

**Kelly Kish:** This is Kelly Kish. It is June 20, 2009, and I am interviewing for the Bicentennial Oral History Project. And we'll start off, if you could tell me your full name, the year you graduated, and what discipline your degree was in.

**Gloria Scott:** My name is Gloria Dean Randle Scott. I entered Indiana University in the fall of 1955 and graduated with my bachelor's, my A.B. degree, baccalaureate in zoology as a major, botany as a minor, and French as a minor. Two minors.

**KK:** Where did you grow up?

**GS:** I grew up in Houston, Texas.

**KK:** What brought you to Bloomington to study?

**GS:** My high school principal knew about Indiana University and put it on the list of schools that I was considering when I was getting ready to go to college. And when I graduated from high school in the south, very few universities, public or private, were open to black students.

And so our principal and teachers and people who cared about us knew or thought that for us to succeed, we would need to go north. They didn't really understand what was going on in the north either, but there were better chances.

I was interested in the sciences. I was always a very good student in science and I graduated salutatorian of my high school class by .001 from the valedictorian. And so we chose schools across the country that really looked like they would be good schools.

And I had also wanted to go to a women's college because I had been told by a person I babysit for, who had gone to Holyoke, introduced me to the women's colleges up in the east. I knew nothing about them before that. She said that Radcliffe was really at the top because it was related to Harvard and then Holyoke, where she had gone, was the next one and so forth.

And so, in order, I had Radcliffe, Holyoke, Howard University in Washington, D.C., which is a historically black college, which was very, very good and had an excellent science department. Then three Midwestern Big Ten colleges: Michigan, University of

Michigan, which has good-sized sciences, University of Illinois in Champaign, which had a good, high-rated science department, and Indiana University, which had a good, high-rated science department. But Indiana University got on the list because my high school principal was from Evansville and he identified that possibility.

So I applied to all of the schools and got admitted to all of them. I had scholarships from Texas and I got scholarships from some of the other schools. I eliminated Radcliffe because it was too far north. The travel costs and the need to buy a wardrobe for the winter because I had never owned a winter coat while I lived in Texas . . . I marked that off as too expensive. And Holyoke because they were very near each other.

So Howard was next. And my mom really didn't want me to go to Howard only because she said that a lot of kids from Houston went to Howard every year, and that was true, and then they flunked out and came home the next year. And that wherever I went, I had to go and study and be there.

And she also said we didn't have the kind of money to buy middle class clothes that kids at Howard wore. So that left Michigan next, and Illinois, and Indiana. And Michigan was further north than Radcliffe was, where I was going to have to have the same kind of heavy winter wardrobe clothing to go there. And travel was much farther. That was economically unfeasible.

And that left Illinois near the middle of the state in Champaign-Urbana and Indiana, which is in southern Indiana. And I had a very good friend I had grown up with, Joe Billy McDade, who was a very good basketball star.

And Joe Billy had received a scholarship from Bradley University to come and play basketball, as well as his academic scholarship. So he was going to go to Bradley and I didn't know anybody anywhere and I thought, "Okay, well, I'll go to the University of Illinois," because they had a really good department.

But then they didn't have housing to house African American girls. You would have to come and stay off in a rooming house somewhere. I wasn't about to do that: leave home and go all the way somewhere to live in a rooming house. So that left IU, which one year

before had opened up its residence halls for African American women to live in. So that's how I got here.

**KK:** Did you visit before you started?

**GS:** No, no. You didn't have money to visit anywhere.

**KK:** You came and started.

**GS:** Yes. We had the catalogs and information about it, but no.

**KK:** Where did you live that first year?

**GS:** All four years, I lived in Oak Hall.

**KK:** Oak Hall. They've changed that name. I need to find out which one that is.

**GS:** It was torn down. It's no longer there. It was Trees Center.

**KK:** What do you remember about that? Living in Oak Hall on campus?

**GS:** It was very fulfilling. Very, very good for me. I was involved in student government. I was elected as president my second year there as a sophomore. I was on the WRH, Women's Residence Halls Association board. It was very good. It was small in the sense of . . . it was small, I guess, compared to the huge Smithwood wing and the Memorial dorms over in there. So most of the students got to know each other. It was economical.

