Warren: This is Mame Warren. Today is the twenty-second of November, 1999. I'm in Baltimore, Maryland, with Anne Clark. I wanted to know about how you first got associated with Johns Hopkins. So let's start at the beginning.

Clark: Okay. I graduated from Ellicott City High School when I was only sixteen, and World War II was in full progress. I graduated in '42. So I heard about—my uncle was working down at Glenn L. Martin [Company] then. We were producing planes for the Navy and for the British Air Force. I liked to draw, and I also enjoyed doing trigonometry. So my uncle said, "Why don't you come down there." Well, Dad had to go to the city to get me a card, because I was underage.

So I started down there at seventeen, and I met other girls down there. We did most of the updating of all the drawings that were made for the airplanes. These girls came from Scranton, Pennsylvania, Oil City, Pennsylvania, Lynchburg, Virginia, and, of course, Baltimore. So the girls from Baltimore decided that when we finished, when the war was over, we would go to college. So we decided that Hopkins was the place for us. None of us really knew what we were going to do; we just knew that it was a good school. I talked to my dad about it. "Oh, yes, that's fine," and it was very convenient for me, because I lived in Ellicott City, and going to Maryland, which was in College Park then, and it was too far away.
So we all went down. We started in 1945. We registered. Well, first of all, we found out that we couldn’t attend school until four o’clock in the afternoon because the only thing they had there was a school for teachers, and women weren’t permitted on the campus until four o’clock in the afternoon. So we all accepted that, because women in those days were sort of second-best.

So I started in, took the full program, and it was very enjoyable. I really liked it, but I would have liked to have gone on with my drawing. I did take a night course there in drawing, and that was like going to war.

Warren: Do you mean mechanical drawing?

Clark: Yes, mechanical drawing. They used to teach it in the engineering department. I took it, and at that time I thought I did a pretty good job because down at Martin they thought I did a good job, too. But there was another fellow there who was also taking the course, and he was a Japanese American. He was an engineering student. Mr. Fong [phonetic], who was teaching the course, would only give us “Bs.” He said that there was no “A” student. The Japanese gentleman was on a scholarship, and he was quite upset by not getting his “A,” because he really did do a nice job. I didn’t care. I figured, you know, women are not important. So I didn’t argue, but he was going to argue. I thought that he was kind of slighted because of the war.

Well, anyway, so when I started in, my mother went over with me. At that time Dr. Bamberger was my advisor. She and my mother got together and they decided—they picked out what I was going to take the first year, and I just sat in the corner, because there was no point in arguing with those two. They were two peas in a pod.

So anyway, Mother always thought that I should be a secretary and drink tea just properly. She’d gone to a young ladies’ boarding school and I should be the young ladies’
boarding school type. But I'm afraid I was like Dad. I was just a plain old New Englander, just felt that I should work and I just couldn't see being an [unclear].

Anyway, the first year was fine, and I took the basics. They picked out all the basics. Then the second year, I thought, well, I thought I'd like to pursue the mechanical drawing. Well, I soon found out that I got as far as the algebra, trigonometry course, but anything above that, forget it. So I just--

Warren: What do you mean, forget it?

Clark: Well, in other words, it wasn't open. You didn't go. You had to go to day school, and day school wasn't open to women.

So anyway, so I kept on with the night school. The night school started at four o'clock. Dr. Malcolm Moos, Dr. Moos was the political science instructor, and he was absolutely wonderful. He didn't just get up and lecture. He had us all doing debating, because that was on Roosevelt's fourth term, and, of course, the term was over, but it was on whether he should have had a fourth term. And, of course, about that time the Congress came and limited the term of office to two terms, but we debated whether the person couldn't go over two terms. So anyway, that was very good. I enjoyed that.

So I had to kind of stick to liberal arts or business, so I stuck to as many liberal arts as I could. I took all the history courses they offered, and I then I had to switch to business courses, and I took political economy, which was good. That was good. But then I had accounting, which was horrible. In fact, they fired the teacher after we took our exam.

Warren: So it really was horrible.

Clark: It was. So anyway, I got out in four years. It was all right. It was in keeping with the
codes of those days. The professors, most of them, we were just so many freshmen or so many undergraduates. Of course, Hopkins in those days followed the German system of college, where the professor was all powerful and the students were bums. Last spring I took a course over at UMBC, German history, and as my paper I delved into German education, and I understand Hopkins’ point of view a little bit better, that the student was considered a long way beneath the professor. So they have since changed their perspective. They’re getting more Americanized and it seems a little more liberal. [Laughter] The ’60s came to Germany.

