

Class of 1971 50th Reunion Survey

“Thinking Back”

Questions 1 through 13

- Q1. Why did you choose to attend MHC?
- Q2. Would you make the same decision again? Why?
- Q3. Have you encouraged others to attend MHC?
- Q4. What are your most vivid/unusual/fond/low point memories?
- Q5. Who was/were your most memorable professor(s), and why?
- Q6. Would you choose the same major again? If no, why not?
- Q7. How relevant was your major to your principal field of work?
- Q8. Did your college experience boost or lessen your self-confidence in your post-college potential? How?
- Q9. What skills (aside from academic knowledge) did you develop during college that still sustain you?
- Q10. How would you describe yourself while at college and again today?
- Q11. Were you/how were you a child of the ‘60s?
- Q12. Did the Vietnam War or the women’s or civil rights movements affect your post-graduate life choices? If so, how?
- Q13. What advice would you give to a young person graduating from college now?

Q1. Why did you choose to attend MHC?

- Landscaping! Campus was prettier than Barnard in NYC
- I was interested in attending a women's college and was accepted. I was given the option of being on the Wait List, or coming in as a February Freshman, which is what I did.
- A seven sister women's liberal arts college, size, location
- Both my high school academic advisors and my parents encouraged me to apply to the best colleges that appealed to me (and that took women in those days). Mount Holyoke was among those and when I visited the campus, that sealed the deal; it felt like home.
- Beauty of campus. Academic reputation. Idea of all women was enticing at the time.
- Mostly because it was the friendliest school I visited. I also wanted a smallish school.
- I wanted to get to know a new part of the country, it had a good reputation, and the campus was absolutely beautiful.
- Saw pictures of the campus in a Seventeen Magazine article on the 7 Sisters and thought the campus was beautiful. Did some research and found out it was a great college. My older sister ending up coming here before me.
- Educational scope
- I had always assumed that I would go to the University of Washington, as everyone else in my family before me did. But I couldn't major in astronomy there, even though I knew that the grad schools really wanted physics majors. At MHC I could call myself an astronomy major (and still get the physics classes I needed).
- 2) My favorite cousin had been accepted Early Decision to Amherst
- 3) I'd been to UW once for a two-day program for science students, and the UW students were pretty dressed up (hey, back in the day we had to wear dresses to high school—and ugh, remember Gracious Living??). There was an MHC alum who married my Dad's boss and best tennis buddy and moved to my small town in WA state, and she was looking for “smart kids” to send to MHC. She invited some of us to a “Seven Sisters” tea. I told my Mom I didn't want to go to one of those “snob schools” but the alum showed slides of campus. I wouldn't have to dress up there!!
- My mother was an alum, and I loved the campus!
- My mother, grandmother and sister went there. I had no choice!
- I wanted to go to school in New England, and I loved the campus and the people I met when I interviewed. Who could resist the place?
- Academic reputation, the right distance from home (3 hrs), the beauty of the campus itself, the rural setting (since I was coming from a small family farm, I was intimidated by more urban settings)
- My first impression was “what a beautiful campus”. I loved that it was in a small New England town. The size of classes, liberal arts programs, no “boys” and the quality of the education all appealed to me.
- A good friend wanted to attend MHC. I thought we'd both go, but she wasn't accepted. In the meantime, she had sold me on it.
- 1) My older brother who had visited the school raved about its beauty;
- 2) My very conservative parents insisted that I attend an all-female school;
- 3) I liked MHC more than Smith
- All women. Most beautiful campus I saw. New England location. Excellent education for aspiring women.
- My high school guidance counselor recommended it based on academic excellence. I was sold after visiting the campus.
- For its reputation for excellence and for a change of region for a broader perspective.
- It was beautiful and very unlike my high school.
- My campus visit, especially the interview. Maybe also because my guidance counselor told me I wasn't good enough to go there.
- My mother wanted me to attend a Seven Sisters college. I would have preferred an art school, but she wouldn't hear of it!
- Great education. Women's college

Q1. Why did you choose to attend MHC? (continued)

- Because of its academic reputation and also I really liked the students I met.
- It was traditional, prestigious, and beautiful
- Because of its reputation as a 7 Sisters Colleges--to be honest, I wanted to go to a high quality quality college but I also wanted to meet smart, funny, good looking guys. You might have called me called me shallow, although the fact that I loved writing poetry and was pretty good at writing it did have its redeeming qualities.
- Seven sisters were considered elite. My interview and campus visit were much more inviting than other schools I looked at
- Recommended by a teacher who had attended
- Best women's college- great location
- gardens, composition major, and scholarships
- It was not a terribly well-thought-out decision. I probably would have applied only to state schools. I had a relative who suggested Smith and in a bit of contrariness I looked at MHC. My guidance counselor had told me that with my grades I should consider the "girls' schools." My visit to MHC was what clinched the deal.
- Not having been able to come to the college for a visit, I only had photos to go by. I was actually attracted to the beauty of the campus, the lakes, and the liberal arts perspective of the curriculum.
- It was the best school that I was admitted to in terms of reputation.
- I wanted to follow in my mother's footsteps. It provided an aura of safety at the time.
- academic excellence, beauty of campus, women's college
- Good school, beautiful campus
- Academics, physical beauty of campus
- Emily Dickinson!
- Academic excellence
- My high-school guidance counselor asked me just one question when we met for the first time senior year: "Which of the seven?" I crossed five off the list for various reasons, leaving MHC and Vassar. I loved Vassar when I visited, didn't like Holyoke at all. Why, then, did I turn Vassar down? It is a mystery to me now!
- It really was because my mother wanted me to
- I fell in love with the campus--the setting, the buildings, etc. That sounds a bit lightweight. I was also so impressed by the traditions and the reputation for academic excellence.
- Known as an excellent college. The student tour guides were friendlier than those I met at other "seven sisters" colleges.
- A friend from the class of 1961 recommended MHC to me.
- The school team's impressive win on College Bowl was a revelation to me in my public high school backwater that womens' colleges actually existed, plus could provide a safe atmosphere for females to excel academically.
- I wanted to attend a college out of state offering a strong, liberal arts academic program.
- I immediately felt at home when I visited MHC
- After spending all my years in male dominated educational systems I urban wanted an environment where women could be heard in a rural setting.
- Highly ranked for academics, all women, North
- My father wanted me to attend a seven sisters school and I had a great interview when I visited the school.
- I had attended boarding school in Northampton and liked the area. I liked the thought of five colleges in close proximity.
- beautiful campus, great reputation
- wanted to go to a seven sister
- A neighbor recommended the college and the people were so welcoming in the interview.

Q1. Why did you choose to attend MHC? (continued)

- I wanted a college where women were in charge and not afraid to speak up in class. I chose Mount Holyoke specifically because John Glenn and his daughter (two years ahead of me in my high school) toured the Seven Sister colleges and chose Mount Holyoke as the best fit.
- I was familiar with the college as my aunt had graduated in 1948. Since I was locked out of my first choice, Dartmouth, due to gender. Mount Holyoke seemed the best available option for a mathematics crazy female.
- I had a high school English professor who attended MHC and who suggested it would be a good place for me. I learned more and agreed with her.
- It was the best school I applied to. I applied to MHC because it had an excellent academic reputation, a pretty campus, I liked it during my visit, and the location was good for me.
- At the time, it was the best choice for woman who wanted a career and a family.
- It's hard to remember accurately. I believe I was impressed by MHC's academic prestige and commitment to educating women. I also met two women through camp work who attended MHC, and a high school classmate ahead of me went to MHC.
- I chose MHC because I wanted a top-quality, rigorous liberal arts education at a prestigious (yes, I was status-conscious) college in a country vs. urban setting and one that had a relatively small enrollment so the class sizes would be small. I also preferred a women's college because I wanted to focus on studying vs. partying and trying to appeal to men and compete with other women for the attention of men (as in high school).p
- I grew up hearing my mother talk about Smith which she graduated from so it was always in my mind to attend a woman's college in the East (I lived in the Midwest). My mother and I visited both places and I really loved Mount Holyoke. My mother was totally accepting and enthusiastic about my choice!
- Primarily for the strength of its science offerings, because I expected to study medicine. Both of my lab partners in Chemistry went there (1 and 2 years ahead of me, respectively) and they liked it. And I wanted to attend a women's college in order to have an opportunity to learn to like women (which I didn't, much, after high school).
- Academic reputation, proximity to skiing
- There were many reasons, but a lot had to do with legacy. My grandmother, my great-grandmother, and my great-grandaunt all graduated from Mount Holyoke (in 1915, 1885, and 1885 respectively). I also knew that I had a strong interest in math and science, but was not prone to speaking up in class. Afraid of being lost in the crowd at a larger, co-ed school, I applied almost exclusively to women's colleges – Wellesley, Smith, and Wells being the others.
- Academic excellence and Beautiful New England campus
- Excellent reputation as a college and I received an excellent financial aid package.
- In order to get an excellent education, I wanted to attend one of the top Seven Sisters Colleges, since most of the Ivy League were not accepting women in 1967. My Aunt Mildred graduated from MHC so that was the first college I visited during my sophomore year in high school. Each year in high school I visited campus and always felt impressed by the tour guides, the warm welcome I received from all the students I met, and the beautiful campus.
- On a Massachusetts road trip when I was 9, my family drove through the Mount Holyoke campus. I couldn't believe how beautiful it was and how very different from Brooklyn, New York. It struck me that going to school in a place like that would be like entering a fairy tale. That thought stayed with me right through my college application process.
- My mother was stationed there when she was in the Waves during WWII and wanted me to go there along with its academic reputation, particularly its chemistry department.
- Excellent school academically; get away from home; full scholarship made it possible
- I chose MHC for several reasons: Strong training in science; would bring me a new view of the world, as it was on the East coast rather than the West; and it would be an opportunity to be working and learning with strong and interesting women
- Wanted Women's college. Toured it when I was 14 and in summer camp in Western Mass and fell in love with campus.

Q1. Why did you choose to attend MHC? (continued)

- Liberal Arts education
- It was recommended by my mother's friend. We were recent immigrants and had no idea about college applications.
- The campus was beautiful
- My mother and grandmother were both MHC graduates and I was the only girl in my family so I applied. I applied to Bates as where I thought I wanted to go, but when my family unexpectedly moved to Ohio, I thought that if I went to college in Maine, I would be too far away from everyone I knew. I had friends attending several nearby schools, so I went to MHC because of its location.
- I chose MHC so that I could major in (studio) art while also pursuing a liberal arts education. The MHC catalog course description and the images of students were especially compelling and persuasive.
- The beauty, friendliness, and challenge
- I liked the idea of an all women's college and I knew the area because my grandparents had lived in Old Deerfield. I also knew, of course, that it had an excellent academic reputation.
- Loved the rural campus, the prospect of a challenging academic experience (not fulfilled), seemed friendly not cutthroat and I wanted to be among other smart women, sisters.
- Lived in MA and my parents said that because of financial concerns, I could not go out of state for college. I picked the best school the farthest away from home.
- I wanted a liberal arts education, would have been completely overwhelmed by my home state's university and my parents would only countenance my traveling so far from home to a single sex college.
- Three reasons: I knew it was a great school for women interested in science careers. It was in New England geographically close to my favorite aunt. And lastly but most importantly when I visited the campus I felt right at home with the other women. I felt I belonged right away. The very beautiful campus - the quintessential college campus - was also a big draw.
- I wanted a small college where I could excel and not be hampered by boys in a classroom.
- Mount Holyoke was not far from home and I was looking for a liberal arts education.
- One of the Seven Sisters
- I don't really remember, but a cousin had gone there so that is why I knew about it.
- My mother had gone to a women's college and had spent time on the MHC campus as a WAVE in training. One tour of the campus sold me.
- excellent reputation gorgeous campus in a new part of the country
- wanted New England all-women school
- 1. My aunt visited us when I was 13 and told me that I should attend one of the seven sisters. Her daughter had gone to Bryn Mawr. I then discovered that my Mother had also attended a seven sister - Smith - for one semester before transferring to the University of Denver, where she graduated in the early 1930's. 2. My high school history teacher (at a small private school) went to MHC and invited us to her home when an MHC recruiter visited and showed slides of the campus. She was a Peter Viereck fan and taught us European history from his notes. 3. I fell in love with the views of the campus. I grew up on a farm and wanted to return the feeling of open space and forests.
- My decision was difficult because I'd gotten into my first choice (a co-ed college) but MHC was my mom's first choice for me. It was a difficult two weeks as we compared the two.
- I was transferring from a coed school that did not offer extracurricular activities that interested me. MHC had a very diverse, well established program of activities outside of the academics. I was mostly interested in sports and recreational activities, and these were wide open for women.
- I received the best scholarship package.
- I saw pictures of the Seven Sisters colleges at a presentation when I was in 8th grade and thought it looked pretty!
- A good family friend whom I admired went there. And I grew up around the Hamilton College campus and wanted a similar environment.
- Washington, D.C. Internship Loved how friendly everyone was during the Blue Key tour
- Best academic option that my parents would let me attend.

Q1. Why did you choose to attend MHC? (continued)

- Excellent scholastic reputation (especially in my field of interest, Political Science), strong Junior Year Abroad in France, and I just felt at home when I visited it as a junior in high school. It felt friendly, unpretentious.
- Because it was academically excellent, a gorgeous campus, all women, and I felt comfortable with the tour guide—I got a vibe that it wasn't snooty.
- All women; New England; small; academically rigorous; I was proud to be at a college with such an inspiring history.
- A college for women Strong in math and sciences Beautiful, walkable campus
- I had originally planned to go to med school, so I wanted to attend a college that if I did well, I could "write my ticket" to any med school I might choose.
- Quality education
- It was a long way from home
- I heard a lot of positive things from several teachers in high school. I attended summer camp not too far from the college. MHC was highly regarded in the sciences, especially biology, which was my intended major.
- Wanted a liberal arts college. Mother's idea
- For frivolous non-academic reasons. I wanted to go to a Seven Sisters college. I liked the design of the Holyoke catalog at the time - printed on heavy stock paper, and I fell in love with the campus.
- I wanted to go to a school away from home; it was recommended by my grandparents; I knew the general area having lived there years before; I liked the sound of it from the catalog
- I had a terrible interview at Smith (my first choice) and drove over to South Hadley to look at MHC. Got an on-the-spot interview with Ruth Elved (phys ed); applied ED and never looked back
- I loved the idea of attending the first institution of higher education for women in the US—the legend of Mary Lyon really grabbed me—also, MHC was the best school academically to which I applied and was accepted
- Headmaster of my prep school recommended I attend. At that time as we know, women were precluded from applying to any all male institution and a large university, I did at look at George Washington University in Washington, DC was not as appealing.
- Students met on visit.
- I fell in love with the campus, and it had been recommended by my [favorite] uncle.
- I wanted to attend a small college with an excellent reputation. The summer before applying to colleges I met an MHC student who was an intern doing marine biology research. She told me how her courses at MHC prepared her for the research internship. I was impressed.
- I wanted to go to the best women's college I could get into.
- parental/encouragement to attend a good New England college. Relatives in the Berkshires. Beautiful campus.
- Academic excellence, and beautiful setting.
- Best school I got into early - and I was off to courses in Paris!
- Really effective recruiter made it sound fabulous: no males to distract you during the week, plenty of opportunities to socialize on the weekends. Also it was close to Dartmouth, where I'd already attended summer school.
- The college's reputation and, at the time, the future professional advantages of attending one of the Seven Sisters Colleges.

Q2. Would you make the same decision again?

