurel chain. At the Baccalaureate service, instead of a speaker, Professor Leonard DeLonga creates a painting.

Hours later, we graduate. When our name is called, we walk across the stage in the Gettell Amphitheater. We shake President Truman's hand, receive his words of congratulations, and accept our diploma. With that, 397 members of the Class of 1971 graduate.

Then we go our separate ways.

EPILOGUE

It is perhaps prescient that the Remembering and Reflecting Project was conceived in 2018 – long before the challenges of today: a nation deeply torn by pandemic, racial injustice, and a presidential election. There are striking parallels to our college years.

May this document serve as a starting point for you to reflect upon those years and their influence on your life: where you were then, where you are now, and what you hope tomorrow will bring. Then express those thoughts and feelings to your fellow classmates through writing, art, music, and conversation. Our class website shows you how.

Since graduation, our class has gone in many different directions in many different ways. We have had many doors gradually open, allowing us opportunities women before us never had. Some of us pushed through those doors, others followed more traditional roles. Whatever our choices, our Mount Holyoke education gave us the foundation and the self-

confidence to chart our own course. The friendships forged, the experiences shared, and the education received have and continue to enrich and sustain us.

May we never forget that as uncommon as we each may be, we all still have much in common.

A FINAL NOTE

The Project is the product of many people to whom the Committee extends its thanks and appreciation.

Leslie Fields, Head of Mount Holyoke Archives and Special Collections, and her staff of Debbie Richards and Micha Broadnax were invaluable in suggesting and finding primary source materials.

Mount Holyoke History Professor Mary Renda was helpful in several ways, particularly in suggesting how the document should be written and shared so that a broad range of voices feel welcome and heard.

Eighteen classmates read a partial draft document and made suggestions about the Project at two mini-reunions in 2019: Barbara McClure Benedict, Liz Berens, Catherine Conover, Becky Rickie Cutting, Karen Alves Dorval, Holly Dolben, Meg Gere Harris, Sarah Drabing Hicks, Jean Haley Hogan, Ann Hurd, Molly McDowell, Constance Metcalf, Carol Cramer Mills, Alison Rivard, Katherine Rogers, Lida Stinchfield, Marcy Wilkov Waterman, and Marj Deitzler Zunder.

Thirteen classmates read the document for accuracy: Paula Robinson Collins, Aimee Garn, Susan Haas, Susan Munsell Hollingshead, Rhynette Northcross Hurd, Linda Keown, Janet Long, Donna Paulnock, Jeremy Nichols Pierce, Ellen Collura Pomeroy, Susan Abby Shapiro, Susan Weed, and Marj Deitzler Zunder.

Fourteen classmates participated in a Project test launch with feedback sessions: Wendy Kaplan Armour, Liz Berens, Willo Carey, Becky Ritchie Cutting, Susan Sokalner Dickstein, Meg Gere Harris, Phoebe Zablow McBee, Constance Metcalf, Carol Cramer Mills, Ellen Oglesby O'Hara, Melanie Oldfather, Diane Ramsen Walker, Marcy Wilkov Waterman, and Marj Deitzler Zunder.

Kathy Bendo, our class Web Coordinator, created and is maintaining the Project webpages on the class website. Kathy has received College technical support from Eric Boisvert.

The Project has received Alumnae Association support from Jonencia Wood. Kathleen Sharkey '78 provided marketing and social media advice.

Finally, images are taken from *Choragos*, the Mount Holyoke Alumnae Quarterly, the Freshman Handbook 1967-68, and the Internet. Two works by classmate Cookie Russo can be found in the Project document on pages 14 and 16.