

Janet Coleman Kimbrough

A descendant of the prominent Tucker family, Dr. Kimbrough continued the family association with the College of William and Mary when she entered in 1918 in the first class of women. After graduation in 1921 she went to medical school, returning to Williamsburg as an active member of the community and supporter of the college. This interview, a fascinating commentary on the town, the college, and the place of women the first quarter of the twentieth century, was recorded at the Tucker House in Williamsburg. Dr. Kimbrough read and approved the verbatim transcript.

INDEX SHEET

Interviewee Janet Coleman Kimbrough
Date of interview June 2, 1975
Place Tucker - Coleman House, Williamsburg
Interviewer Emily Williams
Session number 1
Length of tape 90 mins.

Contents:	Approximate time:
father as student in 1880s and 1890s	5 mins.
Seven Wise Men, Col. Ewell	10 mins.
social life in town in early 1900s, relationship b/t town and college.	11 mins.
W&M under state support, as teacher training institution - public education in early 1900s	5 mins.
coeducation at W&M	2 mins.
own entrance	5 mins.
reception of women	7 mins.
women's attitude, new clubs	
World War I at W&M	6 mins.
S.A.T. C.	
effects of war, coeducation	6 mins.
course of study, preparation to enter	10 mins.
rules, dormitory life	12 mins.
athletics	7 mins.
place of fraternities and societies	5 mins.

Janet Coleman Kimbrough

June 2, 1975

Williams: Your father, George P. Coleman, had been a student under Benjamin Ewell, and you were talking the other day about ~~the~~
→ the informality of it.

Kimbrough: Yes. He actually was being tutored by Ewell ^{rather} ~~more~~ than being a college student because he was younger than the age for college students, ~~but~~ at that time ~~there~~ practically wasn't any college. Ewell just took anybody who needed to be tutored. ~~My~~ father went up and was tutored in mathematics, I think he said, and he described sitting up there and talking with Colonel Ewell, ~~I~~ I don't know whether this should be perpetuated or not, ~~but~~ but he said that Colonel Ewell wasn't always at his best in the early morning, that he very often had a hangover, and he'd have some ice out of the ice house in a bucket and a cloth lying on top of the ice, and at intervals he'd change it and put it on his forehead and go on with his teaching. I've seen times, though, when it was so hot up there ~~that~~ ^{that} in some of the rooms, you'd have been glad to have the ice without the hangover anyways. But he ^[Mr. Coleman] really didn't have much experience as a college student under Ewell because father didn't officially go to college until the college was reformed or ~~whatever you call it~~ a little bit later.

Williams: This period you're talking about was in that time when Ewell would come in and ring the bell back in the 1880^s?

Kimbrough: Yes. Ewell was just sort of keeping things alive ^{That} ~~was~~ really _{on} all you could say he was doing. He wasn't really running the college.

Williams: ~~I had wondered what force~~ ~~you~~ never knew Colonel Ewell?

Kimbrough: Oh, no, ~~he~~ would have been dead long before my time. I just remember hearing father speak of old "Buck" Ewell. He really saw more of Ewell when his father ^{my grand father} was making rounds. His father was a physician, ~~and~~ he'd be out in the buggy, and ~~he~~ ^{Father} always said he hated to see Colonel Ewell ^{'s} buggy approaching because he knew then that they would sit and talk and talk and talk and talk. But I don't know that father paid a great deal of attention to that ~~he~~ was just a little boy at the time, ^{they} they were probably talking about politics and finances and so forth, which didn't interest father at that time.

Williams: Were there many boys from town who went and were tutored ~~up~~ [?] ~~at~~ --

Kimbrough: I don't think there were many, but there were others, ~~and I don't~~ ~~know whether there were~~ ~~←~~ I don't remember father referring to any particular person who went, but I don't think father was the only one by any means.

Williams: And Colonel Ewell was the faculty -- completely?

Kimbrough: Yes. He was the college.

Williams: He was the college in that short period. Then when the college was ~~re~~opened, a small number of very remarkable men, it seems, began instruction at the college.

Kimbrough: Well, of course, ~~it~~ ^{there} was tremendous unemployment in the south,

and so you could almost have your pick of people if you had any job that was going to pay a regular salary you could find all the leading scholars in that field ⁱⁿ ~~as far as~~ the South who ~~went~~ were more than delighted to get a job. So that Dr. Tyler came and with him the other six, ^{seven} actually that they had. ~~And~~ several of them were very outstanding teachers. I knew all but ~~I think~~ one of the "seven wise men" but not most of them as teachers, of course. When I was a little girl in town they were still around, although most of them were not teaching.

Williams: There aren't all that many people that I know who did know them personally.

Kimbrough: Dr. Tyler was one of them. He was still president of [#]William and Mary my first year here, so of course, I knew him both before I went to college and afterwards. ~~And~~ Dr. Garrett was still teaching when I went to college, and Dr. Hall was one of the "wise men." He was still teaching; he taught ^{both} my father and ~~he taught~~ me. Stubbs was one of them, but he was not teaching by the time I came along, I just remember what he looked like. I think I'd seen him in church and things like that, but I think he was dead by the time I ^{was} ~~had~~ grown. Who were the others?

Williams: There was Dr. Wharton.

Kimbrough: Dr. Wharton ~~-- I don't think --~~ I think he's the one I don't really remember ever seeing ~~and there was~~

Williams: There was Mr. Bird.

Kimbrough: Yes. He was still in town, but he was not at the college when I remember him. He went into business ^{they} ~~and~~ tried a knitting mill here in town. I remember the knitting mill quite well ~~and~~ the whistle blew at noon and at ~~five o'clock~~ ^{5:00}. It was just back here -- not very far behind the house, back here close to the railroad tracks. Mr. Bird, ^{was} I think, ~~he~~ financed that. I don't remember him as a college professor. ~~Who else?~~

~~Williams: I can't ^{think of} get the last one.~~

Kimbrough: I think I remember seeing all of them except for Dr. Wharton, but the ones I ^{was} remember being taught by ^{who} were still at William and Mary ^{were} ~~that was~~ Dr. Tyler and Dr. Garrett and Dr. Hall. Father had gone under those same people, so we used to exchange little jokes about that. Father was failed in English by Dr. Hall, and I passed ~~in~~ English under Dr. Hall. So we always had a little exchange on that.