Yes — 73 (67%)

No — 36 (33%)

Comments — 98

- yes, the size was right for me
- I am not sure.
- Great liberal arts college
- Knowing what I know now, I would make the same choice at that time. If I were choosing today, I might select a coed school, having attended an all-girls high school. But it would be my loss, because I loved my years at MHC.
- Very disappointed in MHC not having maintained its reputation as it always is ranked lower than the other 7 sisters and other comparable liberal arts colleges. Also I think that women' colleges are archaic, and this has caused the best applicants to go to coed colleges.
- Under the same circumstances, I would. However, there are many more colleges available to women now. I don't know if I would opt to consider them as well.
- I would go to a coeducational school today.
- Not sure. I spent 6 years in an all-girls junior and high school. Probably would consider a coed school if I had to do it again.
- I was a double major with astronomy and physics. I got the best of both worlds, physics classes with only women, and supportive profs, and 4- (later 5-) college astronomy classes, which gave me male friends who shared my major. And there were other opportunities to meet guys as friends—the Outing Club and the wonderful folk music scene in the Happy Valley (as friends now call it :-))
- I honestly don't know.
- I would if I could go back with the perspective on life I know have. I realize that perspective is in large part because of the education I received at Mount Holyoke.
- MHC changed my life. It gave me the chance to learn to love to learn.
- All of the above remain relevant
- It was absolutely the best choice for me.
- Too isolated for me.
- Back then, yes. Today, no.
- Not sure. A woman's college was a perfect choice for me in 1967. I would choose a small liberal arts school again, but maybe not a women's school.
- I would go to Stanford, my other top choice.
- Like most private colleges, MHC is too expensive and left wing.
- I probably would have chosen a coed school with a larger art department.
- I hope I would! It was a very good experience for me, overall, and although I know many young women are not attracted to a womens' college, I also know that often later they (and I) felt that was most conducive to my development as a scholar and human being.
- I would have likely chosen a formerly all-male school
- Because I didn't demand enough of myself intellectually but I also didn't demand enough of my professors intellectually. I remember particularly one professor who told me I could write like an angel, but I didn't have any stories to tell. Unforgivable.
- For the quality of education and empowerment of women, I would choose it again.
- It was a good fit for me. Good learning ethos for females. It seems even better now with improvements to offerings and campus.
- Actually I did! I dropped out in 1969 and went back in 1978 and graduated in 1979!
- I don't know for sure, but with so many options that were closed then, I likely would have looked at co-ed choices.

Q2. Would you make the same decision again? (continued)

- Neither "yes" nor "no." I am not the same person today as I was then, and neither is the college. So I really don't know if I would have made the same decision.
- I needed the safe space, and also not having men there as a distraction.
- unchanged
- It's hard to know. Our choices were so different then.
- If only the Ivies had been co-ed...
- Maybe
- I probably would. But I would want a different experience than I had, especially more exposure to coeducational experiences through 5 college programs, etc.
- Yes, if many small men's colleges didn't accept women applicants.
- I should have gone to a co-ed college in or nearer to a city.
- Great education and lifelong friends.
- I would choose a coed college or university offering a strong, liberal arts program.
- I was challenged by the courses. Made wonderful lifelong friendships
- It was a tumultuous time. Not sure whether other schools would have been more positive environment
- Because I found great value in a woman's education and the school's reputation got me into grad school.
- Not sure, only because I felt the absence of a male viewpoint in my classes.
- would want co-ed
- Higher education has changed over these 50 years.
- Even today men seem not to take women as seriously as men.
- If I knew then what I knew now, probably not. There were many good things about MHC, but the Math department was a disappointment. Too many stuffy old men
- I still believe women's colleges have a lot to offer.
- Times have changed. I would prefer a coed Ivy League School.
- I don't know. There are so many choices women have today. I might prefer a coed setting.
- It was the right decision for me at 18.
- The four (later five) college area was a VERY exciting place to be. Still is.
- Don't know
- In a heartbeat!
- Lifelong friendships as well as academic excellence
- I received an excellent liberal arts education and a great start in the sciences.
- Most colleges in the USA have become so liberal. I would probably attend one of the more highly rated, academic Christian colleges.
- Yes, although now I would have additional reasons beyond the storybook beauty of the campus. There's the college's small size and intimacy, its commitment to the scholarship and growth of women, its global focus, and of course the quality of the teaching.
- I attended Williams College on the 12 college exchange and found that experience better for my academic, personal, professional and intellectual development.
- MHC offered me a full scholarship, making it possible for me to go to college.
- It was even more wonderful than I thought it would be!
- I hope I would. Got an incredible education and life-long friends
- Maybe. Higher education has changed
- Mount Holyoke was very generous to me I appreciate it. I probably would have chosen a school with greater name recognition which may have served my upward climb.
- My last 3 years of high school were at 3 different schools in 3 different states, going to a school that was not close to where any of my friends were going would have never been OK.
- MHC is a place that educates and empowers women. Such places are needed.
- turned out to be so much more than anticipated
- Hard to tell. Am I 18 again with little experience or answering as a 71 year old?ing as a 71 year old?
- Not sure. At the time I thought I'd made a mistake. In retrospect I'm not sure that's true.
- I made lifelong friends

Q2. Would you make the same decision again? (continued)

- I could concentrate on learning.
- However, I would consider coeducational schools.
- I'm assuming you mean the "me" of 1967. Too much of the world has changed to imagine what a 2021 version of 17 year old me would do.
- I would look for a co-ed school.
- MHC was a fantastic place to grow up.
- Yes. In retrospect, I think I grew more as a person because of the examples and encouragement for women in positions of authority. I probably would have deferred more to men at the co-ed school and wouldn't have found my voice. I also might not have developed the long-lasting friendships.
- MHC changed my outlook on education and on life.
- I probably would opt for a coed college, especially since I think MHC has suffered somewhat from its decision to remain non coed.
- Under what circumstances?
- For the reasons above, plus years of experience have made me value the way in which MHC fostered confidence, which served me well in my professional and personal life.
- Same reasons. I think its standing has slipped quite a bit against other Seven Sisters colleges that remained all women and that concerns me
- MHC has changed in many ways over 50 years. I feel I would. want to take a good look at it and other academically strong colleges and universities before I could make an informed decision.
- world-class opportunities and a campus compact enough to build a feeling of community
- Even though I did not go to med school after college, the education I received was of such quality that I was able to learn and actually engage in two different careers, having learned "how to learn."
- much better informed now
- I loved the area and got a good education. I met people from all backgrounds
- For that time, yes. If it were now, less certain with more coed options available
- In 1971, probably yes. In 2021, I'd probably no, I would probably try to get into an Ivy.
- It was great for me
- It was the right decision in 1967 perhaps, but I no longer feel it would be today. I think MHC may be perfect for some, but not for me. I would prefer a more rigorous and coed college
- I loved the self-confidence that MHC gave me.
- Best decision at that time.
- Not coed
- I would prefer a coed institution, and I transferred to one from MHC.
- But I would've worked for two years first. I would've loved attending a women's liberal arts college.
- My academic interests at the time would have been better served by a large university, although the small MHC campus was an advantage.
- I think I found it a bit too limited a neighborhood; spent all my time at U Mass, etc.
- Not cut out for an all-female environment.
- Unfortunately while I think MHC still offers a high quality education and a special place for women, it doesn't have the resume power of the Ivy League (now that women can attend which wasn't an option for as until junior year. By that time it just would have been too expensive to transfer and make up prerequisite courses at an Ivy League.

Q3. Have you encouraged others to attend MHC?

Yes — 90 (77%)

No — 27 (23%)

Comments — 43

- Only shared my experiences at Mount Holyoke College
- For MANY years, I was an Alumnae Admissions Representative and interviewed local applicants.
- In 50 years, I think only two took my advice, though.
- I feel MHC is a great place for women to find/exercise their voice.
- No contact with college bound young women.
- Brought my daughter here years ago, but she wanted no part of a single sex school.
- I look at all the exciting things that are going on around campus now. I wish I could be starting over!
- I have shared my experience and knowledge about the college when talking to high school students soon after I graduated. I neither encouraged or discouraged them, but did speak highly of the excellent education I received.
- my daughter attended
- Daughter, but no interest on her part
- I encouraged daughter of friend who approached me for admission reference letter. She was accepted, but transferred after two years, explaining that she wanted a more urban locale.
- 2 of my younger cousins attended MHC because I did, also a fantastic young Latvian woman I encountered in Paris
- As a high school teacher in a public school I had the opportunity to identify young women who might be interested and benefit from attending MHC.
- One of my neighbor's daughter was recruited by me.
- Nor have I discouraged them. It's a personal choice.
- Although single-sex is a hard sell these days.
- Times have changed.
- I have recommended that daughters of friends of mine consider MHC.
- no opportunity to do this
- I did visit MHC with one of my daughters but did not push it and she choose a large university instead.
- I certainly tried, but my free-spirited daughter would have nothing of it. She knew from the time she was tiny that she wanted to go to college in California, and U.C. Santa Barbara is where she ended up. She majored in film, and minored in personal training, so you can see why Mount Holyoke didn't hold too much appeal for her.
- My daughter went too
- As a Professor, I was able to suggest MHC to many young women; best recruit was my step-daughter!
- If I though it was a good fit.
- I have no children, and no opportunity to recommend to young people.
- I unsuccessfully encouraged one of my daughters to apply. I haven't had to opportunity to encourage students to apply.
- No opportunity to either encourage or discourage others.
- My stepdaughter went there.
- Maybe once
- Hoping one of my three granddaughters might attend one day
- but too far away to be realistic in most cases
- I would have encouraged my kids to go to MHC, but I had twin boys. One of them went to Bowdoin, which was, in my mind, a similar place.
- Three of my former high school students attended.

Q3. Have you encouraged others to attend MHC? (continued)

- My daughters wouldn't consider an all womens college but my granddaughter was accepted and planned to attend but then took two gap years and was more drawn to a big university
- My daughter's best friend in high school attended, which made up for my daughter not choosing to.
- In an indirect way.
- Rarely. I have never discouraged anyone from applying. Just don't know many young women who seem like a good fit. Last one was Class of 2000. She loved it
- My sister graduated 10 years after me
- When I lived in Pittsburgh, I served as an admissions alum representative. Over the years I have encouraged family friends with daughters to consider the college. My own daughter visited the campus many times, but opted instead to attend a large university.
- I have three daughters. None would consider it.
- Little contact with the right age cohort of young women
- It's a great education and a beautiful campus.
- Early on in the 70's yes but not subsequently.

Q4. What are your most vivid/unusual/fond/low point memories?

- I recall wonderfully earnest discussions over Friday aft tea in North Rocky living room. The campus was full of rituals in 1967-68 and then it turned rapidly to challenge them for modern times. Low points: insufficient movies, entertainments on weekends. Access to five campuses via bus was limited
- I didn't realize what it meant to live in a small town and to have to get permission from my parents every time I wanted to leave campus for the weekend. I did make good friends and had a lot of fun, but the mixers and the way to meet guys was very foreign to me as I had attended public school in Houston, where I grew up. I had initially wanted to spend my junior year in France, but switched to sociology and ended up taking my junior year at NYU in the Village which had an actual Junior Year at NYU program. That was an incredible year.
- Birdwatching course
- First and foremost among my memories are so many shared experiences with classmates, many of whom became lifelong friends. I loved many of the traditions: Mountain Day, M&C, inviting faculty members to dinner. I enjoyed swimming in the pool and biking the area as a break from studies. Many of my classes were very memorable. One aspect of Mount Holyoke that I've shared with many over the years is the supportive atmosphere, and the lengths to which faculty would go to help students succeed. A low point was the assassination of Martin Luther King, Jr. -- one of moments in life for which I remember exactly where I was when I heard the news.
- Loved the beauty of the campus, and the glory of all of the seasons. Low point - being alone, lonely while studying for exams/blue books
- Most fond—sit-down dinners with friends
- The fall leaves, apples, snow for the first time in my life, the February blues, and challenging courses.
- Friends, the riding program, English classes. Miss Kaufman saying "there is no area of life that is not relevant to an English major." Student strike after the US bombing of Cambodia.
- The opportunity to return to school after ten years to complete my degree as both an older student and a married student when both would be new to the MHC student body and then to help develop a program for other student on an unconventional and/or married transfer or returning MCH students. Who had interrupted their academic tract..
- One memory that stands out and really speaks to the times and the College we went to comes from when there was a total solar eclipse in March 1970. The path of totality went through Mexico and the southeastern US, leaving the coast at Virginia Beach, hitting Nantucket on its way north, but not hitting the mainland again until Nova Scotia. I was an astronomy major. A total eclipse this close!!! I had to go. Linked up with the MIT Outing Club, which was matching drivers and riders. I would have had to lie through my teeth to get to do this as a freshman, when we had to sign out to stay with "Mr. and Mrs. So-and-so" to leave the dorm overnight. When I left for Boston to link up with my ride, I didn't know if we'd be going to Virginia or Canada. (Weather forecasts mattered!) But by junior year, I drew a picture of an eclipse on the sign-out card, with the words "Wherever it's clear!" And when I told my Physics prof that I would be missing a class (which had 2 or 3 students), his reaction was: Astronomy major...total solar eclipse... He rescheduled the class.
- Being homesick freshman year.
- I loved the brilliance of the teaching. I was introverted and felt isolated a lot of the time. I was in awe of my classmates and how smart and "together" they were. I had what I now recognize as an eating disorder which made me feel more isolated.
- Life in the sculpture studio with Leonard DeLonga was nothing short of magical. Sitting the kiln and having casting day are among my most vivid and lovely memories.
- Traditions like annual Mountain Days and Father's Weekend were always special. Winning the golf tournament trophy with my Dad senior year was a cherished memory.
- 1968: Mrs. Sheard of Pearsons pulling the fire alarm at 2 a.m to lecture us in the living room, since a cat had been ill on the carpet.

Q4. What are your most vivid/unusual/fond/low point memories? (continued)

- I came from a really bad high school and was very unprepared for MHC academic rigor. The low point was first semester freshman year when I felt completely overwhelmed. High point was graduating Magna.
- Mr Reid (Chair of English Department) imperiousness. Ms. Smith's generosity of spirit in teaching literature. The snow and cold - always and everywhere. Indian pudding - yuck! Friends and Mountain Day - yeh! Graduation - finally.
- Loved the campus, dorm set up and kitchens, generally small classes, access to instructors. Worst memory - preparing for research presentation to graduate with honors.
- I have several fond moments -- nearly all of them with the V8's, which I joined as a freshman with Helen Wills and Kit Bendo. My low points involved the failure of the dean of students to help me with two issues I thought were major at the time, in different academic years.
- Loved tea on Fridays, autumn in New England, small classes. Freshman mixers made me wish I had gone elsewhere
- Vivid: Horseback riding, traying, playing bridge, being part of radical movements supporting Black people. The honor code has influenced me a lot in my academic leadership positions. Low points: struggling with courses my first year; a faculty member invited a group over for dinner and served us hard liquor. Not a good idea. I was only 17.
- The beauty of the campus, especially in autumn; the beauty of the library and the quiet of the stacks; the accessibility of professors; the enduring friendships. As a scholarship student, I had a few campus jobs including waitressing in the dorms. I found Gracious Living to be demeaning to those of us who had to serve food to our classmates in a candlelit dining room. On the other hand, showing slides in art history classes was a lot of fun. I got to learn without the pressure of taking notes or worrying about grades.
- friends, nature/beautiful campus, labs, classes, bridge, tea
- Being at Mount Holyoke in the spring when it was gorgeous, Paul Smyth's poetry seminar; Jean Harris's art criticism class--high points; feeling isolated and stressed in the winter--lowpoint
- Glee Club--Singing Verdi's Requiem with the Yale Glee Club with Tamar Knell conducting and with the glorious Martina Arroyo. The low point of this memory when was what when Mrs.Knell kicked me out for low attendance. Fortunately, she took pity on me on me and on the day of the performance I was all set to go. We gathered backstage warming up, I took a big breath--and--nothing--nothing came out. And for the rest of the Verdiem Requeium nothing else came out, either. all I did was move. my mouth. So who was punishing me for what?
- The campus was beautiful. I played a lot of bridge
- Milk and crackers
- I was very homesick my first time around and my family was falling apart and I wanted to be home- the best part was graduating phi beta kappa and magna cum laude just after I turned 30- it was a "gift" to be able to continue my education at MHC!
- Studying for final exams under the magnolia trees.
- Meeting so many amazing women from all over/different backgrounds, etc. Late nights playing bridge in the Porter smoker. Low points - going to mixers and meeting no one...
- Once the Afro-American House was established, I felt connected in a way I had not felt previously. The friendship that developed with the women of color in my "freshman" year dorm are still very strong today. The lowest point was the realization that Dr. Martin Luther King, Jr. had been assassinated. Though there was a vigil, I felt quite disconnected from my family and friends "back home."
- Mountain Day was great! As were all special celebrations/events; personal relationships were always challenging and feeling accepted and 'ok' prevailed. Bad time senior year facing going out on my own into the world.
- my study carrel in library, walks on campus especially upper pond, my year at Trinity college on exchange junior year which was academically inferior and socially somewhat unpleasant
- My friends, some outstanding pofessors, rich cultural life. Low points: isolation (no car), focus on academics rather than education.