Warren: Tell me about the kinds of people who participated in McCoy College.

Clark: Well, I guess it was just plain Baltimoreans. My friend Lelia, she went to Eastern High School. In fact, I think there was a couple of girls from here, from Western. I don’t remember anybody from out of state. I guess there was a girl from, I think, Forest Park that went here. Most of them that I knew all had gone to school in Baltimore, they were Baltimoreans. I don’t think there were any out-of-towners.

We had many returning GIs that went there, and most of the GIs, of course, weren’t kids anymore, and they had seen a lot. They were quite mature. It was kind of a sobering atmosphere. It wasn’t a “Rah, rah, rah” college crowd. We were all mature individuals because of the war. That’s what made it. I was going to say we grew up pretty fast. By the way, I still go to Hopkins. I take their Odyssey program.

Warren: I’d like to talk about that, too.

Clark: What’s his face—who’s the fellow that heads that? Nieman? I can’t think of the gentleman that’s in charge of that.

Warren: Of the Odyssey program?
Clark: Yes. He came from the Smithsonian. Tall, real tall, blond-haired fellow. Anyway, he sets up the programs for the Odyssey program. I went to their reunion over there, the one in the spring there. He had one called “hot spots,” and we had lectures on all the trouble spots around the world. It was very good and I enjoyed that.

Warren: Tell me what the Odyssey program is.

Clark: Oh. Well, it’s an assortment of courses. It may, like, be a course on the history of Baltimore. We had one where various overseas reporters came in and told of their experiences. We had a lecture on the hot spots of the world like Mexico, Indonesia, and North Korea and Afghanistan. The fellow that taught the one on Afghanistan was born and raised there, and he was a member of the World Bank or the IMF. I would love to have him come back and talk about Central Asia. I’ll have to go out and call him and see if I can get him back. But that’s the type of thing. And also they do have some language courses there, too, that some people take, and they also have an environmental program, too.

Warren: Who attends the Odyssey program?

Clark: Mostly mature people, I would say, but some of them are actually graduates of Hopkins, I mean they’ve come back, that have regular careers and probably want to know about something and they’ll come back at night and hear whatever it is they’re interested in. I like it because they get speakers from out of town. So that’s about it.

Warren: I took an Odyssey program this fall and really enjoyed it.

Clark: You did? What did you take?

Warren: It was called American Icons, and one of the reasons I was interested in it was that the speakers were people who do interviews, so I thought I might pick up some tips.
Clark: That was great. Yes.

Warren: It was really a quite exciting group of people.

Clark: I'm taking one right now, and it's taught by—he calls himself an architect, but he's an archeologist who teaches over at College Park. We just had a lecture on Tunis, on Carthage and Tunis, and on how the Romans built the buildings over there. In other words, instead of just having the stone to hold the archway, which is usually the way of doing it, well, in Tunisia, there's not much stone, so they used sand and they made concrete. It shows how the Romans used that concrete to form their arches.

Warren: I also know—and I'm not sure how I know. Oh, I know how I know this. Anyway, I also know you took some classes with the Evergreen Society.

Clark: I took the first year.

Warren: I don't know what the Evergreen Society is. What's that?

Clark: That's for older people. In other words, mostly retirees. They have a variety of courses. I had one on the Big Bang Theory, and the guy that taught that was excellent.

Warren: Where are those classes taught?

Clark: Grace Methodist Church, on the corner of Charles and Northern Parkway. Used to be called Belvedere Avenue, the Parkway now.

Warren: What's the difference between Evergreen and Odyssey?

Clark: Well, I don't know, to tell you the truth, because the Evergreen—well, they have theirs during the day, it starts at ten, two classes in the morning and two in the afternoon. Then they used to have an hour, half an hour for lunch, and it's Mondays—no, Tuesdays and Thursdays, I think, up at Charles Street, and Wednesday is over in Columbia.
Warren: That’s probably the difference. Odyssey is an evening program.

Clark: And Odyssey is evening. Yes. The Evergreen is more for people that want to know something but they’re older people that are not—for older people that are inactive, I guess you would call it. In other words, they play bridge and they go to see things and all, but they’re not actively in business or in getting a degree or anything of that.

Warren: Let’s get back to McCoy College, because you are my representative of McCoy College.

Clark: Oh, I am? Okay.