Williams: I understand that Dr. Hall was a very stern taskmaster.

Kimbrough: He was quite a scholar himself, but he was ^a rather ^{eratic} sort of ~~taskmaster~~ taskmaster. He was sometimes very hard and other times would pass it off very quickly, ~~pay~~ very little attention to some mistake or something that you'd made; it all depended on his mood ^{at the time}. He was very much inclined to entertain the class by holding you up to ridicule, and I think the students were more afraid of his ridicule than anything else ^{but} when it came to grading papers, what they always said was that he stood at the top of the stairs and threw the whole batch downstairs,

and those that got to the bottom passed.

Williams: So yours must have gotten there.

Kimbrough: Mine evidently got to the bottom and father's didn't. ~~But~~ Dr. Garrett I enjoyed very much as a teacher. He was an extremely courteous, gentle, elderly man when I knew him and ^[he] was teaching chemistry. He was a physician, but at the time he began teaching chemistry, the chemistry that a student learned to be a physician was about all the chemistry there was anyway, ~~and~~ so he was thought more than qualified to teach. By the time I left, he was teaching only the simpler courses, and they had Dr. Robb ~~had come in~~ to teach organic chemistry, ~~but~~ Dr. Garrett was thoroughly interested in chemistry and he managed to make it ^{very} interesting to me. It was the first science I'd ever had, and I was just fascinated by it. He took a lot of trouble answering questions and things like that. He was really a lovely old man, ^{with} a most beautiful, courteous manners -- very old-fashioned. And he lived right next door to us, so I knew him better than any of the others. I played with his children and knew them very well.

Williams: What of Dr. Tyler? [?] ~~What~~ would have imbued him with this vision of the ~~re~~birth of William and Mary? [#] When he took over, it was a struggling school.

Kimbrough: I think he was teaching somewhere else, and I think he felt that it was ^a wonderful opportunity to become a college president. ~~↪~~ he was quite young -- and I also think that finances -- ~~≡~~ he felt that this was an advance, that he'd have a regular

salary that would be a little more than what he was making before. But he was very much a scholar. My mother used to say of him that he thoroughly enjoyed being a college president, and he thoroughly enjoyed William and Mary, but the students ~~he felt~~ were rather a nuisance. The college and the history and the research that he could do fascinated him much more than the actual individual students, especially when they did the things that students will do. They were just an irritant as far as he was concerned; they were getting in the way of ~~doing~~ the serious business of historical research at William and Mary.

Williams: Was he a disciplinarian in any way then ?

Kimbrough: I don't think so particularly. It was just that he was sort of bored. He wanted to turn his back on them to get them out of the way. I never heard him discussed as a very severe disciplinarian at all, and I never saw anything to indicate it. He ~~was~~ pretty much would let things go and concentrate on the important things of life, which were the history and the research that could be done and saving the old papers and information ^{from} getting lost. A project like this ^[oral history] would have interested him very much.

Williams: He and his family moved into the president's house, did they?

Kimbrough: Yes.

Williams: Which had been vacant under Colonel Ewell?

Kimbrough: I think so. I don't know exactly. Colonel Ewell lived further out in the country, but I have a feeling he used the President's

House. I have a feeling that he was doing some of his tutoring and so forth there, but ~~it may not have been~~, it may have been in the main building -- I hadn't really thought of that. My grandmother had a little run-in with him (which I think ^{is} that's in Parke Rouse's book) ~~---~~ about the cookstove. My grandmother was tremendously interested in restoring and saving the old things, ~~and~~ ~~this was Colonel Ewell I'm speaking of~~ and so was Colonel Ewell, but some of her friends worked out an idea. They would have a sort of antiques exhibit up at the main building, and everybody was going to lend their prize antique ~~and~~ they would charge admission and they hoped to get people from out of ~~down and away~~ ^t to come ~~and~~ the people would naturally come in the morning, (on the train, of course), and spend the day and go home in the evening ~~and~~ there had to be some way of providing them a lunch, so she set up a committee and they decided on what food they wanted to have ~~and~~ then they told Colonel Ewell they [#] wanted to put up a cookstove in one of the rooms at the main building, and he drew the line at that. He would have nothing to do with it. He and grandmother had some very sharp words on the subject, ^{but he won out.} He said a cookstove didn't belong in the main building, and if they were serving lunch, it'd have to be a cold lunch.

Williams: When the Tylers, ~~then~~ lived in the President's House, was there social activity emanating from the President's House under them?

Kimbrough: Very much so by the time I came along, ^{I'm sure} and [^] right from the beginning.

Dr. Tyler's wife was a Tucker ^(Annie Tucker) and ~~a T~~ and a cousin of our families, and she was an extremely friendly, social person and ~~it~~ ^{it} was just the center of everything when I was a child and I'm sure ^{that} ~~it~~ began quite early. Of course ~~at~~ at the time she arrived here she must have been very young, and I think she had -- I don't think she had all three of the children, I think she had one ^{at} least and maybe two of them, but I think at least one of them was born here, so she must have been pretty busy with the babies and so forth. Knowing Cousin Annie, I'm sure there was social activity the minute she arrived of one sort or another, ^{because she was} very friendly and very fond of people; everybody loved her. She was just a delightful person.

Williams: This would have taken the form of maybe teas or receptions at the President's House?

Kimbrough: Receptions or teas or suppers or ~~of course~~ ^{having} people stay at the President's House very often ~~because there was very little~~ ^{if} if you had a guest at the college, they had to come by train, and if they were going to do anything that evening then they would be there until the next morning. Although there were hotel accommodations it was not considered really properly friendly to send anyone to a hotel. If possible, you kept them in your own house, and so I'm sure they did a great deal of entertaining. Later on, she played a great deal of bridge, but I don't think she began that at the beginning of her ^{Presidency} ~~life~~ I don't remember exactly when bridge became popular, but by the time I was a little

girl, she and Dr. Hall's wife, Mrs. Hall, had bridge parties and teas and things together quite often both there and at the Hall's home, too.