Q4. What are your most vivid/unusual/fond/low point memories? (continued)

- Social times with friends, meaningful classroom experiences
- Mountain Days
- Freshman year in Mead with 57 class of 1971 members! Academic challenges and political turmoil.
- Friends
- I have fond memories of silly times with friends. Since was so enthralled with the MHC setting my most vivid memories are site specific. I loved: the library before and after renovation; the amphitheater for meetings or just hanging out; living in top-floor dormer rooms and killing time talking to friends on dorm stairways; changing classes while walking across narrowly shoveled snowy paths greeting friends; smelling the blooming trees in the springtime. Low points were lonely weekends. Best social experiences involved hanging out with guys on other campuses, especially Amherst and Holy Cross.
- Spring on Skinner Green and the gardens around the new art building.
- New England in fall and winter, passivity of the students in class compared to my high school friends, friendships, junior year in Paris
- The wonderful feeling of possibility that seemed imbued in the very air of the little library/sitting room in Clapp. The view out toward the amphitheater, plus the esoteric collection of books and the coziness and relative isolation of the room in the midst of the bustling campus, all seemed to suggest unlimited opportunities for learning and living.
- My independent study program out of the country was a unique and valued experience.
- Fond memories of friends and camaraderie
- Making life-long friends, making snow angels, Anna Jane Harrison as a chem prof, taking life drawing, Leonard DeLongha's (sp?) Baccalaureate creation, watching Lyndon Johnson announce he would not run again, my terrible grades after first semester, realizing that you could take a seminar that wanted you to read novels.
- vivid memories- milk and cookies at 10, Mountain Day excursions, performing RESPECT,
- Beautiful campus, great roommate and friends.
- when my roommate decided we weren't friends; low point Loved my religion professors
- Besides Mountain Day? 😊 I remember finishing finals on a wet but lovely day in May. The smells, sounds, feelings that day come to me even after 50 years.
- My most fond memories are of Milk and Cookies in the dorm kitchens, getting to eat in any dorm dining room, and biking from swimming class to psychology class with wet hair. My most vivid memory was of being just rows away from James Taylor as he performed for us before becoming famous.
- All the courses I took my first year stand out vividly for me. I learned a lot and was challenged enormously by what I was learning. Mixed emotions--high and low.
- Bull sessions into wee hours freshman year; time spent in the Ed/Psych lab; swim and stay fit class; dishwashing duty!
- Vivid, unusual, fond memory: The freedom to do what I wanted most of the time. Low point: being alone on a Saturday night on campus.
- I love walking around the campus, especially in the fall. A low point was getting mono right after Thanksgiving in my freshman year and having to give up socializing.
- My most memorable experiences were participating in the anti-Viet Nam war student strike activities in the spring of junior year and researching/writing my senior honors thesis on the influences of Protestant Christianity on the origin and development of the women's rights movement in the U.S. in the 1800's.
- The beauty and safety of the campus were very important to me. The dorms I lived in were on the edges of campus and I enjoyed walking everywhere. My last two years were the best because I had a group of friends in the dorm with me.
- Playing guitar in the hallway outside the smoker in the basement of Buckland. Modelling for the Life Drawing class while November rains lashed the skylight. Slogging through a dramatically self-destructive Sophomore Slump.
- Thought provoking class discussions Protests of 1970/71

Q4. What are your most vivid/unusual/fond/low point memories? (continued)

- Going collecting for insects and insect larvae with Tibbie Sprague was a highlight. I had no idea of the diversity of insect larvae until I took her classes, even though I'd always enjoyed insects.
- Fond memories include feeling that I had finally found an academic home where all the women were smart, not cocky, but friendly and interesting. An unusual memory was being on a blind date arranged by a junior. I was a freshman and my date was a senior. He greeted me with a very bizarre comment and that set the awkward tone for the evening. A low point occurred one Sunday night during freshman year. I had a paper due the next day on, "The Love Song of J. Alfred Prufrock." I did not understand the poem at all, and called home crying on the phone because I was homesick. That was definitely my low point! My most vivid memory is just walking across campus, admiring the beauty -- Lower Lake, the majestic architecture, and feeling so happy and blessed that I was a student at Mount Holyoke!
- -Running back to Pearsons to throw on a dress and slip shoes on my bare feet for Gracious Living. - Taking my books from Safford to the amphitheater where I would spread out on an upper level and do my schoolwork with a view of the whole campus. -Feeling proud and grateful that our honor system allowed self-scheduling of final exams -Capturing profound historical moments on dorm TVs, including watching in Pearsons when Lyndon Johnson made his surprise announcement that he would not run again, and watching in South Mandelle when the Mets won the World Series.
- Canoeing on Upper Lake; artwork at Dwight Hall; Friendly's for frappes (not milkshakes!) and grocery shopping; living off-campus my senior year.
- Hard to choose as there were and still many memories - a few are: first Mountain Day;
- Too many to get into.
- The beauty of the campus
- I was extremely lost as a recent immigrant, only child of a single parent. I would have appreciated more mentoring. I did not get this from my advisor, who saw me pro forma, and never reached out to me again. Or from my Big Sister, who came from a different background and had little interest in me
- Loved mountain day
- My most vivid memory is Tamara Knell telling the Yale chorus director that if his chorus was not better prepared for our joint concert when we returned on that day, we would walk off the stage. Singing under her direction was one of my favorite experiences at MHC.
- Vivid: Bronze casting at the Phoenix sculpture studio. Unusual: Professor Boyd's lively lecture and demo on cell division during Intro Zoology in Hooker Auditorium. Fond: The amazing beauty of the campus and the joy of dorm life during Sophomore year. Low point: Senior year included both working intensively in my major area of study and experiencing an unanticipated, unwelcome upheaval in my personal life.
- Getting my first C ever. On a bluebook midterm freshman year first semester. Sitting crying under a tree thinking I should give up and go home. I even called home long distance and my father, bless him, said I was average at Mount Holyoke, which was so much more than anywhere else. I slugged it out and many more C's followed as well as an increasing number of higher grades. I'm average MHC, but an uncommon woman!
- The group of friends from freshman year that I continue to see to this day. In terms of a low point, I remember at times that I wished the college were closer to a city.
- Low point - studying for finals in the libe; being told at the last minute that my honors review panel would not have read the books that I would discuss. Fond: AHH, Sunday AM omelets and donuts. Being in the Valley and picking asparagus at 4 am before exams for MITch over in Hadley on the Rivah!
- The bikes. Being able to just leave your bikes outside of a dorm, unlocked.
- Even though we only had four of them, our Mountain Days were so memorable. Mealtimes in the dorms, especially gracious living meals were great times for conversations. I have vivid memories of the beautiful campus in all seasons, walking to the library to study. I also remember great friendships, classroom debates and discussions, protesting the Vietnam War, the camaraderie of putting on shows in the theatre, faculty who invited us to social events such as tea with a real samovar. Oh and terrific skiing trips and bus trips to the boys' schools for dances and socials.

Q4. What are your most vivid/unusual/fond/low point memories? (continued)

- Fond: Getting acquainted in the dorm freshman year, skiing at Mt. Tom for winter P.E., volunteering at Belchertown State School, Mountain Day, helping with a swimming program for faculty children started by my freshman roommate, History of Art classes, taking care of animals in Psychology classes
- Low point: boycott of classes due to Vietnam War and pressure by administration
- Sitting in the lounge at 1837 with my buddies late into the night, being literally sophomoric.
- My most vivid memories are of the campus and its beauty in the fall, winter, and when spring finally arrived.
- beautiful campus in the fall
- Too many to name. I rediscovered horse back riding my senior year and absolutely loved riding through the woods and jumping over whatever was in our way. I didn't particularly enjoy waitressing, but did make good bonds with friends through that job. Most of my best friends were made sophomore year in the South Rocky smoker. Funny how a bad habit can bring people together!
- Going on the Glee Club tour during spring break junior with MIT's Glee Club was a highlight. Getting PE credit for kayaking or canoeing on Upper Lake. Self-scheduled exams reduced my anxiety level.
- The friendships I made with so many remarkable, ambitious, like minded women. And, it was a beautiful campus conducive to learning, growth and reflection.
- Religion classes with Mr. Robert Berkey. Late night dorm discussions. Meeting people who were from different backgrounds.
- Walking from Kendall gym after a swim class back to North Mandelle and my hair was frozen even though I had on a hat!
- Mountain Day bike rides, with one especially as I hurried back to play in a tennis match against UNH, I think. Our coach drove by while I was biking through Belchertown. I arrived in time and won! No lows to mention.
- Actually, my spring semester in London, studying political economy in historic buildings, exploring the city.
- Working as a reader for Mr. Morgan, the blind Poli Sci professor. He was so impressive, yet so approachable. Racing down the hall on the dorm floor when someone would pick up the communal phone and yell "Barb Kelly, male LD)
- Mostly certain academic moments and ordinary dorm things like playing bridge while waiting to eat. I also enjoyed going to chapel because of its beauty and interesting speakers. I wasn't living on campus my last two years so missed a lot of the political activism though I did attend protests.
- The deaths of MLK Jr. and Bobby Kennedy. Elliott House. The 1904 Garden
- Fond memories of lingering conversations in the dining rooms of our dorms long after plates were cleared (unless it was time for a dishwashing shift)
- Vivid memories of freshman year, many new friendships formed, love of the New England fall scenery
- felt many people were ostracized - often for behavior others deemed eccentric. I didn't like this at all
- I was always impressed by convocation, when the seniors wore their caps and gowns and the professors looked regal in the colors of their various colleges. I really loved the food from my year in North Rocky. Our cook was the best and Sunday brunch was a big draw around the rest of the campus. I actually enjoyed gym class, because I usually signed up for horseback riding.
- FRIENDS!!!!
- Vivid: Feeling I didn't belong there, at first. Unusual: Falling off a horse twice when taking riding for gym. Fond: Friends and extracurriculars. Low point: Panic during my first blue book.
- I worked as a tour guide for Hampshire College – it was a bit like selling a “pig in a poke” because so much was unknown/untested. But I loved being in at the beginning of a new enterprise and it gave me a great understanding of what's essential for a college to be successful.
- Not doing well first term was the low point what with being placed in a French class that was too advanced for me and also in a math class that taught Calculus backwards. I was totally confused and the professor was discontinued after that year.

Q4. What are your most vivid/unusual/fond/low point memories? (continued)

- Overall I had a fabulous learning experience at MHC and made great friends and was actively involved on campus. But given the turbulent times back then, I wanted to experience the anti-war efforts in a very different way and see what a large university campus would be like. So I spent a semester away at the University of Wisconsin-Madison the Spring that the US bombed Cambodia. I did return for my senior year and with several others were the first ever to live off-campus.
- Dig in New Mexico Field trips in Bio and Paleontology Economics midterm (low) Mixers (low) Saturday nights (low) Dorm life Campaigning for McCarthy Voter registration in NC
- Freshman year at Wilder Hall, making a date with three different men for the same night, then hiding out in Eliot House until they all came and went. We didn't have cell phones then!
- My most vivid memory was talking to Wendy Wasserstein about my ideas for the junior show. Till our meeting, I had never met a more honest, open, and sincere person who was my contemporary.
- Coming from a small Midwestern public high school in 1967, I was not prepared academically or socially for the East Coast Establishment and MHC instruction methods. I went from an A average in high school to a C average at MHC. The profs at that time weren't into encouraging the academic misfits.
- Traveling the 5 college bus; Having a roommate; finding that a transfer after 1 year wasn't "practical" and managing to finish in 3 years.
- Canoeing on the lake, walking in foggy weather, the hydrangeas turning pink in the fall. Being snarled at when I attempted to befriend black students. Discovering my roommate had filled our closet with bricks of hash. Being told I'd be pretty if I didn't smile so much. Miss Green improved my writing a thousand percent.
- Too many questions in this. I could write a couple pages. If I were to choose just one it would be the deep and wonderful friendships I formed at MHC that have lasted and grown for the last fifty years. Even our children have become close friends forming a second generational bond.

Q5. Who was/were your most memorable professor(s), and why?

- Charles Trout steered me to my career as an historian. Miss Sudrann gave an earnest monologue in freshman English about selecting the best dictionary. Mrs. Rountree in English had a lovely wardrobe. Miss Adams in history invited us to her house to drink tea out of teacups she had collected on her research trips to England. Mrs. Saintonge held writing seminars in her living room and it was a pleasure to get out of the dorm and enjoy a real house.
- I had a wonderful, very interesting and creative sociology professor at NYU, Richard Quinney, but can only recall Mr. De Longa (and am probably getting his name wrong) for art history.
- Dr. Reese's lectures
- 1) Peter Viereck, who was both brilliant and memorably eccentric. His class on Modern European History helped me understand how Hitler could come to power with popular support and how that could happen anywhere under the right circumstances. 2) William McFeely, who led the single most memorable 3-hour class of my college years: a reenactment of the Battle of Vicksburg, during which each student took the role of major participants in the battle. You had to be there . . . 3) Chuck Trout, who was extremely supportive and helpful when I decided to change my major in the middle of our junior year.
- Chuck Trout - took my first and only history course with him as a senior, and it was amazing! He made the American History course like none other that I had. I wished that I had majored in history, as a result of having taken his course, and since then, I have always been interested in history and wished I had studied it in college. Carlyle Hodges - piano instructor. She pushed for perfection but was gentle and encouraging - this was good lesson to learn, especially since it was a non-competitive environment, unlike many of the other classes at MHC, where professors glommed into the super star students and left the average students out of the picture.
- Eugenio Suarez-Galban--he taught me a completely different way to teach and learn a language.
- Uh boy - this is tough: loved the trio: Mr Johnson, Miss Jones, Mr Brownlow for Literary Criticism. But Miss Sudrann for Victorian Lit and Miss Kaufman for 19th Century American Lit were also memorable. Miss Sudrann saying: Reading is living.
- The history department because they were not afraid to recognize an unusual hand asking a question from the back of the room even if ment dealing with the last of the senior comprehensives examination. There was a studio that I was allowed to take even though my portfolio indicated that I was ready an active color lied painter. It was an interesting studio.f
- As I think back, my two lowest grades came from a professor I loved and one I did not. The English G-1 prof (Mr. Reid) mainly assigned papers in which we had to interpret poetry, and although I can write a grammatical sentence just fine, my ability to interpret poetry is about F-minus-minus. But I loved Mrs. Melnick, who taught music theory. I was a real outlier, taking the course for a distribution requirement, a guitar player who played by ear, not a music major who had been reading music by sight since she was a kid. Happily took a second semester (tying that lowest grade). It was such a treat to reconnect with her at our 10th!
- Isabelle Sprague and Vicky Schuck
- Mr Botkol who taught me how to think analytically by taking apart 17th century English poems. There was a wonderful English professor who came from the Univer of Minnesota shortly before I graduated. I am drawing a blank on her name - She gave a lecture on Shakespeare's The Tempest which was one of the most brilliant lectures I have ever heard.
- Leonard DeLonga was an inspiration - to me and to many others as well. We kept in touch, and years later, when he died, it felt like I had lost a parent. He truly believed in me, something I had never felt before, and it made me trust in myself and my capabilities in a way that ultimately proved to give me a level of confidence that continued throughout my career and life going forward.
- Mr. Trout--interesting, inspiring teacher