Warren: And I want you to give me the feeling of McCoy College. I want you to take me with you to McCoy College. Describe what your day was like. You were arriving at four o’clock in the afternoon.

Clark: That’s right.

Warren: Were you using the same classrooms that they used?

Clark: No. It’s like similar to what we have today out at Towson. In other words, you went to whichever building you had your course in. I was trying to think. I can’t even think of the names of the buildings now. I took French. That was one of the things I had, and that was taught in Gilman. Most of the language courses were taught in Gilman. I had an art history class, and that was in Gilman, in the basement. Of course, the bookstore was in Gilman. Our history course was in Mergenthaler, in the chem lab. English literature was also in Mergenthaler. The math class was over—I don’t remember that one. Remsen, I guess it was. Let’s see. But I think most things were in Gilman. And the business courses, they were up in Gilman. Economic geography was in some little house off the campus somewhere. Biology. Let’s see. That was in Mergenthaler also. That’s
the lab, too.

**Warren:** So the classes started at four o’clock in the afternoon.

**Clark:** Four o’clock.

**Warren:** So were the regular students flowing around? What was it like? Did a whole new group just come in and swarm over the campus? Were there many of you?

**Clark:** No. It would be like people coming off of work would go there. My last year I worked, because I had gone to University of New Hampshire during the summer and taken some of my courses up there and transferred them down, so I worked. So you’d just come off from work and take a course, go wherever it happened to be and take the course. So just like you would—that’s why I put it in night school. It was like night school.

**Warren:** How many classes could you get in in a semester?

**Clark:** Well, you had one before dinner and then there was two after dinner, because it ran till—I think it was ten after ten. There were two in the evening, so three.

**Warren:** And five nights a week?

**Clark:** Five nights a week.

**Warren:** And where would you eat dinner?

**Clark:** They had a cafeteria in–

**Warren:** Levering Hall?

**Clark:** Levering Hall, down in the basement. That was very nice. Then we also went on Saturdays. Biology class was half a day Saturday.

**Warren:** And were you there in the mornings on Saturday?

**Clark:** Yes, Saturday morning.
Warren: So the Hopkins undergraduate students were there taking classes on Saturday morning, too. How did that work?

Clark: Yes, they were there. Yes. But we didn’t seem to mix. They were there, but there was no, not that I remember, any mixing. I guess we all stayed together in our little gang.

Warren: Was McCoy College predominantly women?

Clark: No, no, no. Like in English class, we only had one man. He was a GI. But in other classes I’ve had, I had a history class of about half and half, but on the whole, they were former GIs. So it was kind of half and half.

Warren: The faculty, who were they?

Clark: Well, let’s see. There was one woman. Her name was Hatcher, and she taught French. Our English teacher was also a woman, and I guess she was on contract. She wasn’t a regular member of the faculty. I think all of us—some were men, and the men that we had, of course, yes, they were regular faculty that taught in the day school. They hadn’t started to get into the contract people yet.

Warren: Were there any faculty members who really made an impression on you, who were important to you?

Clark: Well, I told you I liked Dr. Moos. He later became speech writer for Eisenhower, and he was very good. He really tried to enthuse us in debating an issue. He was interested in his students.

Then the other fellow— [Laughter] W.T. Rowell. I can’t remember his first name.

Warren: What’s his last name?

Clark: Rowell. There’s a picture of him down in building [unclear], I think.
Warren: Rowell?

Clark: Rowell. R-O-W-E-L-L. Dr. Rowell. Anyway, he was a general. No, he was a colonel or a lieutenant colonel, because he announced that on the first day. “I am lieutenant (or colonel), and I was in charge of getting the art objects that the Germans stole in Italy.” [Laughter] “Okay, that’s fine, sir!” And he would walk in, open up his paper. This was in Mergenthaler, in a big auditorium, one of these dish-type auditoriums. Pick up his paper, look at everybody, proceed, and he sounded just like you’d turn on a record, go right through his essay, right through his speech, and then when he got through, close the thing, turn around, walk out the door.

Never—nobody dared raise their hand and ask a question. Oooh, no, no way. You could hear a pin drop. And he had us completely—we were, “Yes, sir.”

Warren: Was he an effective teacher?

Clark: I thought the lectures were very good. It was a regular lecture. That was where my handwriting went to pot. I had to keep up. I wish I had had a recorder on. [Laughter] I needed a recorder. But he was very good, I thought. The lectures were excellent. But I wouldn’t dare to ask a question.