Williams: You had spoken the other day of the close identification between the town and the college and how there was no differentiation that the college depended on the town for its social life as you were growing up.

Kimbrough: Yes, very much so. And the town depended on the college for its social life, too. The big events of the year were connected with the college: ~~the~~ the dances, the "Germans," the Phi Beta Kappa meeting ~~(it was a national meeting once a year)~~ and the commencement exercises, graduation, plays acted by the students, and so forth. ~~That was~~ ~~the~~ the town just centered around the college ~~and~~ ~~as~~ there were no girls as students, ^[for] anything that was done in the way of acting or anything [^] they used the girls in the town as the actresses. If there was any singing [^] they depended on girls' voices from the town ~~and so on~~. The town, of course, was very small then, and the only way to get anywhere was by horse and buggy or train, so you didn't have travel ^{ers} from long distances unless they formally came by train; people would come short distances by carriage. It was a very pleasant existence.

Williams: ^{The} In [^] people in town, I think you said, literally opened their homes to ^{the} ~~those~~ men students.

Kimbrough: Oh, yes. A great many of the students lived out in town ~~rather than~~ they had one or two dormitories, but those who could ~~make~~ made arrangements out in town to stay ~~and~~ ~~we~~ had at that time ~~a~~ a little building in the yard which was called "the office"

~~(it had been my great-grandfather's I guess, it was law~~

office) and we rented that to a student as much as anything else to have somebody else there. My father was a civil engineer, and he was away a great deal, and so we had a young man in "the office" for two or three years and a lot of people out in town had them in the house and quite a number of them gave them some of their meals, and whenever there was a "German" up at the college, students had to visit around in town and find someone who would take their girl in for the night because of course, as I said, there wasn't any question of leaving after the dance was over; there was no way to leave. and ~~so~~ if any girls came from any distance, they had to find rooms for them in town. Of course, a great many of the girls who went to the dances were town girls, but there were a limited number of town girls available, and so they very often invited their girls from a distance, and ~~she~~ ^{they} would come down for three or four days. We had guests here at the house several times who were here for the "Germans." I was just a little girl at the time, and it was very exciting to watch everything they did and everything they wore, and we discussed it at great lengths. You'd go up to the college -- and it looked very, very beautiful to me to go up at night, and they had Japanese lanterns from the main entrance of the college all up to the Wren Building on both sides, and that looked very beautiful, very gay. I don't know what happened when it rained! The dances were ~~by~~ by the time I remembered them ~~→~~ [#] were usually held in the gymnasium which, of course, is

gone now. I remember some things being held in the new library. The new library is now incorporated into the law library. ^{of} Course, it's long ceased to be a new library but at that time it was new ~~and~~ ^{it} had a very good floor, but as I remember, the people in charge of the library weren't too happy about turning it over and having to move every-thing around to make it a place for a dance. But ⁱⁿ the gym, of course, the floor was all ready cleared for basket-ball and so forth.

Williams: Would a live band be brought in or were records played? How would the music be provided?

Kimbrough: That's funny. I don't remember much about those. It was a live band; it was certainly not records. We didn't have any loud speakers, there was no way to do it, but just what sort of a band it was -- I have a feeling it was probably collected from around here. I don't think it came from a distance. Now Cara Dillard and Carrie Cole Lane Geddy Stevenson can tell you more about that than I could because, of course, I didn't go to those dances until I was in school, and I chiefly remember when I was in school dancing to a piano, but the formal dances must have had more -- we didn't call them a combo or anything, but they had ~~several pieces~~, several different instruments. But Cara was sort of the center of it always. I don't know whether the students themselves -- ~~made~~ some of them may have played. ^{or Cara} Carrie Cole could tell you more about it ~~or Cara~~.

Williams: For a goodly number of years, your father was on the Board of Visitors at the college under both ~~under~~ Dr. Tyler and in the early years of Dr. Chandler. How did he feel personally about the state's coming in and giving more support to the college? Did he think this was a good thing?

Kimbrough: I think that was before his time that the state came in. I think when the school was re^organized that the state put some money up for teacher training and that was when the state became a major contributor to the college. By the time father came, I think it was just accepted that this was a state college. ~~It had been~~ I don't know exactly how it had been supported, maybe just by student tuitions and so forth and what little endowment they'd been able to save between the Revolution and the Civil War. I don't know exactly how it was financed then, but after the Civil War I think the first financing which was really done on an efficient scale was when they made it a teachers' school. Of course, the public school system in Virginia was very uncertain and poor up until the ^{1890s} ~~nineties~~ and 1900. It was really just beginning to get going. Even when I was a child the majority of the school systems throughout the state did not have more really than ^a grammar school education, and that was why they had to have the so-called academy here. ~~It took~~ the high school courses were given there. Of course, some of the bigger centers went further than ^a grammar school, but a lot of them felt they ~~to~~ did very well if they

got them through the sixth or seventh grade.

Williams: What about here in Williamsburg? What was your education like before you went to college?

Kimbrough: I was taught at home. I was the only person I ever knew who took entrance examinations to William and Mary because I had no high school certificate or public school or any other sort of schooling. My mother had been taught at home herself, and she was a great believer in that sort of teaching ~~and~~ she taught us and had a young lady from here in Williamsburg ~~who came in and~~ (I guess you'd call her a governess) ~~who~~ came in for about two hours a day and taught us ^{then} ~~and~~ as I got older I ~~took~~ one of the college professor's ^{wife} taught me for a couple of years, and one of the young instructors up at William and Mary who was teaching in the academy would come down two nights a week and tutor me in Latin and algebra ^{so} ~~that~~ when I was ready to go to college I had to take entrance exams. As I say, I never knew anybody else who took entrance exams for William and Mary.

Williams: When you were ready to go to college then, ~~that year~~ was when William and Mary became a coeducational institution?