Q5. Who was/were your most memorable professor(s), and why? (continued)

- Mr. Durfee was my freshman Math professor and my advisor. I was amazed that he wrote his own textbook.
- Jim Cavanaugh, a powerhouse of a theatrical director and an inspiration for devotion to the performing arts.
- Tom Reese. He seemed like such a Renaissance man and his standards were so high - I was forced to stretch just to get a B+.
- None
- Thomas Reese - provided my introduction to psychology.
- Victoria Schuck
- Betty Quinn, Classics; John Teall, History. Probably because I loved the subject matter.
- Dr. Valentine Giamatti was my favorite professor, hands down. He had the most joyful and enthusiastic view of life. He brought Dante to life. When I decided to drop out of college and go to Italy for a semester, he did everything he could to help me while the MHC administration warned me that I might not be able to come back! I still remember visiting Professor Giamatti at his home where he showed me his incredible collection of Dante texts.
- Ms. Adams nicest sweetest person and I loved her seminars.
- Ellie Reese - wonderful role model, caring, encouraging, and nurtured Marjorie Kaufman - brilliant, kind, willing to listen to a lost student and help me on my way Jean Sudrann - also kind, brilliant, willing to spend the time it took to enlighten me These women were strict and firm in their expectations, but also kind. It is interesting that the night before my PhD orals in psychology, I had a nightmare involving the English Department at MHC, and my obvious fear of not living up to their standards!
- Jean Harris, my art history advisor, was a wonderful teacher and altogether lovely, caring advisor. I was particularly gratified when she told me a few years after graduation that my career choice--publishing (then) visual books--made entire sense to her. I never wanted to be an art historian, and that was fine.
- Marjorie Kaufman-- Because once when I was having lunch with her and Miss Youngblood we'd been talking about my old high school. I'd been bemoaning the fact that it "wasn't how it used to," when Miss Kaufman looked across the table at me and said sternly, "Miss Marsh, that's the first old thing I've ever heard you say.") Words I've remembered ever since.
- Mr. Teall. I randomly took ancient history to fulfill a requirement. He was a great story teller. I enjoyed him so much, that I also took medieval history with him. I loved finding primary sources in the stacks.
- The Reese's- especially Ellie Reese who taught behaviorism and was good pals with "Fred" Skinner
- I have 2 - Ed Hirsch- psychology- just a great teacher and great person and Bonnie Miller who allowed me to pursue independent study in art!
- Anne Doyle, Prose Style A wonderful teacher-role-model.
- The Reeses. Tom was so charismatic. I was already interested in psychology, he made it come alive. Ellie was so capable - an early feminist influence, perhaps, to me reminiscent somehow of Katharine Hepburn
- J. Philip McAleer. He was hired when I was away for junior year abroad. He loved his subject (history of architecture) and it was hard not to love it because of his combination of knowledge and enthusiasm (and appropriate irreverence).
- Anna Jane Harrison gave me a lot; she was a great teacher and I remember her trying to talk me out of switching my major from chemistry to music with a very kind and thoughtful conversation.
- Professor Valentine Giamatti, his course on Dante's Inferno in English
- Harold Goodyear, Isabelle Sprague, Joan Bentick-Smith. All outstanding teachers, thoughtful, and encouraging.
- Mr. Durfee I loved math, and he was a sweet, kind, caring, patient teacher
- Isabelle Sprague (Tibby) - amazing energy and support for students
- Miss Hayes, Mr. deLonga, Mr. Varriano, Mr. Johnson, Miss Sudrann, Miss
- John Teall Val Giamatti (Mr. G)

Q5. Who was/were your most memorable professor(s), and why? (continued)

- Nancy Enggass was a role model; working mom
- Jean Sudrann, Richard Johnson, Carolyn Collette--all in the English Department. They inspired me with their critical insights and sensitive, humane approach to content (although I was incredibly intimidated by Sudrann at the time). I also really enjoyed Jean Harris in Art History, and wish I had taken more courses with her.
- Ms. Roundtree, who taught me to write in the required freshmen year seminar. Rev. Berkey, who brought warmth and understanding to his religion lectures.
- Mr. Dow, sociology; M. Saintonge, French; M Giordinetti, French (Amherst); because of their enthusiasm
- All the poli sci professors were memorable, but for different reasons! I was too young and insecure to make the plunge and get to know them well as people, but Jean Grossholtz, Ruth Lawson, Ellenburg and Loewenberg were the ones I put on pedestals. Vicky Schuck scared me! I loved hearing English prof Sarah Youngblood read and analyze Shakespeare. But unfortunately, there was one Theater Arts professor who drove me away from that otherwise enjoyable department because of his uncaring and unhelpful attitude.
- Sally Montgomery was my most memorable professor. In addition to being an accomplished professor, she listened well and provided helpful advice regarding my major courses and my independent study program.
- Sarah Youngblood and Robert Berkey
- Miss Montgomery, economics
- Anna Jane Harrison because she was warm, humble and brilliant...and I am completely blanking on the names of others.
- Marjorie Kaufman.
- R Berkey - he was there for me even years later when I wanted to be ordained
- Loved the librarian Nancy Devine who helped me do research and inspired me to become a librarian. Biology Professor Elizabeth Boyd taught biology to me and to my sister a year later. I got a B+ and my sister Barbara got an A-. Sis was first in her medical school (UVA) and is a practicing dermatologist to this day.
- All were great.
- Dr. Groeneveld, who taught statistics, was the bright spot in the Math department. After he left, there was no one in the Math department willing (or perhaps able) to help me with my independent study of iterative matrix analysis.
- Bessie Boyd, who thought highly of my work in her biology class, when I was not expecting such praise. Nicole Vaget, my French professor, who first persuaded me that I was graduate school material. Jacques-Henri Perivier, who agreed to serve as advisor for my my senior honors project, not knowing what he was getting into, and helped me succeed with it.
- Ellie Reese; she was my mentor
- Charles Trout--professor of history, now deceased. He was an intelligent, caring person.
- Donald Morgan, political science. He was very thoughtful and classes were well presented. I also knew him because I was one of his readers (he was blind).
- My spellings are probably off but I remember a Professor Berke who taught Old Testament and New Testament religious history. And a woman Art History professor who really brought art alive for me.
- Marjorie Kaufman, because she was so engaging, and so tough. Mr. Yamashita, who was one of the most generous souls I have ever met.
- Marjorie Kaufman In a Junior year seminar, after 3 weeks she still hadn't said much of anything. Frustration of attendees boiled over. She looked at each of us and said: "Look to your left and right. You are the top 10% of this nation's brightest. Learn from each other." (or something to that effect. As opposed to President Gettell telling us at Convocation to look to our left and right - 50% of you will be in the bottom half of your class.")

Q5. Who was/were your most memorable professor(s), and why? (continued)

- Memorable/Favorite: Leslie Burlingame, for History of Science (251). I'm not sure why she made such an impression on me: I didn't do particularly well in her class. But I still can't part with "Discoveries and Opinions of Galileo," nor with "The Copernican Revolution: Planetary Astronomy in the Development of Western Thought." Memorable/Favorite: Harriet Pollatsek, my favorite math professor, particularly for algebra and geometry. Always made the topic interesting. Memorable/Least Favorite: Lester Senechal. He scared the living daylight out of me, which was unfortunate, because he was my advisor!
- Isabelle (Tib) Sprague and Kay Eschenberg--they were great role models and encouraged me strongly to become a professor of biology, which I did.
- I remember Vicki Schuck; because she was so animated, and committed to getting her students placed in internships in Washington, D.C. I remember Dr. Stephen Ellenburg, professor of political science. He usually wore a corduroy sports jacket, bow tie, and often paced back and forth across the room. To me he was the epitome of an erudite professor. When I was discouraged after the first paper I wrote for his class, he was particularly encouraging about my intellect and abilities. I needed that and greatly appreciated his kindness.
- Thomas Reese, Psychology Department chairman and my introduction to the field. I loved his classes and I'm grateful that he got me hooked. Here's a sweet memory... he told us he actually liked when we knitted in class because he used the motion of the needles as feedback. If the needles stopped, he knew he'd succeeded in capturing our full attention.
- My Math professor/advisor, Dr. Lester Senechal. He introduced me to the world of art and math, especially the art of M.C. Escher!
- Sarah Youngblood, Steve Ellenburg & Marjorie Kaufman. Loved their classes. One recent reunion I saw Marjorie Kaufman at reunion at reception in President's house. I was so glad to have the opportunity to tell her that her "American Dream Ruined" class was the best one I took in college.
- Fraulein Runge was someone I reached out to after graduation. But she had died of cancer by then.
- Ellie and Tom Reese Psychology was fascinating
- My freshman English professor, Richard Johnson, was one of my favorite professors. Reading *How Children Fail* in his class changed my life. I went from a lifelong plan to be a doctor to knowing that I should be a teacher.
- Professor DeLonga was a welcoming, inspiring and empowering teacher who encouraged exploration and continued growth. I also have positive memories of the opportunity to explore belief systems and theories of knowledge in courses taught by Prof. Hicks (Religion) and Prof. Holmes (Philosophy).
- Prof. Boyd in Baby Bio. What a character.
- Miss Harris from the Art History Dept. I never really had any interest in art history and she sparked a lifelong interest in it. I can't remember the Russian History professor's name. He was fantastic. Also, I took the first Women's History course ever offered (taught by a white male of course) but he was terrific.
- By far, Anne Kimball of the French Dept. She was kind and smart without any nonsense - a real Mainer. She forgave my rebellion and encouraged me despite it to excel.
- Anna Jane Harrison in the Chemistry dept. she was so brilliant and the first female president of the American Chemical Society Jim Cavanaugh, theatre arts, he was a character but also charismatic and a very good director Miss Byrd in Biological Sciences. She taught my Embryology class using amazing "claymation" styled techniques.
- The professor I remember the most was Mrs. Melnick, the music theory teacher. It was an elective that met outside the major requirements, but what a struggle.
- I regret that I don't remember her name. She taught courses on Learning Disabilities that were new our senior year.
- Of course it has to be Vicky Schuck. Not loveable but memorable.
- Mr. Varriano, Miss Harris, Mr. DeLonga, Mr. McAleer - all art and art history. Memorable probably because I had them for small classes my senior year.

Q5. Who was/were your most memorable professor(s), and why? (continued)

- Art History profs tho can't remember names!
- Ann Kimball was a wonderful French teacher and became a friend. Trout, Teele and Lees were my favorite (though TOUGH) history professors. Boyd and Harrison were awesome people and teachers - again, very tough graders. I remember getting a congratulations letter from Boyd when I did well in her 101 course.
- My Calculus professor, Mr. Fred Kiokemeister, was a patient man for whom no question was stupid, and he would take the time to answer everything. He co-wrote the textbook which was used by many colleges. After a first semester with an awful textbook taught by a less than understandable other prof, I started to soar again with Mr. K in my favorite subject! There were less than 20 math majors but the head of the math department (that other prof) didn't know all of their names, so though I took the same classes for the major, I eventually switched majors to the psychology department where Mr. Corbin knew the names of all 150 plus majors. Mr. Tom Reese who taught Psych G1 was fascinating. He and his wife, Ellie, opened up their home for Mountain Day for students to drop in. He even gave some of us a ride back to campus after we hiked there! He once gave me a tour of the greenhouse and showed me the orchids he kept there, explaining how they grow. Mr. Ben Reid who won the Pulitzer Prize two years later, was my English G1 prof. Writing about literature was not my strongest skill, and I hated what we had to analyze but he encouraged me and others in the class whose interests were in other subjects like physics and art history. Three years later, I asked him to check over essays for my graduate school applications before I sent them in. He kindly told me that I wrote well and not to worry about it. Mr. John Osgood taught me many essential skills for surviving in the classroom, including many practical things. In graduate school at an Ivy, the focus was on theory, which wasn't helpful for the day-to-day effort to survive as a secondary school teacher! He encouraged me and another MHC student to teach a class for South Hadley HS students for which they earned some extra credit. It was a great experience. Tamara Brooks (Mrs. Knell when she was at MHC) was a creative whirlwind as Glee Club director who established Chamber Singers as well. She was only about ten years older than us. She'd tell stories about being carded and more. Though strict about our choral work, she also was fun. Singing was my outlet in college, and even when time was tight, I could not give it up, and a good part of the reason was the joy of working with her.
- Virginia Galbraith (Economics). She was a "force" With her classic pantsuits and her ivory cigarillo holder. We were invited to her house once - all black and white, decorated with African tribal masks she acquired while teaching in the Ivory Coast.
- Robert Berkey was a mentor and friend, as well as a teacher. He put me on the path to discovering Judaism as a religion.
- Eugenio Suarez-Galban because he motivated me to become a Spanish teacher.
- No real standout so don't want to mention one. (Unlike in high school, where there definitely was one.)
- Steve Ellenberg, Chuck Trout and the inimitable Vicky Schuck
- All of the PoliSci professors: dynamic instructors who took an individual interest in us.
- Miss Lawson. She was my advisor in International Poli Sci. She was aloof and held you to high expectations, but she also made opportunities available like a wonderful summer internship at UNESCO in Paris.
- Although I wasn't an art major Mr. DeLonga has had a huge impact on my interests and world view. I also loved Intro to Psych with Mr Reese.
- John Piper who really opened my eyes to the world of religions. Tom and Ellie Reese taught us experimental methods by modeling. Barry Wadsworth, my Honors chair, was so incredibly kind and caring during a rough patch in my family. Vicki Schuck was a dynamo. All the students had to get involved in some political activity-what a great experience and adventure
- Charles Trout brought American History to life. Anna Harrison was a most engaging and accessible Chem 101 professor.

Q5. Who was/were your most memorable professor(s), and why? (continued)

- Miss Beeman - my adviser - she was so wonderful to package up my finals in December and send them to me in Texas, as I didn't need to return to Massachusetts until graduation. Other memorable professors included Mr. Reese and Mrs. Pryor.
- none
- Mrs. Sprague, who was my advisor. She was very kind and supportive.
- Nancy Engass Mr Durfy (Math) Jean Harrison (Art History) Ms Kuntz (Phys Ed)
- One in the bio department, one in English, and a few in the art department. All brilliant, eccentrics, and excellent teachers.
- Jean Grossholtz. I worked for the Pol. Sci. department when she was chair. She shook up my preppy world and taught me to think like an independent woman. She disliked Vicky Schuck almost as much as I did. Jean remains an inspiration to this day – pacifist, feminist, bodybuilder (<http://www.mtholyoke.edu/offices/comm/csj/980213/hidden.html>) and the list goes on. She remains a feisty, fabulous woman. Also: Minnie Lemaire (Geography) because she was so incredibly Old School. Years later I worked at her alma mater and we became great pals.
- Charles Trout—he gave me wonderful personal attention with my honors thesis that held me in good stead for graduate school. We remained friends until his death and I correspond still with his second wife.
- I was a political science major with a French minor and also took many history courses. Dr. Larry Floyd was my senior thesis advisor as at that time I was very interested in political polling. Dr. Lowenstein's classes were perhaps the most challenging that I ever took while at MHC, especially his political theory class. Finally Dr. Schuck was an immense influence as she directed the Washington internship program. I interned with Representative Silvio O. Conte and started my Washington DC career path through this experience.
- John Teall—approach to history Jean Grossholtz—extracurricular activities Tib Sprague—field trips
- Minnie Lemaire, a geography professor who was so passionate about her subject and women's abilities to lead.
- Probably Ruth Elvedt, who sponsored the Outing Club. She was friendly and encouraging.
- Roger Holmes, Philosophy professor, inspired me to think on the "meta" level, inspired me to move from pre-med to a Philosophy major--vital to my personal and intellectual growth.
- No idea.
- Miss Green taught me to write. Freshman bio prof taught me to study.
- Tom/Ellie Reese. They refused to grade on the bell curve; they provided endless personal attention and coaching; they remained supporters and friends until their deaths.