The other part of it was an interesting experiment. IU was experimenting with the co-ed center. Not living in the same dorms, but we had four men's dorms and four women's dorms and we ate all of our meals together at Tree Center Hall. We had a snack bar and social life there together and movies and all. So that was at first a kind of frontrunner experiment on the co-ed center. It was very interesting.

**KK:** Did you have roommates?

**GS:** My first semester—my first year, I had a roommate, and my second year, I had a roommate then. My third year, I got a single room because I was moving up to the junior

level in zoology and botany and I had a lot of science things I had to do, which meant I needed to be up late, late, late at night.

And I needed to have room to do my animal and entomology collections especially. I had to collect 300 insects and catalog them and put them by family and order and so forth. I needed to have those ready to turn in, so I needed a single room and I got a single room.

**KK:** I want to talk more about your academic insights in the sciences. Do you have any favorite classes or professors you remember?

**GS:** Well, I remember them all fairly evenly. They were all good professors, but there were a couple who maybe did a little bit more outreach. Dr. Robert Briggs, who was my advisor for my junior and senior year on was very, very good. He had done his research out in Massachusetts and he came—I'm not sure how long he had been at IU. He hadn't been there long, long time, but he was very good.

And Dr. Breneman was very, very good. A very good teacher, outreaching. He did a lot of outreach to African American students, although there were very few of us in the department and I was the only woman, the only African American woman, then.

Then Dr. Torrey, who was chair of the department, was very distant, but he was a very firm, good structured teacher and I appreciated that part of him. But he was not too keen on women students based – I don't think – on his behaviors and things he would say sometimes and so forth. But very disciplined and I got that from him.

So I took away different things from different teachers. And then when I started in the botany classes – that was my minor – I worked real well with Dr. Heiser. And the other teachers, I had pretty good teachers. I would say most of them were good. In French, I had a couple. The Cooks were my primary teachers in French, in my minor. They were very good. And that's about . . . and the other teachers were good.

In fact, I would not say any of my teachers were bad except one, who was very prejudiced. I did well enough as a junior and senior that I had taken enough classes and my grades were good enough that I wanted to take a botany course. In fact, my advisor

had suggested that I take morphology. That it would be a parallel course to the other things I had taken in zoology and so forth about animal structure and so forth.

You had to have permission if you were an undergraduate to take a graduate course. A 500 course, a graduate course. So I enrolled in the course and I had permission. Dr. Torrey had signed off for me to take the course.

So I went to the class the first day and when he was calling the rolls, he said, “Ms. Randle,” and I answered, “I’m Ms. Randle,” and pulled up his head and he looked at me and said, “Are you sure you’re in the right place?” So, I said, “Yes.” I thought he was referring to my being an undergraduate and so I said, “Did Dr. Torrey’s form get to you?” and he said, “Yes, but that’s not what I mean. Aren’t you supposed to be in the School of Education?”

I knew that meant he was talking to me because I was black and a lot of the black students who were here were in education. Because there were very few black students in the sciences at all at the university at that time and I was the only woman of color that was in the sciences at that time. So I said, “No, I’m exactly where I should be,” and I stayed. But then I learned halfway through the semester that he had created an extra seminar for all the students but me. He met with them on Sunday evenings at his house.

The only way I found out was by accident. My lab partner and I were working on the bundles of xylem and phloem one day. There are three different orientations of those, and she was saying, “Do you remember,” she said, “He gave us—” What we would call it today would be an acronym, like “XPX,” which would be the xylem, phloem, and xylem for a certain kind of bundle.

And I said, “No, I don’t have that in my notes.” She said, “No, he’d given it. It was at the seminar. Why don’t you come to the seminar? You don’t ever come to the seminar.” And I said, “Well, what seminar?” And she said, “Well, we meet every Sunday at four or five o’clock,” I’ve forgotten what time it was, “at his house and we have a seminar.”

So I said, “You’re kidding.” She said, “No, but I wondered why you weren’t there.” So then I said, “Okay.” And so, I left the class, I didn’t say anything to him, and I assumed it

was because I was black and he didn't want me in the class in the first place and he was doing whatever he could do.