Kimbrough: Yes. My father had expected to send me to Hollins, and for the last couple of years before I went to William and Mary, I had been following a course of study more or less suggested by Hollins ~~and~~ then when the college became coeducational ~~then~~ that seemed to ^{father} the opportunity to send me here. You see, he had no sons, and he was particularly interested in the college,

so this seemed to him as if it worked out just right.

Williams: Were you glad to be one of the first women to go to the college, or was your choice part of this?

Kimbrough: Well, I had no choice in the matter, [#] as I remember, at all. I was very much interested in the idea, but I really didn't have any opinion. Nobody asked my opinion, and I don't remember feeling either that William and Mary should become coeducational or it shouldn't ¹ or anything else. I was just an onlooker until I became a student.

Williams: In the Flat Hats that spring before you and a small group of women arrived, the Flat Hat was not exactly taken with the idea that there were going to be women students ^o among their ~~number~~ ⁷. When you arrived as a student, ¹ did you find any resentment on the part of the men students?

Kimbrough: Comparatively little. There was a certain resentment among the alumni and there were a lot of the students -- it would not have been fashionable for them to say that they approved of coeducation, but they weren't at all unfriendly to the girls ^o but it was fashionable ^{to feel} ¹ that this was a man's world and that William and Mary was a man's college, and they were possibly a little condescending in their attitude toward us, but as I remember, the students who were actually in college were very friendly. As I told you the other day, the war ¹ was ^[World War I] on, and everyone was thinking of the war so much more than they were of women's rights and coeducation that we didn't run into -- I don't remember any unpleasant attitude on the

part of the men in general. I'm sure you read this little write-up they had this year -- "the petticoat invasion" or something like that -- ~~and~~ the only thing I really remember there was this one preministerial student who was very much opposed -- I don't exactly remember why -- a young man named Wicker. He went on and studied for the ministry; I don't know what his attitude in later life was, but at that time he felt that this was just all wrong. He felt quite intense on the subject that women should not go to William and Mary. And at that time they had two literary societies and debates were the big thing; just about every month they had a debate in one of the literary societies -- ~~and~~ they decided to have a debate pro and con ^[on] coeducation. And someone I think with a strong sense of humor put Mr. Wicker on to support coeducation. They just put him on that side, ~~and then they invited we weren't admitted to the debate societies.~~ The two literary societies didn't have any women as members but we were invited to that particular meeting. I didn't go; I wish I had. But a number of them went, and Mr. Wicker when it came his turn to give his section of the debate in favor of coeducation, stood up and said, "as there was nothing to be said in favor of coeducation he would have to explain why he couldn't support it," and he launched into a very violent attack on coeducation, and some of the girls were rather upset by it, others were very much amused, and the student body in general had a grand time. They just thought it was a grand, big joke, but

there were a few of the girls who felt quite upset and embarrassed about having gone ^a ~~and everything else~~. This was just the age when the flapper was appearing, and he drew a terrible picture of the awful flapper and the awful influence she was on the male students and how her short dresses were disrupting the morals of the world and that the students weren't able to keep their mind ^{son} on their studies because of the horrible women who were parading around in these short skirts. And the skirts actually -- they wore high shoes at the time and the skirts were actually an inch or two above the top of the high shoes, which was ~~just~~ ^{just} supposed to be terrible. ^[the debate] It was a very exciting event, but that is really the only incident I remember. There were a lot of students whose individual opinion was that women didn't belong in college, that they didn't need higher education, that this was sort of ridiculous -- but they didn't carry it over to being unfriendly at all. They dated the girls if they liked the girls and they didn't date them if they didn't and that was it.

Williams: I think maybe from the context of today ~~maybe~~ we would expect ^{you to feel} as you ⁺ marched up the street to the college that you were striking a blow for women's rights in some way, ^{but} ~~would~~ you say it wasn't that way at all?

Kimbrough: No, I don't think we felt that way. I think some of the women's suffrage people felt that ~~we~~ ^{we} were always being lectured to and told that we were "pioneers" -- we got very tired of the word -- and

that we must set wonderful examples for those to follow and build up the beautiful tradition of the betterment of women and the strength of women in the world and so on, but I don't remember that the students ~~the~~ (the twenty girls who were going into college) ~~were~~ were particularly interested in pioneering for women's rights or pioneering for anything else.

Williams: These ~~women~~ wouldn't ^{be} teachers at the college that were doing this ~~(telling you were such pioneers)~~ just people in town maybe?

Kimbrough: No. Anybody who made an address to the women up at the college, ~~and~~ and someone was always addressing us. ~~we~~ we would have ^{chapel} the ~~chaplain~~ in the morning, and if there was any speaker that came to William and Mary or ~~anything~~, he always seemed to launch out a little on the "pioneering" young women. But of course we had to start a number of things, ~~and when we~~ they had, at that time, a great deal of discussion always the first year at William and Mary, ~~emphasis~~ on the honor system, and when they spoke to the women about the honor system they would tell us we were pioneers. When we formed our own little self-government organization and someone would come and address us and explain the outlines of self-government, ~~and~~ they would tell us we were pioneers. We formed a Y.W.C.A., ~~and~~ and someone from away would come and talk to us about the Y.W.C.A. and tell us we were pioneers. We just got it coming and going.

Williams: Did the women stick together -- these first twenty or so?

Kimbrough: More or less. We weren't conscious of being a segregated group

or anything at all but of course, the women's dormitory was where even the town students hung out, ~~entirely there~~ and any organization or anything was formed was always at the dormitory ~~and~~ ^{we} were tremendously interested in each other. There were about six or seven town students and twelve or fourteen dormitory students, and the dormitory students interested us very much ~~and~~ ^{we} spent a great deal of time discussing clothes and manners and what everybody was doing and whether to use lipstick or not and whether a girl ^{who} could kiss [#] a boy was fast and so forth.

Williams: Now the girls that lived in the dorm lived up at Tyler Annex?