Q6. Would you choose the same major again? If no, why not?

Yes — 90 (80%)

No — 22 (20%)

Comments — 64

- The chance to research and write an honors thesis under the independent guidance of a professor was invaluable. Yes, history was the right career for me.
- I probably would. I was trying to decide between history and sociology and a friend commented that history is the study of the past and sociology is the study of the future. I enjoyed it and it leant itself to many options afterwards.
- I loved history then and love it now. But history is, in fact, a very interdisciplinary topic, so choosing American Civilization as a major fit my needs and interests.
- Psychology department had cliques among super students and faculty and the rest of students were left out.
- But I think I would have explored more subjects before making a choice
- I would choose a more specific major this time.
- History gave the context that allowed me to understand why the present and future could happen and how to deal with the cultural evolution.
- I honestly don't know.
- I thought art or writing were more practical strengths but did not feel encouraged by their faculties..
- Maybe
- I love history, but I do not like the way is currently being taught.
- I started out a French major and then switched to Psychology, which was much better. I went on to graduate work in English. Would that have been a better major? I draw on what I learned about psychology frequently.
- Maybe...these are different days. What I would be thinking if I were 18 today, I do not know.
- My other love is literature, but I read a lot anyway--and I would have never had the depth of knowledge and enthusiasm for art that has enhanced my life and travels without this major.
- Yes, but I'd choose a double major. I got a MA in LibSci. then a PhDL. No single path; lots of opportunities. If had it to do over, I'd combine LibMA and PhD in English with American History so I could work in Special Collections (with such materials as Faulkner, Williams
- I'm actually uncertain. I majored in biology and might have gone to graduate school in nutrition, or I have grown to love political history, so who knows.
- Yes but- when I applied originally I wanted to pursue history because I didn't believe that the history books we had in school were telling the truth about American history and were sanitizing what we read- I think I was "right on" in wanting to do that.
- probably
- I probably would have picked International Studies, if I had it to do all over. I do not recall if that was a option at the time.
- I would have majored in languages and come out of MHC being fluent in at least one of the Romance languages.
- I think I'd choose biology or biochemistry; it was too late when I discovered loving biology to then switch to that.
- somewhat useless
- I would've chosen an interdepartmental major- not a possibility back then
- I was an English major by default and some lack of imagination. I wish I had delved into more content in history or art history. I ended up as an ABD in art history.
- I'm so interested now in neuroscience, psychology and music, and so jaundiced about government, that I might enjoy a "do-over" custom major instead of sticking with political science!

Q6. Would you choose the same major again? If no, why not? (continued)

- My major, economics, prepared me well for my career choice, business management, and life in the larger world.
- After 50yrs +, there are many areas in the humanities which fascinate me
- Provided a basic skill and career orientation
- I enjoyed my studies, but it was not a practical choice.
- I would if anthropology were not available--and it was not available in the late 1960s.
- not sure... I enjoyed it but didn't end up being my career
- I have always been interested in history.
- My focus would probably be on environmental issues, as this is the most pressing issue today.
- My major was very general, American Studies, and although it worked for me I wish that I would have had more of a focus on my future and a possible career.
- I loved the range of subject matter and the intellectual challenge of studying religion. But I have often regretted not taking geology.
- Don't know
- Absolutely. Math is my love: It's so black-and-white!
- I majored in Urban Studies. As an interdepartmental major, it was stimulating and I thought it would help get me a job after graduation. Although I got a summer internship at HUD, that major did not lead to a permanent position. I think I have the interest and ability to be an excellent behavioral health counselor. I wish I had stayed with my initial intention and majored in psychology.
- It was unrelated to anything I have done since and did not open any avenues. Chose after changing majors multiple times and had fewer requirements.
- I never thought about what I would do after graduation; had I been more aware, I would have chosen a major with more "real world" applicability.
- It was the right one for me
- I majored in Poli Sci. Had enough credits to be a double major in English Lit but who wasted to take two comprehensive examinations!
- Unsure, would definitely still take a lot of courses in my major!
- I am gifted in language, having spoken 4 different dialects in my household from early language learning. So a language major helped me feel successful. But in retrospect, a mentoring relationship with someone who encouraged me to write would have been the best use of my abilities.
- I loved it, and it was perfect for those years. Immediately after graduation it became clear it would not lead to a career or long term fulfillment.
- Again, hard to tell. There are so many interdisciplinary choices now that I might have gone in that direction.
- Probably, because of Anne Kimball.
- I was a bio major and I loved it
- I find geology interesting, multi-disciplinary, and highly relevant to today.
- Interdisciplinary majors were not popular in our day, and American Studies/Civilization wasn't considered a very robust major. But in retrospect, with interest in American history and literature, and much later in American art, I wish I had combined those perspectives in an organized fashion.
- Great foundation for developing analytical and writing skills, which were so important to me in my business career.
- My initial interest was in teaching secondary school mathematics, so majoring in Psychology and Mathematics was helpful in my teaching math and computer science for most of my working life.
- This is really hard to answer since I went on to get a PHD in English. I can't really imagine my life otherwise. However I wish I had been more adventurous in the electives I chose.
- What luxury to read so much literature!
- I did attend medical technology school after college and worked for several years in that field. I always enjoyed biology, especially at the molecular level.
- loved my major, though it was one in which the college offered very few courses

Q6. Would you choose the same major again? If no, why not? (continued)

- Great preparation for so many things although I wish I had had the opportunity to explore Linguistics
- I was the kind of student who should not have been forced to choose a major. It limited my choice of courses.
- Yes, probably, because it interested me. But I would have read better books if I had been a History major. Political scientists rarely win prizes for their prose.
- I love History and have made it my career.
- There was no anthro professor
- I really wanted to major in Geology, but should have majored in Botany, my love to this day.
- I surfed around for different majors before finding one that actually became my career. But it was a tiny department with little connection to the discipline as a whole.
- It was easy and it worked for my next steps

Q7. How relevant was your major to your principal field of work?

Very — 61 (50%)

Somewhat — 31 (26%)

Marginally — 19 (16%)

Not at All — 10 (8%)

Comments — 62

- After MHC, I did a teacher training course at the Shady Hill School (The Shady Lane School in Love Story), and got a M.Ed. in elementary education from Lesley College (now University). I did some substitute teaching in Cambridge, but then got involved in the National Lawyers Guild, did some work for the Attica Prison Riot Defense, and decided to go to law school.
- Psychology led me to teaching
- I made a career out of my major, as a historian with the National Park Service.
- My writing ability helped in drafting document, legal briefs, and articles I wrote.
- Architecture, urban planing is about culture, history and a disiplined eye.
- All my liberal arts education has been relevant to my life and work.
- I ended up working in schools for most of my career. My initial jobs involved art, but then I expanded to other areas. To this day I consider my work as a printmaker equivalent to what I did to make a living.
- The relevance of a major in history was primarily what it taught me in terms of how to research and analyze information and how to write well.
- I think Psychology is relevant to everything in some way.
- I have had 3 different careers. Not all science related but I think the training helped in my approach and in finding connections/relationships
- The ability to communicate is always important. I also feel that the civilizing influence of literature is helpful in constructing and dealing with life.
- My visual interests and training in art history has made me a much better visual editor, and also enhanced the content of the magazines and books I've edited.
- As a teacher, it was necessary to become certified to teach the subject matter.
- Behavioral psychology was a good foundation for speech pathology which involves training others
- As a public defender my clients had a myriad of problems including mental illness that was crucial to their defense- especially in capital cases where the death penalty was a possibility.
- My career has been in public education. My "retirement" career has been in what is now called "DEI" work with agencies, universities, as well as community groups. A degree in Sociology was probably helpful to the work I have done and continue to do. However, none of the "education" I learned from my sociology major actually helped me to navigate as a woman of color in the predominantly white environments in which I spent most of my active career.
- I really appreciated my major in art history. But I ended up as a professor in teacher education, specifically related to preparing new teachers to support inclusive education. No regrets. I have had a wonderful career.
- Though I love it and use it now.
- I became a nurse-midwife
- My career was art librarianship.
- I think any liberal arts major that supports analytical and writing skill helps achievement in most fields. But as a librarian I particularly benefitted from having a broad liberal arts education.
- I was offered a job at the Hagley Museum and Library where knowledge of French was a plus. The special collection there holds the books and papers of E. I. DuPont. I took a job at a public library instead.
- It nurtured me my entire life

Q7. How relevant was your major to your principal field of work? (continued)

- But I did learn to write which is an essential skill
- As a psychology major, I became interested in the study of learning differences and specialized in that research. After college I kept up in the field and used what I learned to help evaluate my third grade students.
- After teaching for fifteen years, I switched to more numbers based occupations. My last several years was as a program cost analyst for a federal contractor. I loved that I could use math to solve problems and get paid for it. Win! Win!
- I did fieldwork in Francophone Cameroon, and continued to read scholarship in French over the years-- and even to speak it from time to time!
- Although I didn't necessarily see a connection to my career at the time.
- I became a lawyer which doesn't require any particular college major.
- Since I became a librarian in a public library my general liberal arts education served me well.
- Oddly enough, comparative religious studies provided a solid foundation for entering the new field of Social History after college.
- I arrived at, and graduated from, Mount Holyoke without a defined career path in mind. I majored in math for pure love of the discipline. ... Having said that, I certainly have enjoyed being an analytical thinker all my life.
- I ended up in business so my economic classes helped as did my general overall, liberal arts education.
- My psychology major led me to my graduate school programs and to my early career as a teacher and school psychologist. I moved on to a business career that would not have explicitly required this academic background but psychology continued to play a big role in my life.
- I did get some use out of my Math minor, leading to me becoming a computer programmer.
- My major led to my long and positive career
- Became a lawyer but could have majored in anything.
- I ultimately became a physician. The German major was incidental.
- Some aspects of my major area of study led to further study and a career in another discipline.
- ended up in training, so the acting was appropriate for "performing" in front of people.
- I was a 19th century European history major and minored in French and had no idea what I wanted to do when I graduated. Luckily, 1971 was still a time when companies were looking for liberal arts majors and I was fortunate enough to be hired into one of the first females to be hired into the Federal Reserve's management training program after being recruited on campus. management training
- My first job after graduation was as a teacher of French for Northfield/Mt. Hermon Schools semester abroad in Archachon France. But after that my avocation of teaching natural history became my true metier. However, I still love the French language and have used it in travelling and during dreams!
- I was an art history major, taking as many architectural history classes as possible through the Five College Exchange. I was very fortunate in having a first career in historic preservation, and worked at the local, state and national level.
- It was the foundation for it.
- after a meandering career I ended up (sort of) in health care policy, although not as a significant player.
- The analytical discipline developed in history is applicable to almost every possible career.
- Mostly for the way it pushed me to think about the world, not so much the specific knowledge.
- Taught math in private girls' schools
- My early jobs were in the international field, but even when I worked mostly domestically, international poli sci illustrated the fact that there are rarely clear cut answers, that every party to an issue usually has their own positions and you have to try to understand them.
- As stated above I got a PHD in English and was an English professor for many years until I shifted to global studies in 2000. I was always interdisciplinary, however.
- Thankful for a liberal arts education that included psych/ed courses and a student teaching "internship"
- Relevant to my first career in medical technology, not so much to my second career of financial services

Q7. How relevant was your major to your principal field of work? (continued)

- though indirectly. My major taught me critical skills in data assembly, analysis and interpolation, all of which have served me very well in subsequent years
- Theatre is really training for project management and teaching is basically that
- By accident, my major led to my early "career."
- I didn't major in a liberal arts area with the intention that it would be my field of work
- My plan was to go to law school and then work for the UN. Thanks to Ruth Lawson and my summer in Geneva at the UN, I abandoned that plan and instead went into higher education administration. No major really prepares you, just being well-educated and curious, like most jobs.
- I am a University History professor
- I did not attend law school, but I did receive a Master's in the Administration of Justice and later a Ph.D. in Criminology and Sociology. Which meant that my career field became applied criminology and public policy.
- But it gave me wonderful perspective on patterns in the world. I'm happy I learned so much in the program.
- I continued on to grad school and a 31-year career in the same field.
- I didn't know what I wanted to do - went on to an MA (ABD) sociology and got into Marketing by accident in job selection.

Q8. Did your college experience boost or lessen your self-confidence in your post-college potential? How?

Boosted — 87 (73%)

Lessened — 11 (9%)

Not Sure — 21 (18%)

Comments — 60

- Well, I knew that MHC graded on the Bell Curve. Although I was in the National Honor Society in high school, and achieved quite a few things, and was in the Honors Program at the University of Houston my first semester freshman year, I was #354 out of 384 students at the end of sophomore year. Maybe it wasn't that bad, but it certainly was not what I had grown accustomed to during the earlier part of my education. It certainly did not stop me from pursuing my further education.
- Obtained knowledge in a variety of areas
- Mount Holyoke actually continued the encouragement I had been receiving from both my parents and my high school teachers/advisors.
- While at MHC and several years after, my confidence was eroded by the competitive nature of MHC. HOWEVER, as time went on I appreciated the many skills I learned at MHC such as understanding how to write, thinking logically and using the scientific method to approach problems.
- I never thought I couldn't do what I put my mind to (pardon the grammar).
- MHC gave me a background that filled in the ten year academic gap and made sense of my projected professional training.
- My oral defense of my honors thesis did not go well. It left me shaken in terms of my ability to think on my feet.
- It was hard for me to get A's at Mount Holyoke and as a result I left MHC feeling incompetent. Later I came to appreciate what the standards of excellence at the College had done for me. I also came to appreciate the strength that attending a women's college gave to me.
- My success at MHC gave me confidence in my ability to be successful academically in any setting.
- Grading in some courses was brutal
- I dropped out after my sophomore year; my confidence didn't grow until after I started graduate school.
- While I often wished I could go to a coed school, in the end I realized that I acquired a quiet confidence at MHC that helped me when I later found myself competing with men.
- The reputation of the College, and my experience with professors was invaluable.
- I went out into the world proud of my college and education--and feeling well prepared for life.
- I went into the "real world" realizing that there was nothing men could do that women could not do, usually better
- Good academic foundation
- Going back to finish was the best thing I ever did for my self confidence.
- In one sense being at a women's college did give me more self-confidence, though I never was very assertive in classes. Going to work in a man's world (finance) was a bit of a shock and I was initially uncomfortable with ??dealing with men in the workplace
- It contributed to my realization that I would likely navigate in a world that was greatly different from the community in which I grew up. I was not a person lacking in self-confidence in the first place. However in all honesty, I must have come to the realization that I could thrive in multiple environments, regardless the circumstances.
- When I was being asked to do sub-standard work in my masters program, I recognized it because of the high expectations at MHC and sought out an expanded major that was more challenging. That changed my career path within education for the better.