So I went to Dean Shaffer and I told him what had happened and that I needed to go to the department chair because we were having a real problem in the class, and that I had gotten back an exam with a C on it, which I knew I deserved better.

So, they explored with whatever legal channels there are at the university and what his excuse was – which I guess they let him get away with it except that they made him let me come to the seminar – was that, well, I was the only undergraduate in the class and so he really required more from the graduate students, so they had to come to the seminar.

But at the same time, they said, “You are denying this student the teaching rights that she deserves.” So, that was my worst teacher of the whole four years as an undergraduate or my three years as a graduate. Overall, it was good. They were cordial, and a lot of them weren't just outreaching. But some of the science teachers were very good and helpful.

**KK:** What was the environment like in the classroom? What about your peers? I'm sure there were men in the class that were surprised there were women studying science.

**GS:** Well, there were, but I knew more than they did usually. Whatever they thought, I did my work well. But I'm sure that there were a lot of—I know that there were things. Like, I know that I always had . . . I'm trying to think back now. Did I always have a female lab partner? I think I did. The times I was in the lab, I think I had female lab partners. Maybe I had one male lab partner, but I don't really remember truthfully now from one or the other.

There was not a lot of interaction in the classrooms in those days. The other teacher that I remember, since you asked that question, is when I took the third level of comp. You used to have to take three levels of comp.

And Leonard Lawrence was another African American student who was a science student. In fact, we were the only two undergraduates in the zoology department at that time. And then another student transferred in from another school or college.

But Lenny and I ended up in this woman's composition class. I'm not sure how we got there . . . she was a graduate student, of course, and she had this thing about . . . not accepting the way that things were fashioned and put to her on our compositions.

And one day, she and Lenny had quite a dialogue, an exchange. And he eventually said, "You're racist," was essentially what he was saying to her because you do say things differently. But anyway, she was not a problem. She was just a negative out there. So I had two negative teachers. All the rest were either neutral or good, very good.

**KK:** What about outside of class? What kinds of things did you do outside? You mentioned some activities in the residence hall.

**GS:** I had quite a good extensive and positive outside experience. Again, while I was in the residence halls, I was elected president of the dorm my sophomore year. And that also put me in the Women's Residence Hall Association. All of the presidents of all of the dorms worked together on the council.

And then I had the Association of Women Students, the AWS. I was on the AWS council and the AWS board of standards. We referred judicial cases and so forth. I was very active in the YWCA, which was over in the old student building. Then I joined a sorority my sophomore year.

**KK:** What sorority?

**GS:** Delta Sigma Theta. I was very active in that, and that was a lot of outreach and involvement. And I was on the student foundation, the IU Student Foundation, one year. I was trying to do things on that board. I really had very good outside activities.

And then in the sciences, I did things with different groups there too. And then I was involved in the Baptist church with the Roger Williams fellowship, and I did a lot of things there. I had a lot of opportunities there in development and interaction.

**KK:** Where did you and your friends hang out?

**GS:** Well, we didn't really hang out because there was hardly any place to hang out if you were black. You'd have to go all the way to the other side of town, like going to a bar or whatever where people were socializing all the time. You'd have to go all the way over—they called it "The Hole," which is out near the cemetery. And I don't think I went to The Hole more than three times the whole time I was here as a student.

Again, I didn't have a lot of hangout time and I guess most of my friends didn't either because most of us were really studying. We didn't have the luxury, again, because we were black students in many cases and we had to do much more work than a lot of the white students did to get even the same grade in a lot of classes.

So we didn't really have a—we'd go to Fergie's, Fergie's Burgers, right there on the corner. And I don't know about most of the other kids, but my family was economically poor, so I worked full time as a student worker as well as the scholarship to pay my way through. And so, I didn't have hangout money or extra money.

So, I ate all my meals at the residence hall, and on Sunday, we only got two meals, so I would save enough money to buy a Fergie hamburger on Sunday evenings. Either Fergie's, or the other place was right down from there that served tenderloin. I can't think of the name of that place. It was another restaurant right down the street from Fergie's. Fergie's was right on the corner of Third and . . . the street starts with a K down here.