Kimbrough: No, Tyler Hall. Tyler Annex was later. Tyler Hall was the new dormitory which had been built for men, and the men had only been in it for a couple of years or so. They took them out and put the girls in there and that didn't particularly please the men, but I don't think that had anything ^{to do} with coeducation that was just that their good quarters were taken away from them. It was not only that their good rooms were taken away, but the girls that first year were such a small number that they didn't fill the building at all. Now by the second year they did. There were about twenty girls the first year, of whom six or seven were town students, and there were sixty came in the next year, and then there were a hundred or so the year after, so it practically doubled every year there for a little while -- both the girls and the men, of course, because the men coming back from the war came in. [#] The first

year we were there ~~the~~ everything was attuned to the war. A good many of the students were not paying their own tuition; ~~they were~~ ^{it was} being paid for by the government. They had what they called the Student Army Training Corps (SATC) ~~and we had a~~ Captain Van Deusen (I think his name was) and two lieutenants who were in the army ~~and they~~ were stationed here in charge of the SATC ~~and~~ when the war ended in November, of course, the need for this SATC ceased, and so from Christmas on there was no more SATC ~~and~~ the result was that the number of men at college dropped way down right after the ^[term] ~~we~~ had a term that ended at Christmas -- I don't think it ordinarily had, I think it had been on a semester term before, ~~but~~ because of the war they ended one term at Christmas, and then there was a second term that ran until about March and then a third term). So we had three terms, then, the first year ^[I was here], and the second term the population at the college dropped down I think ~~under~~ under a hundred (and I think that was including the girls). The twenty girls, of course, were there for the whole year, but all this SATC unit was ~~pulled~~ [#] pulled out, ~~and~~ some of them came back later but they had to go home and refinance their education after the SATC was disbanded.

~~(Discussion about Kent.)~~

We had bugles blown at the end of each class period, and the members of the SATC had to get up and march out of class and march to wherever they were disbanded and then reformed to march into the next class and so on.

Williams: Did they take classes with the students?

Kimbrough: Yes. There wasn't much feeling about the girls because there was so much feeling about the military at that time. [#] The bugles were not completely in tune with the college bell, and the professors for the most part ignored the bugles and went by the bell, and if the bell rang a little early, that was all right, but if the bell was a little later than the bugle, that was very upsetting because the army people were furious if the students didn't get right up with the bugle and march out, and the professors were very much upset if they did. There ^{was} ~~were~~ a small group who were here paying their own way ~~and the SATC -- I think you had~~ ~~to be eighteen to be in that -- so~~ the college students who were seventeen or ^{who were} physically unfit or something like that made up the students who were not in the SATC, and they were irritated by the military, and they weren't going to be very polite to them, and they refused to stand aside and let them march in first and things like that, ~~and~~ the three young officers who were here felt they had to enforce their regulations ^[Y.O.] ~~and~~ Mr. ^{Kent} could probably tell you more about it than I could. I remember one incident ~~--~~ at that time Brafferton was being used as a dormitory, and somebody leaned out of an upper floor as these three young officers were marching by and ~~poured~~ dumped something down on the top of them, which made them perfectly furious. ~~And~~ they took a small group of their SATC under orders and went

in and searched the dormitory and arrested the young man they felt had done the thing. ~~of~~ of course, it was poorly managed, ^{re} they should have had better cooperation, but they didn't appeal to the college authorities at all.

They just marched the young man down to the train and put him on the train and sent him away. ^{In the meantime} and the faculty had gotten together and had a faculty meeting, and they rushed down to the ^{train station;} college ^{of the car} the military put him on one end and the faculty took him off the other end. I don't know what was the final outcome, and I don't know any of the details, but I remember that everybody was having a beautiful time watching that. But ask Mr. ^{Kent} ~~Kent~~ about it, he probably was much more in on the story than I was.

Williams: This, then, sounds as though 1918, with this SATC coming in and women coming in, ^{it} must have been a real change in the life that had been known at the college.

Kimbrough: Well, everything was so changed at the time. We had daylight ^{[time]; of [it]} savings ~~course~~ we'd never had before. Automobile traffic was just really getting under way, and the army stimulated that tremendously, ~~and~~ there were these military trucks ~~continuously~~ ^{continually} coming through town carrying loads of military material ^s down to the ports and the army camps here, ~~and~~ they tore up the road. We had no paved roads, you see, and ~~they tore up~~ and we had two very bad winters, and they tore up the roads terribly and turned them into just almost an impossible morass ~~all~~ up the -- especially the eastern end of Duke of Gloucester

Street, ~~so~~ you really couldn't get across it. You had to walk sometimes three or four blocks up the street before you could ^{go} from one side to another because of this deep mud. I remember stepping in and losing my shoe in it ~~so~~ there was no hope of finding it, it was way down in the mud. To complicate matters still further, the town decided to put in water and sewage -- or had decided just ~~to~~ ahead of all this -- and they dug the street up to put in sewer pipes, and that made it that much worse. They began the thing thinking they were going to be able to finish it quickly and then because of the shortage of materials and shortage of labor and so forth, ^{it} it didn't get finished as quickly as they thought ~~and~~ the result was that the streets were terribly torn up ~~and~~ of course, the fact that almost every family had some member involved in the armed forces -- there was just so much change at that time that coeducation was a minor matter. ^{Girls' skirts were going up;} Of course, the flapper and jazz and the type of dancing -- everything was "upsetting the morals and the morality of the young people," and we were coming in for a great deal of criticism. Just everything was changing ~~but~~ the coeducation was just one small item, really. ~~Girls' skirts were going up~~

Williams: I think you had said the other day that having women in the college changed somewhat the situation of the other girls in town who did not go to the college.

Kimbrough: Yes. They were ~~very critical at first of the~~ very much in-

terested in, but very critical of ~~the~~ the coeds and inclined to think they were an unattractive group of girls. Of course, as a group they were not ~~well~~ well, they were neither particularly attractive nor unattractive; they were just ^{an assortment} ~~the sort~~ of girls who wanted to go to college. But the town girls were undergoing all sorts of changes, too, because up until then there had been very little work of any sort for women. There were a few secretarial jobs in town for women. There would be a secretary up at the college, maybe. ~~And~~ suddenly there were all sorts of other things opening up. There was a big munitions plant, and a great many of the women in town were encouraged to take part in that. (It wasn't right in town; it was down ^{here at} ~~near~~ Penniman.) There had been women teachers in the public schools -- that was just about all. And then suddenly there were jobs, ~~There~~ as ~~were~~ secretaries in every direction; positions that had been held by men were now open to women because the men were in the service, and the telephones were growing up in every direction) ~~so that there were~~ of course, all the telephones had to have central women operators, and that work increased. It was just a period of intense change.