Now, [unclear] grade, he would post them on the outside of his door frame there, you know. You go down and look for your name and my cousin tells me that’s illegal now. So anyway, that’s what he did. The first test we had—there were two tests, one in the middle and one at the end. The first examination he gave us two questions and he said to answer the question.

Well, both of them had, I would call it ninety-dollar words in them, so I didn’t know what they meant. I would have never raised my hands and asked what they meant, because I didn’t expect an answer.
So I figured out, well, let’s see. We did the early Greeks and then we started on the Romans, and I figured one question is Roman and the other is Greek. And I started out and thought about it and said, “That must be the Greeks.” So I wrote everything I knew about the Greeks. I had it all down. I had Pericles, he was the greatest thing that ever walked. The second question, I said, well, it’s got to be Roman. [unclear]. So I wrote everything I knew on that. And I got a “B” on the exam. [Laughter]

Warren: Well, it worked.

Clark: It worked. Like I say, you should have been able to raise your hand and ask, which is what would happen today, but not in those days. [Laughter] No way.

Warren: Did you have a sense that you were attending Johns Hopkins University?

Clark: Well, I had a sense that I was attending a German school that wished to be exactly like Heidelberg. [Laughter] That was the thing. That was the thing that [unclear], because in those days German education was *the* education, so therefore they used to try to be like Heidelberg.

Warren: That’s interesting to me, just in a sociological sense, because this was immediately after World War II. Was there any feeling about that, about should we be doing it the German way?

Clark: No, no. In fact, it went on like that until the ’60s, the ’60s when the baby boomers came along. When the ’60s came along, that all went out the window, you know, Martin Luther King [Jr.] and all that. Education in the early days was very strict. It wasn’t just here; it was all over. We never had all this stuff that goes on in schools today.

I went out to a little country high school out here in Ellicott City, and, of course, the principal knew me, knew my mother, knew my father, knew my aunts. [Laughter] He knew the whole family, and he knew everybody. I mean, he knew where they lived, all their names, all their
relatives, everything. So if you had a problem, he simply called the father and told him that So-and-so is causing a disturbance, and that was the end of it. And also the school, we had one boy there that was kind of disruptive in school, and he was expelled. Didn’t take him long, out the door he went.

Warren: I guess what I’m trying to get straight in my mind is, did you have a sense that you were attending Johns Hopkins or that you were attending McCoy College or both?

Clark: I would say the university. In other words, McCoy College was simply a night school of the other, that’s all. That’s what we figured. In other words, we were going to Hopkins, like everybody else, but we just couldn’t go and sit with the boys. So it was, to us, a night school. That’s all it was.

Warren: Did they make any attempt to create any kind of social life for you?

Clark: Not that I know of.

Warren: Were there any dances? [Clark laughs.] Or did the females who attended McCoy College wind up dating Hopkins people?

Clark: No, not that I know of. My friend Lelia, she did meet somebody. She married a fellow who worked—he’s retired now, but he worked for the Chesapeake Bay Foundation, and he was a grad student. He graduated from Hopkins. But she didn’t meet him through the school; she met him after she graduated. So, no, there was no intermingling between the day students and us. We were just—well, we were the hired help. [Laughter] I mean, it was kind of like that.

Warren: There were a lot of teachers in your program, is that right?

Clark: Oh, we had mostly all regular—towards the end, they brought in contract people, but most all of them that taught us were members of the regular faculty.
Warren: No, I meant students. Weren’t there a lot of people who were teachers by day, who were taking night classes?

Clark: We didn’t have—I don’t remember many mature students.

Warren: You know what I’m thinking? They would have been in the master’s program. You were in the undergraduate program.

Clark: Yes. They probably were. No, we were all, I guess, about regular high school students and, of course, the GIs. But we didn’t have any—as I remember, any mature students in class.

Warren: Were there any people behind the scenes who made a difference to you, anybody you can think of who impressed you?

Clark: Oh, yes. [Laughter] Yes, the registrar. And I can’t remember her name.

Warren: Irene somebody?

Clark: Yes. She’s so pretty and so proper, but a wonderful person. She knew everybody. “Well, you can’t do this,” and you couldn’t do that and you couldn’t do that. “Oh, yeah, that’d be very good.” She was kind of Miss Information. [Laughter] Yes, very good. I heard she left before we did, and we all missed her. She was very well organized, yes.

Warren: She had a lot of people to take care of, didn’t she?