**KK:** Was it Kirkwood?

**GS:** No, because Kirkwood runs right into the campus. All the way down. That's Third Street down there . . . Jordan. Third and Jordan. And so, we would go there. That's probably the most we would hangout. Or in the Commons. Yeah, in the Commons—

**KK:** —in the Union?

**GS:** Yes, in the Union building. That was a place, I guess. I would say, we came to play cards and things like that.



**KK:** I had read – I believe it was your senior year, maybe – that the Whittenberger Lounge in the Union was finally open to coeds. Does that ring a bell at all? It was male only for a long time. I wonder if that's where the Commons was.

**GS:** No, the Commons was downstairs. That was where the bowling alley essentially was. You came up from the bottom floor. I don't know that I ever—I may have sat in Whittenberger a few times, but I don't think I was ever prohibited from sitting there. So I don't know with the timing whether . . . it may have already been opened by the time I came.

**KK:** You came in '55?

**GS:** In '55.

**KK:** You mentioned you had a job. Where did you work?

**GS:** Well, my first job was translating French for John Ward, a graduate student who was blind. I was a French minor and could read French very well. Someone told me that he was looking for someone to read so I read French for him. And then I would do part time—I would help other students by reviewing their things, students that needed help, like on an individual basis.

Then I went to work in—for John Ward, he was a major in government, it was called at that time. So the secretary there, Jo Buchler, got exposed to me when I was working with John, and he knew that I did very good work and I got a job and I worked there all the rest of the time. At the government office.

So I knew all of those presidents who came out of there, John Ryan, Sutton, and then the chaplain who became the dean of honors. So Walter Laves was the chair of the department and Dr.—they had the big program in Thailand. It was a very good work experience. I learned a lot. I was the secretary, clerical assistant, there the whole four years. Well, three and a half years.

**KK:** That's wonderful. We've been hearing some stories from your colleagues about major national events and student activism on the campus during your time here. Does anything ring a bell? What were students really active about?

**GS:** Well, for one thing, not being allowed to go to the beauty shop and barber shop in the student Union building. And really not being—I've forgotten what kind of little shop there was. This was before you had the bakeries and all that that came near our end.

When I first came in '55, that wasn't . . . I think that was it when the new wings or whatever were added on. But you got strange treatment by people who obviously didn't want to serve you or whatever. So we would tell . . . and Dean Shaffer was very good. We would—because he would say, “Okay, don't try to take things into your own hands. Let us know. Let us handle it.”

And President Wells also was very much effectively involved in the—and of course, housing, there were very few places—if you wanted to live off campus, you couldn't find a place to live off campus. People wouldn't rent to black students.

So we would try to get those things. We tried to get the beauty shop and the barber shop opened up. I'm trying to think now. Some of the other things that we actually had real concerns about that we took about the treatment . . . oh, well, of course, places downtown, which wouldn't—a lot of them wouldn't serve black students and we got involved in that.

And again, President Wells and Dean Shaffer and some of the other staff members would go down there and would sit, or whatever, and open up and make them take black students with them, and of course, they didn't dare say they wouldn't serve them then and so forth.

And I was trying to think. There was one restaurant down there, right off from the square, that you could tell without going in and so forth and so on. Mainly, we wanted the university to be open. We really couldn't understand how teachers could be evil and prejudiced and pass themselves off as being these professors. That was very paradoxical for those who did.

But there were a lot of teachers you couldn't get a grade higher than a C in their classes. I don't care what you did. And so we reported it. There are probably a lot of records and things – if they've not thrown them out by now – in the dean's offices and so forth that we would take those.

And then our sororities and fraternities would also try and take on issues to get them settled as they occurred. And as things would happen to different students, we would sort of weigh in on that. We couldn't open . . . I don't think I ever marched in any protest. Because at the time when I was here as an undergraduate, I don't remember any protest marches of any kind when I was here as an undergraduate.

Again, we worked through—I guess you would say we were trying to work through the system to get things opened up. Even for the Union, all the fraternities and sororities would have to have their dances and everything here, except for the Kappas who had their own house.