Williams: You were speaking of the number of teachers. ^{As I read,} ~~It seemed as~~ I read that a number of the graduates at the college did go on to become teachers, but you instead went to medical school. Was it not unusual for a woman to go off to medical school at that time?

Kimbrough: Yes, it was fairly unusual. Actually, I intended ~~either~~
to go ^{either} into teaching or ^{to} nurses' training. Both of those
fields were open to women, but I think it was my senior year
here that the head of the biology department -- I was talk-
ing to him about some biology problem or something that he
was interested in or that I was interested in, and he said,
"You know, as a nurse, you won't get into any of this, but"
he said, "what you should do is to study medicine in-
stead," which I had never really considered before. I thought
about it and investigated and found that the classes that
I had taken at the college would be sufficient to give me ad-
mission to a medical school. So I changed over to that.
Actually, when I first entered college there were no ~~major~~
and minor requirements at all. You didn't have a field in
which you were going to concentrate. You could take almost
any subject you wanted to ~~to~~

Williams: Did you consult with the registrar or someone before you chose
your classes? Do you remember?

Kimbrough: You usually consulted with anyone whose class you wanted to
take. This all changed while I was a student, ~~but I preferred~~
~~because my classes with what I had selected, were very scat-~~
~~tered.~~ I was getting the B.A. degree but taking quite a lot
of science at the same time, so I preferred to take it under
the old catalog requirements. The old catalog simply required
that you have a certain proportion of your classes from sci-
ence if you were going to get a B.S. degree or a certain pro-

portion of your classes from English, history, and language if you were going to get a Bachelor of Arts degree. You could just scatter it around pretty much as you wanted. -- And I did. Most of the degrees given, ~~well say~~, from then on [^] were given under the new catalog with definite concentration in a field of some sort.

Williams: How would you characterize, then, the standards of the college at the time you were here as a student?

Kimbrough: Well, of course, as far as equipment went, the college was very, very deficient in equipment, ~~and~~ [≡] the sciences of physics and chemistry have developed so since then ^{that} ~~there simply~~ what we learned would hardly pass us -- I don't think would have passed us ^{for} a high school course in physics or chemistry ^[now], but in other subjects such as English and literature and language, I think the standards were probably very good. ~~And biology~~ [≡] ~~and chemistry as far as it went -- we really knew it in a way -- we learned the fundamentals, probably, better than the student of today does because the fundamentals were all there was to learn. Radio was just in its very earliest stages. I remember Dr. Young, who was head of the physics department, put together sort of a radio up at the college chapel, and I remember several time^s trying to listen on that to music being broadcast from Pittsburgh, I think ^h KDKA was what everybody tried to ^{II} get and most ^{ly} what you got was horrible screeches and screams, but if you got even a whisper of music -- and it was all by earphones, there were no real loudspeakers -- you felt more than rewarded because here you were hearing music that was in Pittsburgh and you were~~

sitting up here at William and Mary, and it was sort of magical-seeming. We talked about Einstein. I think, actually, we probably understood as much or as little about Einstein then as the average student does today because I don't think he's anything but a name to most people. In fact, maybe we understood more because it was news and we talked about it more. Now it's just rather factual, disinteresting history; it's just a name tucked^{ed} away. Einstein and relativity were very new, and even if people couldn't understand it~~ly~~, at least they talked about it.

Williams: When you went to[#] medical school, then, did you feel that you had^{as} been well prepared at the college as some of your compatriots in med school?

Kimbrough: In general, I think so. There[^] ~~seemed to be~~^{certainly were} some a lot better prepared than I was, but there were some who finished at William and Mary who were a lot better prepared for medical school than I was. I hadn't been conscious of putting out a great deal of effort while I was at[#] William and Mary, and as I say, I was so diversified that I wasn't working awfully hard in any one field. Of course, the students who came to William and Mary were very much more poorly prepared than a great many of them are now because after about ten years of schooling you were eligible to enter William and Mary. At that time there were some high schools that were beginning to run an eleven-year course, but the majority of them did very well if they had ten years, and a lot of students^{had} get less than that.

There was a great deal more individual instruction given both in college and everywhere else, which was an advantage to the student over today. - I suppose it's an advantage. Of course, what happens now is that the student does more independent work, and that of course may be an advantage of sorts. But we really knew our professors and they knew us. There were so few students, and the professor didn't run a course that was being taught by an instructor or anything. He did all his own exam papers; he called the roll at the beginning of the class; and he knew pretty well by the end of the course which students were paying attention and which weren't.

Williams: When you came did the college have the "duck" rules at that time?

Kimbrough: Oh, yes. Of course, they didn't have "duck" rules for the women. The first year we were there there we really had nobody -- we weren't included as ducks or anything else. They didn't exactly know what we were, neither fish nor fowl. But by the second year, we began trying to -- when we were upperclassmen -- we began trying to impose duck rules on the

or freshmen women But it was a little difficult, because by the time we were upper classmen, there were so many more freshmen than there were upperclassmen ^{that} we didn't get very far. Well, the duck rules were sort of off that first year because of the war ^{anyway,} so really all that began to come back into college life when the war ended. I don't ever remember women that first year wearing the so-called "duck" caps that everybody wore

later.

Williams: What about social rules for women? Now while you lived at home, I suppose you wouldn't have been governed by them.