Q8. Did your college experience boost or lessen your self-confidence in your post-college potential? How? (continued)

- At first I felt that people I encountered in graduate library school and early professional appointments were not particularly impressed by a degree from a "Seven Sisters" institution. Ultimately the academic rigor from MHC helped inspire me to work to achieve in later graduate studies and professionally.
- Living away from home, making decisions and coping with challenges, traveling abroad, often alone were experiences that stretched me. Observe, think, interact, choose, try, keep going.
- I was a public high school standout who was cut down to size (and finally learned how to study!) at MHC, but the fact that I actually graduated gave me back some level of confidence — although not as much as I needed.
- My independent study program boosted my confidence considerably. For the program, I lived in a foreign country, developed functional fluency in Spanish, and designed and completed a research project using primary sources.
- Changed marital status, changed countries, changed languages
- It was 13 years before I attended significant graduate school.
- College was not an uplifting experience
- Thirty years ago I was about to speak at an event as president of a university women's group. A male administrator questioned why we even had an organization just for women. I told him that we did fine without men. I guess that some men are used to deciding what's best for women.
- see my comment above for question 5
- I think MHC made us aware of our potential and reminded us that we are "uncommon women." I also knew that graduates ahead of me were pursuing graduate work and professional jobs, which made it seem more doable.
- MHC undermined my self-confidence, but I found supportive environments at the other schools.
- I am a very proud alumna, and feel privileged to have received such a wonderful education.
- My academic self-confidence took a hit, especially early on. I had to accept that stellar grades would no longer be a given in my life. But surviving in an environment so different from home, at a school with such high standards, was a boost.
- But I am not sure I attribute that to MHC as opposed to the other colleges I attended.
- I grew up during my MHC years and became more self-confident in my abilities and willingness to speak up.
- Going into a field with so few women and a lot of prejudice was tough. Spending 4 years at a college where we were told that being a woman was not a bar to excelling was a positive boost to one's confidence.
- I had no comparison with anyone. I had a language limitation that no one suspected because my English pronunciation was so good. But in reality, I had a reading problem. I asked for help but was only put on a speed reading program in a room with a projector by a contractor. This did not help me. I decided it was my own fault and did not pursue it further.
- I had plenty of self-confidence about my post-college potential. I was raised to think about how I could do the most good.
- My college experience boosted my self-confidence in my major area of study, but I felt very unprepared for "next steps" after graduation.
- downside was I never felt I lived up to that potential
- I was much more independent. In part because I rebelled against the culture of the College.
- It helped, but it was not easy. I found graduate school essential.
- That's my own fault. I was too focused on my love life (which had not existed in high school) to realize that I was passing up a great intellectual opportunity.
- MHC was very challenging for me academically. It felt like everyone was smarter than I was.
- I was extremely shy when I went off to college. Not so much afterwards, LOL.
- I just loved learning, and was glad the required subjects weren't too bad. When I was applying for graduate school, I checked with the career office which encouraged me to apply to an Ivy university, and to my surprise, I was accepted!
- Our professors always treated us as intelligent individuals and encouraged us to express our views.

Q8. Did your college experience boost or lessen your self-confidence in your post-college potential? How? (continued)

- While I was at MHC I think my academic self esteem was decreased significantly. I felt like I was missing something about how to get As but I didn't know what it was. However once I started grad school at UCLA I realized how much better equipped I was for analysis and independent thinking than most other students.
- Intimidated by the intellect and ambition of some classmates but inspired and encouraged by many more
- Felt educationally qualified to learn to do almost anything
- strengthened my intellectual self confidence; opposite to my social self confidence
- I had already taken some of the courses I faced in first year of med school which helped a lot.
- I felt I became the person I wanted to be by going to MHC.
- If you tell us we are uncommon women often enough, we are bound to internalize some of it. Good to be a middling intellect among so many bright women
- I was always pretty sure of myself, not necessarily a good thing. At least once I had the A.B. I had a credential to back up my high opinion of my potential.
- Especially in terms of writing and doing research
- In my high school I was the Salutatorian. At Mt Holyoke I felt lucky to graduate.
- I didn't realize it boosted my self confidence until a few years after attendance there.
- After graduating from MHC with a C+ average, I got into a grad program in a large department at a major state university. There I was an A student.
- My high school (Brookline mass) was better than MHC in some ways - but between it all, I gained confidence.

Q9. What skills (aside from academic knowledge) did you develop during college that still sustain you?

- Long lasting friendships, respect for learning Beginning to make personal decisions about house-keeping and money
- I learned how to type better.
- More confidence in arguing my position and standing up for myself. I also began to develop some leadership skills.
- How to communicate effectively, and how to engage socially with all types of people
- I've never consciously thought about this, but I suppose a general level of adaptability.
- Going to MHC fed my incessant thirst for experiences outside my small world. While I was rather peripatetic in college, the exposure to a much wider world stood me in good stead after college.
- Listening well, love of learning.
- That I could/can find and apply my full academic potential even if it is different than the normal path to my goal.
- OK, these are kind of academic, but not related to my major in any way. 1) The two music theory classes I took for my distribution requirement. I am a guitar and banjo-playing folkie, and I might never have learned how to sing harmony (which is my favorite part of jamming) without what I learned in that class 2) I took a figure skating gym class at the Amherst rink. I spent many hours on ponds at MHC; I'd grown up where it was 40 degrees and raining all winter. Figure skating has been a huge part of my life; I still compete with other old fogies.
- Writing and critical thinking.
- I developed a strong sense of myself as a woman. After MHC, it never occurred to me that I couldn't do anything I wanted to as a woman or that women don't lead. This is one of the most important things I gained from College and I am forever indebted to MHC for instilling this belief in myself.
- College gave me the courage to take initiative and to believe in the worth of my ideas and opinions. I also learned how to be a student rather than a memorizer and regurgitator of facts.
- Time management; logic; critical thinking; reading and writing skills
- Endurance.
- I learned that male students often expound even if they know nothing, and that female students worry too much about making a mistake. Recognizing that difference helped in professional settings.
- Taking responsibility. Meeting deadlines. Attention to details. Being pleasant during unpleasant circumstances. Recognizing and deciding how to make choices/decisions.
- I learned more about women.
- Bridge, and for many years the ability to get along with liberals. The latter has become impossible at times.
- I became interested in politics and social movements - still am.
- An ability to manage my time.
- Confidence. How to approach a question or issue
- Independence; self-starting (not always so much in evidence in college); being a good friend
- political critical thinking sensitivity to other's feelings
- Curiosity
- Encouraged to view women as capable
- Self reliance, fortitude,
- Willingness to speak out.
- ?
- -Listening to people who were from backgrounds and lived experiences different from my own. - Trusting that I could adjust in a variety of environments. -Discovering that friendships and support could be found in all environments, not just environments in which I was accustomed to living. - A deep appreciation of people from other walks of life, lived experiences, and perspectives. -Resilience.

Q9. What skills (aside from academic knowledge) did you develop during college that still sustain you? (continued)

- Being unafraid to speak out as a woman.
- I guess those relationships improved and how I did them. I became more confident in things academic particularly and was not so sheltered.
- Belief that I could do anything I want
- Critical thinking
- Analytical thinking
- Focus, nurturing relationships
- Lifelong friendships, critical thinking, resilience
- Project management
- Inspiration from peers?
- Working within an organization. Running projects; negotiating results.
- Ability to make friends, step back and evaluate my work as though it's someone else's
- How to study, how to analyze, how to write persuasively, and how to travel (because of my junior year abroad experience).
- I learned how to develop effective and enjoyable relationships with people representing a broad range of backgrounds.
- Working with others, appreciating people's differences and talents. Ability to adjust
- I learned how much I loved to live in a rural environment. A few years later I took a position at Hampshire College and continued to learn more about experiencing the out of doors.
- Perseverance; good study habits; ability to focus with distractions
- confidence to try anything, to be a beginner at any age
- taking notes; writing papers
- Research research research
- Thinking outside-the-box and a willingness to take on new projects
- Knitting. Self-confidence in myself as a scholar, which was further sustained in graduate school, and later professionally
- Swimming
- The confidence to advocate for others who have no voice; the ability to do the right thing, even if it is unpopular. My parents always said, "Life is, at times, unfair, and rarely easy."
- My skills have evolved over time. Good writing and oral expression by speaking up in class were a start, but they were only somewhat developed college.
- The writing skills I honed in college through completing those huge quantities of assigned papers have benefitted me throughout my life and career(s) after college.
- The ability to listen to others whether friends, colleagues, or casual acquaintances. The ability to do critical thinking.
- note-taking and research. I'm still doing research just for the fun of it, whenever I get the chance.
- Tenacity
- More self confidence and less 'shyness'
- More independence and willingness to try new things.
- Well, it was the first time I had to function in a non-urban, non-Jewish, environment. I figured it out to some degree, and then went on to do lots more of that in my life.
- Intellectual rigor, crises management and the ability to stay calm regardless, self-confidence, ability to get along with others. I think I had most of these coming in and just refined them.
- Self-confidence, believing I had something to contribute to a discussion or meeting. Interest in broad areas for work -- decided to get MBA.
- The importance of patience and kindness, the true meaning of friendship; how to work with people in a productive way, including how to listen to what they say
- May sound crazy but all the quaint customs such as gracious and teas, etc was a way to make me feel more comfortable in upscale social settings. Friendships with women that we would not have gotten in a coed setting.
- Habits of analytical thought

Q9. What skills (aside from academic knowledge) did you develop during college that still sustain you? (continued)

- I did develop ability to overcome my hurdles, but I don't think I got them from school life or academic knowledge. Just the crucible of life.
- Time management
- I had never understood what made me "smart" or "too smart". One thing I gained during my college experience was an understanding of what came naturally to me that was difficult for others.
- Writing skills and curiosity/lifelong interest in learning are two skills that were cultivated and strengthened at MHC.
- love of learning, willingness to try new things, appreciation of women's friendship
- Good writing skills.
- Learning how to be effectively independent and to follow my impulses in case they might reward but mostly because I could not stomach the mold the college sought to put me in.
- Working with group. That is what theater is all about.
- Self-confidence, self-reliance, persistence, creative problem-solving, the importance of team work and collaboration
- Reading about history and mysteries and science.
- Staying the course through adversity.
- ability to read and write quickly
- Basic bridge playing Friendships beyond compare An appreciation of sisterhood -- I had two brothers growing up.
- independence
- scholarship tools, learning on my own
- Poise, self confidence in my ability to think, to express myself both verbally and in writing. Analytical thinking. Broad base of knowledge. An ability to think broadly and to take risks.
- My parents kept me sheltered, so being in a dorm with people from different backgrounds was very revealing. There was not just one path to being a good person. Although I did not act much on it while in college, the ideas I was exposed to about feminism and what racism is influenced me and my actions later.
- Critical thinking. Analysis. Writing.
- Listening to points of view I disagree with; speaking in front of a group; working with and supporting other women.
- How to accept those different from me....
- Self-confidence to master challenges and empathy for the "other."
- The ability to express myself clearly and concisely, both verbally and in writing. The ability to research available options and evaluate which is best for me, rather than simply following the usual or recommended path.
- How to think rigorously and analytically, how to take criticism, how synthesize ideas from different fields of knowledge, how to follow my own ideas
- Listening skills were strengthened (and this is a life-long process). Physical Education kept me active then and still does to this day.
- Ability to concentrate, focus, and prioritize Live independently, as I was a very long way from home during college
- I know how to do tea without flubbing it. (LOL)
- Project management as mentioned above
- Whatever I learned from personal friends.
- Most of my paid jobs (various offices) gave me a great view into the workings of a college and convinced me that a career in higher education would always mean I was focused on the future.
- Writing and doing research
- You had to be well organized, alert, and ready to be called on and that is still my motto today!
- Analytic Research
- Leadership. Working well with other women. Appreciating art, architecture and natural beauty.
- Perseverance

Q9. What skills (aside from academic knowledge) did you develop during college that still sustain you? (continued)

- Making a big adjustment to culture shock at age 17-21 did increase my coping skills! I went from a very protective conservative family to all of the goings on of the Woodstock-Vietnam protest generation.
- Personal resilience.
- Time management
- Not sure there are any outside of academics
- Tenacity, the ability to speak up for myself (which I later could transfer successfully to rooms full of men in business settings), the ability to be crisp and concise.

Q10. How would you describe yourself while at college and again today?

- I thought I was grown up. Now, I've had lots more experiences.
- I am not quite sure what this question is looking for, but I'll try. I am fairly outgoing and very definitely a "people person". I am not as adventurous as some, but do like to try new things and meet new people. I was not the most academic of students at college, but did go on to pursue two graduate degrees and have had a fairly successful work and personal life.
- I appreciate my college education more now and wish I applied myself more while in college.
- In college I was a serious student, but also enjoyed being silly. I'm not sure that's changed much; I'm still serious about things of substance, but I don't think I take myself too seriously. I valued my women friends in college and that's still true.
- At college and now - an extrovert
- I was a mixture of sophistication (raised in NYC) and social naivety (had a limited circle). I certainly thought I knew everything, The arrogance of youth. I'm now probably less sophisticated, more naive, and know that I know very little.
- Peripatetic then; much more focused now.
- I am more content today and more accepting of myself. For many reasons (from current events to social issues), I was not all that happy during my college years. Friends, horses, baby sitting for a professor's family on a regular schedule, burying my head in school work got me through.
- About the same just a bit older and hopefully wiser.
- When I came to MHC I was 17 going on 13. Mainly a science nerd. Kind of a tomboy but more accurately, never a girly-girl. A teenybopper (admiring guys in bands from afar, not a groupie!) Really, really young for my age. Now: hoping I'm still young for my age... I call myself an old folkie/fogey. Lucky to still be able to be physically active.
- A bit of a loner; do my own thing.
- I was introverted and felt socially awkward. I would describe myself in the same way today, though no one else around me would. I think of myself as an overcompensating introvert. I certainly have much more confidence in myself.
- At college I was very much a work in progress. I was timid and uncertain when I began, but emerged with a much clearer sense of who I was and could be. Over time I only continued to gain strength, and that belief in myself guides me to this day.
- In college: conservative, quiet, inquisitive, somewhat shy Now: liberal, outgoing, optimistic, assertive
- Quiet, conscientious, studious. I'm still the quiet one but more friendly and vocal than I was in college.
- Easily intimidated then; far stronger now.
- I was completely lost and overwhelmed as a freshman, and spent a lot of time just learning how to be a college student, how to date men, how to interact with my peers who all seemed so much more sophisticated and experienced than I was. Initially it was exhausting. I think today most people would describe me as confident, tough, and demanding but fair. I keep that small part of me that is still insecure well-hidden.
- High-potential then and now!!
- An eager geek.
- Somewhat introverted, contrarian and libertarian then. Somewhat introverted, contrarian and conservative now.
- I lived dangerously. As a college professor now, I look out for students like me who can benefit from guidance.
- The same person although as I get older, I am less concerned with what others think of me.
- I think that I am harder working today, less bridge. Still enjoying science, history and reading. Have now added gardening and cooking.
- Not always focused on the right goals, uncertain about my future; trying hard and mostly succeeding on focusing on the goals that matter to me, especially being a support and loving presence for my family,

Q10. How would you describe yourself while at college and again today? (continued)

and managing to continue working, post-retirement from a fast-paced life, in a way that enriches my life.