And we took on the university because it looked like they would always put groups in the same room. They would never—like Tudor Hall. Not Tudor. Whatever Tudor Hall was. That's where everybody . . . we protested that in the sense of going to the dean again. So this is why I say I always had such respect for Dean Shaffer because he really did take on a lot of issues.

I guess the one time . . . when I first came here as a freshman – first semester, first week of orientation – Pressley Sikes, who was the dean of the junior division, was the person who was in charge of all that.

And he told us about how, if we got [unintelligible], that we could be sent home. And he said the out-of-state students . . . first, he told the in-state students that they should divest themselves of the myth that because they were in-state student at this in-state school that they were guaranteed a year at the university. That that was a myth, that that was not true. They weren't guaranteed anything.

And that the out-of-state students should know that it was a privilege for them to come to Indiana University as an out-of-state student because the taxpayers of Indiana were helping pay for their education, except we were all paying three times as much as the in-state students, but at any rate. And that if we were not careful and made enough hours at [unintelligible] at midterm that we could be sent home.

So it was really the fear of . . . the time was spent studying for me, just because I was an out-of-state student. When the end of the first semester came, there were hundreds of

students who were dropped. The line was all the way from Pressley Sikes's office over in the old administration building. Wound around all the way up around beyond here.

It was in January and cold, and so I went over to be in the line with a friend of mine. And there were a lot of black students who were in the line, and I went over to be with a friend of mine who had come from San Antonio, who really rightly had not studied as well as she should have.

She didn't want to come here, her parents had made her come. She had wanted to go to Howard, but her parents had wanted her to come here and study, or whatever, and they were of a middle class family with money from San Antonio. She just didn't buckle down in the end, and of course, she got dropped.

And so, I had sat in line with her to go and help plead her case. We got to Pressley Sikes' office. He said, "Well, are both of you dropped?" I said, "No." "Well, who's dropped? Who is this? Who is this person?" So I gave my name, and she said, "I am." So he said, "Well, you can stay outside, but you can't stay here." So I said, "Okay," and I sat outside.

What they gave her the opportunity to do—because students would go into one of the extension centers and prove herself, which was nice, and then she could come back. That was the closest interaction I had with any problems like that. So, I left the term feeling, "Okay, now I'd better go and study."

**KK:** Do you have special friendships like that that you remember that really stuck out?

**GS:** Among students?

**KK:** Yeah.

**GS:** Well, a number of the people, sure. Marsha Bradley. Several young women who were in my sorority especially and lived in Oak Hall too because we didn't have a house. We had friendships, a whole number of them, that go all the way through the years.

Helen O'Neal, Doris Thompson Gary, Marsha Bradley, who lives in Cincinnati. Of course, they all have married names now. And then Lenny Lawrence, Leonard

Lawrence. Leonard was from Indianapolis and we were the two science majors and we've had a lifelong friendship.

He lives down in San Antonio and was a dean at the medical school there in San Antonio. Out at Houston and Corpus Christi. And Corpus Christi is where I'm living now. And that friendship's been a success over all these years.

And Marsha Bradley was my roommate for a while so that was nice. And I had a good friendship with Doris. And then a lot of people that I know that I would not say were real close friendships, but a lot of us, we had good relationships with each other. They were just kind of friendships . . . not necessarily buddy-buddy-bundled.

But Cora Smith Breckenridge, who . . . then again, there were so few black students and I think two of the students who were white students who were in Oak Hall, we remained friends and had communication with each other over the years. I haven't seen them for a while. And then I met several people in Indianapolis that were meant to be good friendships.

**KK:** I was going to ask, what did you do after graduation?

**GS:** Well, I enrolled immediately into graduate school here. I came here to go to medical school, I came here to be premed, but I didn't have enough scholarship money to go to medical school, and I applied for scholarships. Now that's when the sexism really stuck out.

And I guess for me it was sexism and racism because I couldn't get any kind of help from the American Medical Association or the medical schools in Indianapolis or the black medical group. I couldn't get a scholarship from them because everybody said, "Well, girls, you are just going to go and get married and have babies, and you will take up a place where a doctor could have been."