Clark: But it wasn’t out of the ordinary in the sense like being strict and all, because that was what it was like before the ’60s. I know another guy that I liked was MacDougel. He taught sociology. He taught us, he taught at Goucher, and he taught at Morgan State. He was a pre-runner to Martin Luther. In other words, he used to tell us that all the students at Morgan State had paid their dues, everything was financially perfect. He said that the school was well run and they were getting a very good education. He was quite impressed. So that was another thing. Yes,
he was very broad-minded.

**Warren:** What do you think was the most important lesson you learned at Johns Hopkins?

**Clark:** I would say I wouldn’t want to attend a German university. [Laughter] No way. No, I think there was a lack of freedom. You felt like—well, the whole city was that way, though, because my work I did, it was very hard to get a job, because I could only work at Martin’s or Bendix. In other words, nobody else would hire women in engineering, so I had two choices. So I had been to Martin. Mother says, “Well, why don’t you try Bendix. It’s just up the street.” And I went there and I was hired, I think six of us. This old man hired us, old Mr. Burns. He was very nice. We were the only ones. And Martin would hire women, too, but nobody else.

**Warren:** Did you wind up with an engineering degree?

**Clark:** No, I got my degree with what was called the grandfather clause. In other words, you’ve been in the business so long that you automatically got one. [Laughter] I didn’t take any paper, but I’d had so much experience.

**Warren:** So what was your major at Hopkins?

**Clark:** History! [Laughter]

**Warren:** History. Okay.

**Clark:** Yes, history and business. I tried it. I tried it. They had a Matheson Chemical Company moved down on 42nd Street to Baltimore, and the fellow that was the president decided that he wanted to raise horses. He bought himself a place out in the Worthington Valley and had a horse farm. So he moved the company down, and he bought 10 Light Street, the skyscraper there. So some of the people came, like heads of departments came down, but the others he had to hire off the street.
Well, the gal that had the job of doing the charts and the statistical work for the company didn’t want to come, so I went down and I applied for a job there, so they thought, well, I was right out of school, that would be nice, a business degree, so I said, “Yeah, okay.” So I joined it. Of course, it was paying only half of what I was getting in engineering. So anyway, I thought, “Well, I’ll see what this is like.”

Well, it was a lovely house up on Mahogany Row, and the information that we’d gathered was secret, in other words, how much you made on each ton of so and so. They’d get hydroxides and [unclear] Niagara Falls. So I did the charts and did all the things that you did to all the executives. You had five of them up there. So I was working on Mahogany Row and getting the information out of the finance department, and it was all right, but it was kind of boring after a while. So I just stayed a year and I told Mama I couldn’t take it, that’s just dumb. [Laughter] So I had a choice of Martin’s. I could go back to Bendix.

**Warren:** Well, we’re getting away from Johns Hopkins.

**Clark:** That’s right.

**Warren:** Is there anything else we should talk about? Anything I haven’t asked you that you’d like to tell me about Hopkins?

**Clark:** No, I can’t think of anything. I mean, as far as I was concerned, the education was adequate, you know, but I think that I resented not being able to take what I wanted to. I think that was the big thing. And, of course, that was a reflection on the times, because nobody else could, either. None of us did. We all ended up, like my friend Lelia, she ended up—she took English and business, and I took history and business. So it was just the times. It was women weren’t considered. I mean, they were considered housewives or to be housewives. But you
couldn’t do what you wanted to do. So that’s what it was, it was the times.

But I did go back. I went back one time. I thought I’d try teaching, and I did take a course there. It was the twelve credits you needed to teach, and I took those. I also took along with that engineering psychology. I mean—what is it? Human factors in engineering, how high the chair should be and all that. Loved it. Dr. Chapenis taught it. He was working on the NASA project that was putting John Glenn in space. They couldn’t figure out just how to lay in the capsule to keep him up. So I enjoyed that. That was really good. So I got the teaching credit, and I thought [unclear]. I’m sorry. Have to go back.

**Warren:** I think you are an engineer at heart.

**Clark:** I love it. And my dad was, too.

**Warren:** I really want to thank you. This has taught me a lot. It’s given me a good feeling for what McCoy College was like.

**Clark:** It was just a product of the times. That’s what it was. And I’ll say this, that we could have asked questions, depending on the professor. Like the psychology professor, he was fine, and Dr. Moos was fine. He encouraged us to ask questions. But there were the others that followed the German way. [Laughter]

**Warren:** Okay. We’re at the end of the tape, so I’m going to stop now, okay?

**Clark:** Okay.

[End of interview]