- Then/Now: not afraid to ask for help. Now: Good critical thinker
- In college, I was so open minded that I was in danger of my brains falling out. Now I am much more passionate and less passive
- Pragmatic, do my own thing, not driven, just follow my interests
- In the 60's not able to deal with family issues and college at the same time. Today I'm good!
- Introverted, woods-oriented, driven.
- At college I was pretty outgoing and made a lot of friends though a mediocre student. I still make a lot of friends and have become a better student!
- I was curious then. I am still a curious person.
- Then: Timid and shy; some false bravado.; now way comfortable with myself and my life.
- curious
- Curious. Shy
- Shy in college
- timid in college, more assertive today
- I was naive, disorganized, and nerdy. Today I'm less naive and disorganized but still nerdy!
- Then - gaining confidence and experience. Now, even more confident but with perspective.
- Introverted, patient, practical, empathetic
- Then: totally unprepared for such an academic challenge and unsure of my social skills because of terrible bullying in high school, but hopeful that MHC would offer me a door to a better world. (It did!)
Now: Much more grounded and secure emotionally and socially (thank heavens!).
- Outgoing, considerate of others, intellectually curious are appropriate for descriptions of me during my college years and today.
- Naive. I lived in my own little world, politically ignorant. More outspoken today, and less influenced by others, nothing to prove
- In college I really had no goal except to graduate. It took an epic Greek hero 10 years to find his way home. It took me 12 years of wandering to get somewhat grounded.
- At college - very confused and losing self confidence Today - confident, content
- Then shy, lacking in confidence, not really thinking things through. Today, more self-confident, more open to changes, and more thoughtful.
- I was probably quiet, shy, slow to make friends, but immensely loyal when I did.
- I feel I did not take advantage of enough that was around me
- Studious then and now
- I'm somewhat shy but not afraid to take on new challenges.
- No real change.
- I was an introvert, focused on my studies. I dated very little and hated mixers. I presumed I would have a career as an unmarried scholar, like some of the women at MHC. Then, first year of graduate school, I met the man I married--and we have been together since then. My MHC ring signifies my marriage to scholarship and my wedding band signifies my marriage to my husband. Neither ring ever comes off.
- In college, I had more confidence than others. Today, I still have confidence, but also, importantly, some wisdom.
- Very enthusiastic and idealistic while in college. Now I'm only somewhat hopeful for a better future.
- I have acquired an ease in interacting with people of very diverse backgrounds--and backgrounds not like mine-- which I did not have to a high degree in college. (I was very shy and socially timid then.)
- Today I am much more self confident after working with the public for years and raising 3 children. In college I was too awestruck to really interact with professors.
- Eager and interested, all the time.
- Clueless
- Hard working, very interested both in people and learning.

Q10. How would you describe yourself while at college and again today? (continued)

- In college and today, I love identifying with a community and sharing rituals. In college, I had so many uncertainties that troubled me. I was way too preoccupied with getting things right. I accept uncertainty now. I accept that there's so very much I will never know. And, for the most part, I've abandoned my need to be a "pleaser."
- Started out quiet, became more outgoing and ran the Film Committee! As I gained self-confidence, I was willing to take on bigger roles.
- Much more self-confident now. I would hope so. Much more sensitive to feelings of others now.
- In college: unsure of myself and my direction Now: I know who I am and am comfortable in my own skin
- I was isolated, anxious, and dependent. I did not know how to help myself or ask for help. I think if I had known to ask for help it would have been available. But no one watched over the students who might have been in trouble. There was no outreach to recent immigrants, or students from a different social background, who were vulnerable. Mount Holyoke should be commended for providing opportunities to such students, but after admission I think it saw no further role in supporting these people.
- Was tentative, now more self assured
- Thought about how I can best use my strengths and abilities to do good was important to me in college and still is today.
- Then and now, I am reserved, serious, and curious about the world and others.
- neophyte at everything
- Rebellious at college. But started out challenging. Allowed in the end to win the battle against the college's idea of what I should be by virtue of the difficulties I'd encountered. Now I continue to be independent.
- Independent. Today, the same.
- Gregarious, optimistic, fun-loving, compassionate and loyal friend - same my whole life through.
- I was shy then, but am less so now. I speak out when I feel strongly about something.
- At college I did not have a specific direction until I took two (brand new) courses in Learning Disabilities senior year. Now I am more focused on specific things I want to achieve.
- At college -- funny, flaky, unfocused, disorganized, emotionally needy. Not sure any of that has changed.
- then - naive and preppy, a follower now - more realistic and worldly
- tried to be a good friend and person, still do.
- I certainly have more lived experience and self confidence, but I don't think I have changed all that much.
- I gained confidence in college which has given me the courage to speak out. In retirement, I have more time to do so.
- Independent (maybe a bit of a loner). Serious. Focussed. Driven. Curious.
- On entering college I was naive and unworldly, but that changed over the course of 4 years.
- confident and grounded
- Not much different, but somewhat more assertive
- Perpetually questioning.
- Then": Fairly conventional, studious, a bit of a "goody-two-shoes". Valued friendships. Interested in theater (as an audience member) and cross-cultural experiences. Now: More conscious of who I am (both strengths and weaknesses) and what is important to me. I value family and friends even more now. Grateful for all the opportunities I have had, so I try to volunteer for MHC and a number of other institutions as a way of "paying back".
- Both earnest and ironic, full of intellectual curiosity, friendly but also a bit reserved, enjoying meeting people from different backgrounds and hearing their views
- At college, I could be much more outgoing and talkative than I would choose to be today.
- Curious, empathetic, private, persistent
- In both time frames very interested in learning about a myriad of subjects

Q10. How would you describe yourself while at college and again today? (continued)

- was and still am mostly a nerd and a bookworm. by now have found my people and have a strong network of friends (none from MHC)
- That's a hard one. I'm basically the same person, an introvert faking it in an extrovert world
- College: Shy Now: more assertive
- At college, very uncertain. Today, somewhat better in most circumstances.
- I went to college as the prototypical "good girl/daughter". I graduated less concerned about pleasing others and more concerned with being true to myself. That hasn't changed. I still try to be nice, but for different reasons.
- I was very shy at MHC—much less so today.
- Not that much has changed about me. I always loved meeting people, being athletically active, reading constantly, and researching issues that were important, and trying new experiences (did 2 internships in Washington, DC).
- Eclectic and somewhat eccentric Grind vs.less introverted chronically depressed eccentric
- At college - cast adrift from family. On my own, sink or swim. Today, content in many circles of relationships - family, friends, sports mates, volunteer co-workers.
- Two vastly different people in the same body.
- Unsure of myself & my abilities- now I know I could've done so much more. That knowledge came a little late for me.
- A question probably better asked of the classmates who knew me! I had a group of friends at MHC but felt like a misfit. Age and life experience have subsequently been big assets. With many things that come up, it's not the first time, so I have, overall, gained self-confidence.
- Someone who is highly introspective, asks "why" and "how", who values process over content, and today who is always seeking the glass half full (not half empty).
- Focused on core items/necessities ; enjoying life on the side. Still very similar - but real work is behind me. Core necessities are family (and sustained self sufficiency)
- I was — and still am — an introvert; I just didn't understand or appreciate that at the time. College helped squelch my artistic tendencies; they didn't re-merge until my 60's.
- Idealistic, independent, exceptionally dedicated to hard work.

Q11. Were you/how were you a child of the '60s?

Yes — 73 (66%)

No — 37 (34%)

Comments — 86

- I embraced the sentiment to challenge tired beliefs
- I definitely experimented with some drugs and smoked dope. I was also fairly active in the anti-war movement. I wore long dresses, had granny glasses, wore my hair long, and had multiple sexual partners. I also loved folk music (probably stemming from having attended Camp Killooleet as a camper and a counselor, a camp owned and run by Pete Seeger's brother and sister-in-law; lots of folk music). At one point, I even had a small dulcimer that I could almost play.
- I was and I wasn't. I embraced the music and fashions, firmly believed that being a woman *should* present no barriers to achievement, and believed that youth had a lot to contribute to society and politics. The sexual and drug revolution took place without me, however.
- Drugs, protests, civil disobedience--I participated in it all.
- My grandmother wanted to attend MHC but was requested to stay in California and follow her family into teaching there.
- I didn't try marijuana till 1973—but let me say I am sure glad to live in a state where it's legal!
- I took a semester off from college my sophomore year which was unheard of in those days. I wanted to explore the world. I also took a semester my junior year at Wesleyan under the 12 college exchange program. When I graduated my brother said MHC should have awarded me a suitcase instead of a diploma.
- This is a qualified yes, since I came from a very conservative background. My eyes were decidedly opened by the time in which we were in school. This would not have happened had I stayed in Pennsylvania.
- Why miss out on fun ?
- The better answer is somewhere in-between.
- Yes and no. Not into the drug scene, but did attend Woodstock Festival.
- Except for the Camelot vision of President Kennedy, no.
- I hated much of the music and libertine culture.
- I don't think I know what that means. I might have been more a child of the 50s, a terrible time for women.
- what does that mean?
- Somewhat experimental, with substances and trying not to be the uptight person I seemed and was raised to be.
- Literally, yes - but not the stereotype
- Not political
- Absolutely but drugs were not in my repertoire- being in Provincetown was!
- To an extent - protested, smoked weed etc, dressed the part
- Don't understand the question.
- I was Not a FLOWER CHILD I was too much interested in doing things the right way (following Mom again)
- freedom was my guiding light
- Very involved in politics, racial support
- Very involved with civil rights and anti-war activism
- interested in anti-war efforts
- Sort of. I wasn't in the vanguard at all--didn't take drugs or attend big demonstrations. But I certainly was influenced by the culture of the 60s. I loved the music. And I was very strongly anti-war.

Q11. Were you/how were you a child of the '60s? (continued)

- Came from a conservative family.
- and no -- Anti-war, feminist, liberal, lived in a co-op (not a commune), smoked some marijuana, used birth control
- This is a qualified yes — I certainly saw and appreciated many of the changes happening around me, and supported the women's and civil rights movements, but I was too inexperienced and unsure of myself to take an active part in social change. I did let my hair grow and loved the music, and played bongo drums at Eliot House music evenings!
- Because I was from the conservative South, I don't consider myself a 'child of the 60s'.
- Flower child mentality...tried marijuana once from curiosity, but not twice
- Absolutely.
- Not sure how this is defined. We all were products of the 60s since our schooling and upbringings were primarily during the 60s.
- I was fairly conservative and a real rule follower.
- I was a bit more subdued than many
- I had granny glasses and a peasant dress
- Not really. I remained focused on my research. I did participate in at least one demonstration against the war in Vietnam.
- we all were affected by the times
- Loved Rock & Roll.
- But only partly. I was fairly conservative socially, but embraced anti-war sentiments and participated in protests, and breaking from our parents' generation of traditions.
- I did not indulge in some of the excesses of the 60's--like drug use--but I was very committed to the women's rights movement.
- Definitely shaped by the Civil Rights movement, the women's movement and Vietnam.
- I'm pretty sure I scandalized many of my classmates.
- Still protesting and unwilling to give up.
- Everyone was affected by the political events of the 60's.
- I have brothers who were 12 and 8 years older than I. I never felt part of the baby boomer rebellion against tradition. I was much more comfortable in the traditional world in which my brothers grew up.
- Oh yes. I adored the folk music of the era. Joan Baez was, and still is, an idol. Also, note my answer to the next question. [anti-Vietnam; pro-women's and civil rights movements, but future life and work most affected by environmental movement]
- I tried all the drugs (except the ones that needed needles) and discovered I didn't really enjoy any of them enough to keep using as I got older. I still really enjoy the music of the 60s.
- Living in California made it easy to be part of the 60's!
- Political activism but still dresses like a preppie.
- I took in my surrounding attitudes, but did not participate in them. I did not feel a part of any revolution. I was trying to get INTO the society, no rebelling against it.
- Still a bit of a hippie
- I was involved in antiwar and racial/economic justice activities from the 60s through today.
- My concerns about social justice/equity and my lack of interest in accumulation of wealth are a legacy of those times.
- always questioning authority
- Totally!! I had long untrammelled hair. I left campus to live in a tent. I hitchhiked everywhere. I did drugs and grew marijuana in my dorm room. We had men living with us.
- A little.
- Super long frizzy hair in college, protested the Vietnam War, spent a year backpacking around Europe after college, tried drugs, went braless for awhile
- I liked some of the fashion styles and music. I was not very politically active, but was very concerned about the issues of the time.

Q11. Were you/how were you a child of the '60s? (continued)

- Not really. Did all the basic demonstrations but supported Humphrey. Alcohol was my drug of choice, not anything weirder. Made very traditional lifestyle choices.
- I protested the Vietnam War; I wore tie dyed shirts and blue jeans
- Hippy dippy at times, but also very practical.
- No, I came here expecting more of what I'd heard about the Seven Sister experience and looked forward to all the traditions. I was shocked by some of the '60s things (drugs,sex, rebelliousness) or just didn't understand them at first. I did become more aware, however, and became more of an activist as I got older because of some of the experiences here.
- I think I was more of a "wannabe". Loved the movement, the freedom, the music. But I was a sideliners, not an activist.
- If that means somewhat like a hippy, rebel, non-conformist, no
- Attuned to the Civil Rights Movement & opposed to the Vietnam War.
- I was too conventional. Remained a virgin until I was 23, didn't smoke pot until I was 25.
- I was anti-war before I entered college and also very concerned about civil rights. I liked wearing bell bottoms and not wearing a bra. I was not into drugs or even drinking til I was in grad school. I did rebel against the sexual mores with which I was raised but in a pretty tame way—ie having sex with my boyfriend.
- A child of the innocence and optimism of the early 60s rather than one who would have joined the crowd at Woodstock.
- I did not participate in the student strikes and demonstrations which occurred while I was at college. I felt that my parents paid dearly for my education, and my job at the time was to study and learn in my chosen curriculum. I am not sure that I would have made the same decision today. I have become much more politically involved in the last five years than I ever was previously.
- not so much. I am in the (small) minority who never tried any non prescription drug nor ever abused prescription drugs
- I'm still very liberal, out there demonstrating, though it's harder at my age. But the past 4 years have forced me back on the streets in protest.
- Open to new ideas
- Even though I didn't feel like one at the time, I wore the clothes and looked the part.
- Less interest in "getting ahead" as opposed to living a useful life
- Compared to others in our class I was not. But I definitely outgrew my suburban privilege and tested a few of the limits on what women could do.
- I was very conservative
- But not until Junior year as noted above was I really awakened to social injustice, peace and conflict resolution, and the choices of poor public policy especially around the war.
- Exposed to shaking of all institutions
- I was a child of the 50s.
- I started out with Peter Pan collars, knee socks, and circle pins. I graduated with love beads and bell bottoms. I became a feminist ca. 1971.
- I was conservative and focussed on personal struggles and growth, not so much on the cultural and political aspects of that era.
- Liberal; hopeful about humanity
- I felt very naive and out of step.
- Not entirely sure what this means but if the fact that I went to live part time on a commune in CA for a few years after graduation means "a child of the sixties" or that I have always been dedicated to liberal causes, I was certainly a child of the sixties.

Q12. Did the Vietnam War or the women's or civil rights movements affect your post-graduate life choices? If so, how?