Kimbrough: Well, yes, I was to a certain extent because if I was up at the college I was at the college dormitory, and the rules in the dormitory were very strict. They appointed a dean of women for the first time that first year and had a rather interesting woman, a Ph.D. in English literature, I think she was -- Tupper -- and we called her "Doc". She was, of course, a Dr. Tupper and she was from Illinois, I think, and she was quite a liberal person for the period. She was constantly trying to avoid making hard and fast rules. She constantly told us to try and establish a tradition women didn't do this through tradition, that women didn't do that rather than make a hard and fast rule. But we had a great many rules even at that that didn't seem at all restrictive to us because that was just the way everything else was being run that way, too. Everyone had to be in the dormitory from supertime on in the evening except by special permission, and from ^{8:00} eight o'clock until ^{10:00} ten o'clock at night you were supposed to be either in your own room or in the library; you were supposed to be studying. There wasn't supposed to be any noise or commotion. ^{of} Course, everybody continually stewed around from their room to someone else's because they had to borrow a pencil and they had to this and that, so it didn't work

out the way it did on paper at all, but the dormitories
 were very quiet. ^{Then at 10:00} ~~At ten o'clock~~ the study hall period
 was over and from ^{10:00} ten to ^{10:30} ten-thirty you could sort of
 roam around ^{and} ~~make up~~ a racket. At 10:30, though, everyone
 was supposed to go to bed and have their lights out ex-
 cept those who had special permission, ^{and} you could get
 special permission to stay up and study til 12^{:00} if you
 wanted to, ^{but} then you would have to study in one of the
 other rooms because you would keep your roommate awake.
 At 12^{:00} all the lights all over the campus went out and there
 was no further light until dawn ^{came}, and that disturbed Miss
 Tupper -- the idea of having the women's dormitory in com-
 plete darkness. ~~The college turned off all their lights then~~
~~there were no lights~~ after 12:00 from the power ^{college} house, ^{plant}
 and Miss Tupper managed to arrange to have a wire run in from
 the town that supplied little lights on the stair landings,
~~and~~ the result was that my second year at college when you
 had to study late, you would go out and sit on the stairs, ~~of~~
 course, you weren't supposed to. You weren't supposed to stay
 up, but you could get up as early as you pleased, and we would
 very often go to our room^s and go through the formality of go-
 ing to bed, and then get up and sit on the stairs and do our
 studying ^{and} ~~we~~ also talked to each other. ~~For~~ For the first year
 there, we had what we called "social hour" right after supper
 until 8:00, and somebody would play the piano, and they would
 roll back the rugs and dance. At this time people really

went in for dancing in a big way. Dancing every evening gave the college rather a bad name from Dr. Chandler 's point~~of~~^{of} view. He said that it was giving the state the impression that they were spending their state money in riotous living for the students, and so he did away with the social hour, which I thought was a pity. It ^[dancing] went the first year and about halfway through the second year, ^{then} they were forbidden to dance in ^{the} dormitory at all. We had to make special arrangements to hold a dance in the college gymnasium or something like that. Dr. Chandler was a rather stern disciplinarian in a way and Miss Tupper was, as I said, not at all ~~so~~ they didn't pull together, so about halfway through the second year -- you see, Miss Tupper was here with Dr. Tyler for the first year -- about halfway through the second year Miss Tupper left, and we didn't have a dean of women then for a long time. We had a ["] social directress ["] Miss Bessie P. Taylor, who came in, and she was a real chaperone in that she watched the girls with an eagle eye, and she was always telling [#] people that their skirts were too short and that they were holding too close to the young man they danced with and that they used too much lipstick and so forth. She would sit there and watch ^a ~~at~~ any dance or anything like that, ~~and~~ and you could see her practically measuring the length of the skirts and looking to see if they were doing any cheek-to-cheek dancing and so on. ~~And~~ she was there for a number of years. It was quite awhile before we had another dean of women,

and the result was that organizations like the American Association of University Women (AAUW) had us on an unapproved list as a college because they felt we weren't upholding the proper standards for women. ~~Of we had~~ ^{Course only} ~~twenty~~

~~women~~ ^{I would say} and we had ^{rather good}, ~~I would say~~, ^[women's] athletics.

~~If anything~~, we had a basketball team ^{and} of course ~~you~~ have to have two teams to even practice, and when you just have twenty students, you use just about everybody. We also had "aesthetic dancing. I think you've seen that picture.

Williams: That picture in Cows on the Campus? [?] yes.

Kimbrough: My mother took that picture. ~~She came up to~~ ^{we} were having an outdoor display of some sort, and she came up and took that picture ~~and then~~ ^{we've} used it a number of times since because it's about the best picture we have of the coeds as a group. They ~~were~~ ^{were} most of them ⁱⁿ that picture; there were several of them ^{who} ~~were~~ not, but I think there were almost twenty; I think ^{there were} ~~seventeen~~ in there.

Williams: This was before they had the May days? [?] Yes, that came several years later.

Kimbrough: Yes, that came much later. We had had May Day events in Williamsburg, but of course it ^[the queen] had to be elected from the girls in Williamsburg as there were no girls at the college until that ^[1918] year, and that year I don't think anybody bothered about May Day because everything was so disrupted. It was several years later before they began having May Day arrangements and parades and so forth. The first year the basketball team and the

aesthetic dancing were the only real athletics of any sort that we had. We also had a certain ^{amount of drilling} right at the beginning, but after the war ended we lost interest in that, too. ~~we had a certain amount of drilling~~ I remember we used to march up and down and right face and left face and all. Of course, that's what the men were doing, but I don't remember any of that later on. There was a certain amount of tennis, but that was completely on a voluntary basis. There were two or three courts up there, and anybody who could get a racket would get out there and play. First come would get the court and both men and women played tennis, but I don't ever remember any instruction in tennis, and most of the tennis was pretty poor by more recent standards. ^{of} Course there wasn't any swimming pool. We had swimming parties, and we'd go down on the James River down at Kingsmill or something like that, but that was mostly in summer and not during the regular session of college. The men, of course, ^{had} football, basketball, and baseball, which was very important. I don't know that anybody had to go out for these things at that time, but it was just more or less college activity, and if you could go out for it and get on the team, why of course you had it made as far as prestige went. I remember the college games from way back when I was a child. We would go up and sit in the ^{grand} ~~band~~stand and root for the team even though we had no idea what was going on out on the field at all. We didn't pay any admission; I don't remember paying any

admission or anything^f we just went there.