Yes — 37 (32%)

No — 41 (35%)

Other/Comments — 39 (33%)

- yes, I made a career researching and teaching about American women's history. I consider it a contribution to the women's rights movement.
- I believe that both movements shaped my post-graduate life more than the civil rights movement as they were very present during and just after college. While at the Shady Hill School, I opted to work with the National Lawyers Guild office in Cambridge rather than take an internship at another private school in the Boston area. That led to my being hired as the staff person at the office and then to being hired as the first Women's Rights Coordinator of the Mass. chapter of the ACLU. I then worked on the Attica Defense committee and that led to law school in 1974.
- Yes and no. It was a difficult time for women to break the barriers into graduate school and professional training and by the way it still is.
- I became and still am a strong feminist. My experience at Mount Holyoke dovetailed nicely into the women's movement which I was active in.
- My mother was born in the year women were given the vote; what an enormous variety of treatment women our age have witnessed.
- Indirectly
- I came from a long line of fiercely independent women -- including two grandmothers and a great grandmother plus a spunky mother who was a retail executive.
- not directly, but probably absorbed influences
- Not so much until recently when an awareness of inequalities in our society that seem to be growing exponentially.
- All of the above in many ways- but being appointed the first woman to the position of Chief Public Defender for the State of CT and bringing more women attorneys into criminal defense and have pay equity and family flexibility was a major goal while I was in that position. I was also active as a Commissioner and Chair of CT's Permanent Commission on the Status of Women.
- I learned to help young female students who needed the sort of encouragement that had helped me.
- to the extent that I became more involved in/aware of various political and social causes
- Yes, both the Vietnam war and the Civil Rights Movement impacted my life. Many of my friends died in the war due to men of color being disproportionately in the front lines of fire. The Civil Rights Movement has impacted all aspects of my life as a child, as an adult, and now, as an older adult.
- Yes, the women's movement: I planned to have a commuter marriage, but then my job was eliminated and No: I stayed home raising my kids for fourteen years and ended up doing more "women's work" because my husband, who had a full-time job, also reroofed our house, built a garage and then a three storey addition nights, weekends and summers.
- I was determined to succeed as a professional woman in non-traditional women's roles despite push-back in graduate and law school, and then in jobs. In fact, if it hadn't been for the women's movement, I might well have taken a more relaxed and traditional career path — and enjoyed it!
- I always encouraged my children to follow their interests
- Forced to rethink and reevaluate much of beliefs and values
- The war, and feminism, shaped my politics going forward. The civil rights movement helped me decide that I wanted to work in Africa.
- difficult to describe
- Yes, my then-husband was a conscientious objector to the Viet Nam war draft, so after we married right out of college he had to work for 2 years doing low-paid alternative service to the draft as a hospital orderly.

Q12. Did the Vietnam War or the women's or civil rights movements affect your post-graduate life choices? If so, how?
(continued)

- The war clarified my political position and effected wariness of governmental authority.
- I wanted the US to get out of Vietnam and I strongly supported the goals of the womens and civil rights movements but it was the environmental movement that most directly affected my whole life. During the one semester I spent away from Mount Holyoke – 2nd semester junior year at U Wisconsin in Madison – I met my future husband because he was an organizer of the first Earth Day, and I was a volunteer. Our life's work grew from that. Our eco-tourism company, Journeys International, was devoted to understanding and preserving the planet's natural and cultural diversity.
- All influenced my decision to go to law school to have the skills and position to change things.
- Internalized into my belief system
- It was all rhetoric I did not understand but tried to behave as if I understood. I was being a good immigrant trying to fit in.
- Possibly. I chose to work in a helping profession and in publicly-supported settings that are accessible to all. My personal political beliefs evolved as a result of these events and have endured..
- Made me a lifelong Democrat
- The women's movement had the greatest effect on me. Another student who became a close friend was very active and educated me on "sisterhood is powerful." I was in awe when I saw friends go into male dominated professions and succeed.
- My thesis was on Defense Economics and I joined a defense Think Tank in Washington D.C. for my first job
- Hard to believe now but my decision to attend grad school was perceived by almost everyone around me as a shocking abdication of my duties as a wife and mother (the marriage didn't last very long). I was an outlier as a woman in my program and my tenure track job. When I began my tenure track job in 1986 I quickly became aware of the realities of sexual assault and rape and harassment on my campus. Having gone to a women's college I was especially struck by the ways women were seen and treated in a coed setting. I spent most of my career working on setting up hearings and serving on the hearing board and also teaching gender studies classes. My concerns about racial equality were always on my mind but didn't influence my work in a primary way until the late 80s when I began to do research on slavery in the Caribbean and to incorporate texts by black writers into all my courses. When I led the study abroad programs at my college I pushed diversification of the curricula and support for students of color to go off campus. I also became a national spokesperson for diversity in the curriculum and among faculty and staff. When I led the creation of our global studies major I advocated for one of the required intro courses to be about race and culture in the US.
- As I was not ever in management in my financial services career, I do not feel that I was at a disadvantage from being a woman. A woman in that field could achieve whatever she wished to given appropriate effort.
- although I opposed the Vietnam war in college I became (and remain) quite conservative as I matured
- Yes, but indirectly. was raised in a Republican household. I have always voted left of center. I was incredibly blind to the plight of Black women in our class. It never occurred to me that I knew every single one by name or that their numbers were so small. They were all powerhouses whom I admired.
- I developed tremendous confidence in how to face difficult situations, especially when placed in male bastions
- I believe living during the 60's gave me a moral compass to then create a professional pathway to social justice and applied criminology.
- Oral history of Russian women; dissertation on women and work
- I have never been an activist but have tried to forward feminism and environmentalism.
- Women's rights, but not until I was well into my 20's: didn't get a feel for that in college.
- Action against the war certainly did. Took me years to find the right personal path to support women's rights but ultimately I became a mentor to many, many young women and an implementor and enabler of diverse employment environments.

Q13. What advice would you give to a young person graduating from college now?

- Try to find work that interests you but switch if it doesn't fit.
- I would advise her to find something that she loves and to pursue that, as it makes such a difference doing what you love.
- While you may have a plan for your future, expect detours and realize that you can still learn and grow from them in ways that will benefit that future. Also, don't beat yourself up if you find that what you want out of life changes and you end up pursuing a different version of "success" than you originally envisioned.
- Take courses that you LIKE, and you will learn and understand them better. Also you will remember the content!
- Keep an open mind. Learn to be flexible. Be prepared to change careers, probably more than once. Remember to take care of yourself.
- Lower your expectations for the perfect career right out of college, and use your 20s to explore different avenues. Sometimes learning what you don't want is just as useful as learning what you do want. Remember that your life and career are a progression, and keep putting your feet forward on that path.
- Take advantage of all the college has to offer, from classes, to the gym, from the library to the barn. Many of the friends you make today will be your friends for the rest of your life.
- Just follow your dreams but make sure that you have a solid background to understand those dreams and know what you realistically can hope for when you make them happen for you.
- Graduating: Save for retirement! Just coming to MHC from a different climate: Get advice on how to dress for the cold!
- Get the best graduate education for the cost you can afford. Be around people you can learn from, as well as people who believe in you, respect you, and want the best for you.
- Don't be afraid to take risks. Don't be afraid to ask for help. There are people around who will help if you ask for it.
- I would probably tell them to be bold and believe in their potential; not to fear taking chances and to access any experiences they can.
- Take time to explore options that interest you; don't feel the need to settle on a lifetime career at age 21; travel!
- Find your passion not just a job.
- I would keep my mouth closed and ask them for advice.
- Be flexible. Don't try to map out your life in detail, but look for open doors. Don't stay in a toxic work environment. Take time to travel internationally. Nurture friendships, but drop those that are locked in negative energy. Never feel inferior to a man. Take time for self-care.
- Life is a train, get on board! Khaled Hosseini, writer
- Be open to new experiences and keep all options open as possible career paths. Take courses in fields about which you know very little.
- To think big about their futures and to take risks to achieve goals.
- Save money and pray. I am very worried about what we are leaving our children and grandchildren.
- Stay open to opportunities you didn't know would interest you. Practice applying what you have learned to different challenges. Follow your heart.
- Go for it. Take chances. Travel. Be open to the possibilities. Keep a journal.
- You will ultimately find your way to a rewarding life, so try to enjoy yourself a bit while working hard to figure it out. I think the 20s are a very tough decade, but filled with infinite possibilities.
- Don't marry right out of college. Don't let your husband's choices determine yours all the time.
- Find something you passionate about and pursue it.
- Keep learning.

Q13. What advice would you give to a young person graduating from college now? (continued)

- These are tough times- but I do believe that MHC prepares women to feel that they can accomplish whatever career goals they want to pursue.
- Roll with the punches, and stay in the ring.
- This is a very tough time to graduate - try to pursue what you love, don't worry about making the wrong choices, develop and maintain strong friendships, they will get you through the tough times.
- Dare to dream. And then....follow those dreams.
- Pay attention to how you can help make this challenging world a better place. It sounds like such a cliché, but we really need this next generation to understand what service means.
- Follow your Bliss and what draws you. Go as Deely into yourself as you can and accept that 'bliss' when you see it.
- wow, I wish I knew
- The joy of learning lasts your whole life
- Keep options open, be adevnturous
- Know yourself. Work at a job you love and/or enjoy a passion you love. Don't fear change.
- don't go into debt
- Open up your mind to a variety of experiences! Don't worry if you're not sure where you will end up.
- The experience you had in college makes you a stronger job candidate than you realize. Go into every interview confident, even doing things you haven't done before because you learned how to think, how to figure things out during your time at MHC and can put that invaluable skill to work in the professional world.
- Get the credentials you need, retrain if you don't like your job, live within your means, be careful who you marry, spend time with people who make you laugh, get help when you need it, ask a good reference librarian!
- On the personal side, stay in close touch with friends; they can be your touchstones through the years. Professionally, forget "deciding on a career" and instead, find the skills you enjoy and want to develop, and follow them into income-earning and soul-satisfying activities.
- Look for career and life opportunities with people who are genuinely interested in your success and happiness.
- Trust yourself. Don't be influenced by social media
- Go with your passions. Don't worry about what you are supposed to do. Be grateful that so many more options are available to women today.
- Follow your instincts and not those of others
- Be clear about what is important to you and who you are at your core and use that as your guide in life.
- be open to the world around you try not to judge too harshly life is long and we will follow many paths
- Be a lifelong reader.
- Pay attention to what is there and go for any classes that interest you
- Try to think on your own and trust, but verify facts.
- I advise a new graduate to look for networking opportunities in her community. Examples are women's service organizations, such as Zonta or Junior League, and support groups for local libraries, museums, or women's shelters.
- Follow your passion. Do not follow the money. Both would be good, but if you only get one, choose passion.
- See if you can combine what you love with some practical skills. If you want to do anthropology, do it in an applied setting. Don't expect to end up in a university.
- Keep on learning.
- Start in a field in which you believe you have an interest. But don't be afraid to change you field, your work, over the years.
- Focus on your physical, mental and spiritual health, and give back to others in whatever way you can over time. Don't give up on pursuing interesting and satisfying work that will pay you a decent living.

Q13. What advice would you give to a young person graduating from college now? (continued)

- If you have not already found your "passion", explore many different experiences (and don't be afraid to fail as you explore) until you find what inspires your creativity and gives meaning and purpose to your life. Most of all, do what you want to do, not what peers/relatives/society expect you to do.
- Give yourself some time to figure out the next step in your life. It's likely you will need some post-graduate education. Try moving to another part of the country and broadening your horizons.
- make the most of it! Your parameters will probably get tighter as time goes by.
- Figure out what you enjoy most in life and find a career that allows you to pursue it.
- I would encourage them to develop tangible skills by taking courses that would prepare them for a good paying job. If they struggled to keep searching for a good position, as I did in 1971. I would encourage them to be tenacious, thorough and motivated to find a position where they would be an asset. I would also encourage them to find a faith community that would encourage them to be the best person God created them to be.
- Follow your heart and don't be afraid to take a step in a direction that calls to you. You need not know where that step will lead you in the long run. Just take it, with an open heart and open mind.
- Think about what you want/need to get out of your education -- where will it take you in the future? Get the most out of the variety of classes so you can find your direction.
- The world is very different these days and I think the current graduates know much more "advice" of value than I could ever tell them
- Not sure. It would depend on the person.
- Expect change. Don't hesitate to change course.
- Life is long. You are not defined by the person graduating college. It's a long and windy road. You have many options you are not yet even aware of.
- Be assertive
- Be true to yourself, but be open to and curious about the perspectives of others. Use a balance of logical thinking and passion in your advocacy for yourself and your beliefs/perspectives.
- Go for it
- Be open to change. Your first job will , in all likelihood, not be your last. Look for work/life balance.
- Be careful to listen to your heart and your mind and let your professors and your friendships temper the paths you undertake.
- Find out who you really are and be true to that.
- Develop and maintain outside interests, whether proficiency on a musical instrument, singing in a choir or playing a sport. I've come to realize how critical those interests and civic commitments are to creating a purposeful life after the end of a career. Many of us will be retired for almost half as long as we were in the workplace or raising families.
- Follow your heart and soul. Take risks: "Twenty years from now you will be more disappointed by things you didn't do/ chances you didn't take than by the things you did. So sail away from the safe harbor..... Mark Twain also said in life, never regret anything that makes you laugh.
- I would suggest majoring in what you enjoy and are good at.
- The times are so different right now that I don't know that I am qualified to give advice other than to remain true to their goals and their beliefs and standards.
- Surround yourself with people you can trust who have faith in you.
- Stay in touch with your college friends. You shared a special part of your lives.
- don't rush through life, enjoy the moment
- If you don't yet know what you want to do, don't worry - try different things and never turn down an opportunity to expand your horizons or take on difficult tasks. You'll be surprised at what you are able to do!
- Pay yourself first, no matter how much you make, by putting aside some money every paycheck for retirement. Those who understand compound interest earn it; those who don't pay it. When you've accumulated enough, you can invest in retirement accounts, especially those where your employer contributes. Your retired self will be most grateful!

Q13. What advice would you give to a young person graduating from college now? (continued)

- Wow! What a different world they are entering. I guess - be open to new opportunities that will expand your skills, exposure and experience. You have a long runway ahead of you.
- Try new things outside the sphere of your academic training. Work in a field that you are passionate about.
- Be unafraid to pursue your goals.
- Don't worry about the next few years as far as career is concerned. Do what you can to experiment in various areas.
- Be open and flexible about the direction you will take; don't rule anything out
- Follow your interests and dreams. Don't choose a path just because it is sensible or safe. And don't be afraid to change course - life can go in many directions and have many different, rewarding phases.
- I've spent my career doing this so it seems like a really broad issue to me. I guess it would be to follow your passions and not care so much about how much money you make or how much status the job has though recognizing that needing health care and rent and paying back student loans are realities. I would encourage students to explore and travel if they can and after a few years and some work experience think about going to grad school.
- Recognize that life is a pilgrimage and the key is to continue on that pilgrimage to your last breath. Trying to rush to get further along more quickly will only create frustration.
- Be open to possibilities! It is often our own expectations that limit us. Be honest about what you can accomplish with the resources with which you are provided.
- Pursue your academic goals and don't let your personal life dictate which path you take. I gave up medicine and got married early, which in retrospect was not a good decision.
- I doubt any of them would listen to me - I am not in the least bit "woke"
- Believe in yourself and your abilities. Try not to be distracted by another's agenda. Be true to who you are. Most importantly, face your fear and then walk through it.
- Try to do something that you LOVE. If not for work, then on the side. Do something creative
- Don't stress too much. One thing leads to the next and in retrospect it all makes sense.
- Look for an entry level position in something that interests you or you think might be of social worth or is in a part of the world where you would like to live. You really only have the freedom to do that when you are starting out. If your first job pays you top dollar, you may never have the chance to experience work that will be rewarding or acquire skills you can rely on for your entire career.
- Stay flexible.
- Go for it! Do not let anyone discourage your dreams
- In the later portion of my career, I served as an Assistant Provost and Dean and consistently emphasized the importance for students to gain experiential learning and actually designed several curricula in this regard when at Washington College in Chestertown, MD.
- Take advantage of your analytical, research, and cross-cultural skills. Keep up foreign languages. Don't be afraid to apply for any job.
- Pay attention to your dreams. With hard work, you will fulfill them!
- Question the choices you make: are my choices aligned with my spirit and will these choices lead to a better society? Can I go forward not knowing all the answers and be willing to explore?
- Find a career you can't live without.
- If you have some adventures in you and can afford them, this is a good time to do them, pre-mortgage, career, and family. "Go as far as you can see. When you get there, you can see farther."
- Seek to do what you love, what makes you swell with a sense of personal fulfillment, not necessarily that in which you excel.
- Enjoy all you can; find something that engages you
- Don't let your education get in the way of your success. Find what you're passionate about and pursue that.
- Learn at least some software skills; no matter what you otherwise aspire to, you can always support yourself that way and support can often equal independence to do the things you really want to do at that time or later.