Williams: Students seemed to have really supported the teams (I got this when I was reading the Flat Hats)

Kimbrough: Yes. It was a period when college spirit was very strong. There wasn't any question about supporting your[#] team; you just naturally did. We used to have rallies (so-called) just before the big games of the season, ^{and} when part of the initiation of the ducks ^{was that} they were required to learn certain cheers ~~but~~ we didn't have girl cheerleaders at all. I don't remember even considering ^{them} ~~men~~. The ~~cheering was~~ cheerleader

would have a megaphone and would direct the cheering, but there ^{n't} was any special costume or special activity on the part of the cheerleader; ~~he~~ was just to see that everybody made noise.

The boys' fraternities were very important at that time, too. There were, I think, five on the campus, and there weren't any rushing rules as there are now, you just went down to the station, and if you knew somebody was coming in, if you possibly could, you ^{bb} ~~grapp~~ ^{as} ~~grapp~~ him right as he got off the train, pledged him ^{as} soon after he got off as you possibly ^y could, and that was it. But the girls, of course, didn't have any sororities until my last year here, ~~at~~ the third year I was here. One came in ~~at~~ sub rosa ~~at~~ the second year, but it wasn't until the third year they officially became girls' sororities.

Williams: Was there any objection on the part of the administration?
was that why?

Kimbrough: They had to get permission. I don't know whether the boys if they ~~had~~ wanted to establish a new fraternity had to get permission from the board or not. I rather think they did at that time, and when the girls decided they wanted to have one they didn't come out in the open with the fact that they'd formed one until they had gotten permission from the board to have sororities. ~~There were~~ I think ~~three~~ three of them formed very rapidly, one right after another, ~~but the boys had~~ I don't remember any new ones coming in, but I have the feeling they existed only with the permission of the administration. They had their own houses at that time, and as dormitory space was rather short, the college wasn't at all disapproving of that -- they were very glad to have them have a house of their own.

Fraternities

Williams: ~~The sororities~~ I know they ^[the sororities] had no housing of their own.

Kimbrough: Yes. They had ~~had~~ no housing of their own. At first they just met in somebody's room, and then once they were really established, the first thing they wanted to do was to have a room away from the dormitory that was theirs. I know that the Gamma Omegas, to which I belonged, rented a little room out the Richmond Road. We kept ^{our} secrets there. The men had their two literary societies and ^{these five} ~~inspired~~ fraternities, and ~~the girls and the town girls~~ before William and Mary was coeducational, the town girls were usually very -- they supported one or the other of the fraternities, depending on who their boyfriend was. They would be much more in favor of one fraternity

than another ^{It} ~~which~~ _{on} was a very important part of your social
 life -- ~~was~~ your fraternity. Which girl was wearing what boy's
 pin was very important, ^{We didn't} ~~and~~ use~~d~~ the term "pinned" in those
 days, but the fact that you had a boy's fraternity pin pretty
 well labeled you as his particular property. There was a
 great deal of discussion when we first formed the girls'
 sororities as to whether you should give your pin to a boy.
 The girls did quite often, but I don't think ~~the girls~~ ~~the~~
 the national sororities approved of it very much. ~~And~~ I
 frankly ~~I~~ don't ever remember seeing a boy wearing a sorority
 pin, but the girls very often, of course, wore the boys'. --
 Some sort of a double standard at the time.

ADDITIONAL QUESTIONS

1. What was the purpose in forming sororities?
2. Was this an idea that began with the women students or were they contacted by national representatives? * see end of page 2
3. Who were the leaders in forming them?
4. Were the sororities selective in the beginning?
5. Could you describe the mountain summer school--its location, purpose, activities, etc.?

1. The men had fraternities, so we wanted them too - just for the fun of it - for sociability.
2. There were no specific leaders - one I remember best was Lucille Brown, but everyone got involved very soon.
3. The sororities were quite selective - everyone chose their best friends - it was fairly simple. Of course, there were a lot of hurt feelings. Once they were set up, any one member could black ball and that caused a lot of tears. Some one black balled your best friend - you were furious and she was hurt!
4. The "mountain summer school" was held for a few years in Dublin, Virginia, using a boarding school's buildings. The idea was to escape the hot weather and have a change. The courses were just summer school courses. The year I attended, the summer of 1918, there were fewer than 100 students and at least half of them were from W & M. There were also a number of students from southwest Virginia. The faculty were almost all from W & M. There were only about six or eight women. Oddly enough, considering the period, I don't remember any special rules for women. We were a very quiet, well behaved group. I remember it as a very pleasant, easy summer. The only unpleasant angle was that the building was infested with bed bugs so the summer was a continuous battle with them. Our only ammunition was gasolene. That killed the bugs.

that after the gasoline evaporated, a fresh invasion began, so we kept our rooms and bedding soaked with gasoline. Fortunately, we didn't have a fire - I don't know why!

This period was war time and I remember some of the students and faculty expected to be inducted into the Army in fall and they tried a little drilling. However, the faculty were so clumsy and in every way inferior to the students when it came to marching that they very soon discontinued drilling because they were becoming a laughing stock!

We had ~~not~~ real activities. There was a little very bad tennis, a little second rate group singing and a few trips in the surrounding mountains. There was a drug store in the little village and it was a great occasion when one of us girls was invited by one of the men to walk the mile to the drug store and partake of a coca cola.

I think this summer session of 1918 was the last one held at Dublin. I don't think there were more than five or six summer sessions there.

There were no specific requirements for admission but the courses carried college credit. I used my beginning chemistry and Cicero for admission credits to college in the fall.

2. The girls discussed sororities from the beginning and those formed were originated by the girls. However, the "National" sororities were interested. The trouble was that the Nationals who were most interested were the least desirable. The better Nationals were slow to enter W & M. That is, they waited one to three years to approve a local group.

I noticed that I left out one of the "seven wine men", Dr. Bishop. The Bishops lived just across the Palace Green from me when I was a child but left before I went to college. They were English, I think, and very devout, and rather rigid, Episcopalians. I remember that we had a bound volume of a child's Sunday Magazine and they used to borrow it, because the children were not allowed to read other children's literature on Sunday. This was, I think, more Mrs. Bishop's idea rather than Dr. Bishop's.