So I had decided that, "Well, I'll work my way through, like I did in undergraduate school." But Dr. Briggs, who was my advisor said, "Now, Ms. Randle," about my junior year, he said . . . "After junior year, you went to medical school, usually at IU," as an articulation part of that.

And he said, “You have a very good mind. You are very analytical. And why don’t you consider working in research and getting a master’s and doctorate and work? Go ahead and get a master’s immediately, and then maybe later after you get money, you can go to—” but he said, “I don’t think it’s going to be humanly impossible for you to go to medical school and do the job because of the hours. And the whole paradigm of education is different.”

So, I then started my interest in research. And embryology and genetics were my concentrations, and so I immediately enrolled in a master’s degree program immediately and I got my master’s the next year.

And then I went to work at the IU research center at the medical center in embryology and genetics. I was the head of a unit there in the psychiatric institute . . . My master’s thesis was on spine cord regeneration in rana pipiens frog. And then I was always into—that’s what I would have been, a neurologist, had I been a doctor. I was interested in the nervous system and its workings and so forth.

So, I carried that through to the research project there. And I worked there for four years and started part time, taking more classes toward a doctorate. And I worked on the first research on the human papillomavirus up at the medical center.

And then I taught—I was the first African American teacher to teach biology in a four-year college in Indiana altogether, I think. I know in southern Indiana. I had taught at Marion College. I taught biology there.

And then, came back—teaching biology there in the school there and getting another 30 hours in the sciences. And I decided to take a degree with a major in higher education administration and higher education teaching. And then minors in zoology and botany, and that’s what I did. So I went through and got my degree in six months.

I married in ‘59 at the end of my first semester of my graduate school year. My husband was in Indianapolis and I was here. They’ve torn it down now, but the old college building was back there. That was residence. There was a visitor’s stay. Before this all was built, the Union and all that, that was—and a lot of graduate students stayed there and that’s where I lived—

**KK:** —Eigenmann—

**GS:** —as a graduate student. No. It was right across here. It was called the college something. Right behind the—it was run by the Union building people. I'll think of it. I hadn't thought of it for many years. And it was torn—it was right across the street over there. It was torn down. Right across the street here.

And some of the faculty members who lived far away had rooms there too because they drove back and forth and all. So, I went on and did my research, and then I got the doctorate in '65 and left to go back south to teach.

**KK:** And now?

**GS:** Well, I've had a career of working as a faculty member, as a researcher, and as an administrator. And my last two jobs before I retired, I was vice president of a college in Atlanta for nine years.

**KK:** What school?

**GS:** Clark College. And then I went from there to Bennett College, as president for 14 years. So that was my working career. And all along, I've been involved in volunteer organizations. In fact, when I started, there wasn't a Y here. Was involved with the Y. I worked in the Y, and then I got very much interested in—one of the deans was Dean Eunice Roberts who was—

**KK:** —dean of women.

**GS:** Right, dean of women. And Eunice was on the National Girl Scouts board, along with one of my mentors, Dr. Jeanne Noble, who was one of the first African American women getting a doctorate in the east. In fact, she visited here at IU through the sorority issues in our sorority president. And she visited us because when we were undergraduates, we had all de-pledged for good reasons, but at any rate.

So she had come to visit us and she called us—and we had given notice to the national organization to tell them we were de-pledging and why. And nobody had ever done that ever before in any sorority, they could figure. The pledges had always just taken

whatever it was. So, she said that she had to meet these little egghead girls, as she called us.

So anyway, they were both on the National Girl Scout Board, and somewhere around '65, when I first went to work at Knoxville College as dean of students, girl scouting was experimenting with a college-level program for girls who had graduated.

And Dr. Noble called and asked me to do a pilot there, not for college. This was my first teaching job down south. And we did a pilot there, which worked out really well for the girls, for college, were trained to be leaders and they had several troops for poor girls in our neighborhood who could not afford, and their parents could not be leaders at all. Were not leaders at all.

So then, I was the head and I helped with the regional level. And then when I went to Greensboro to work as assistant to the president of the university and to do their self-study and to get the whole college reorganized, I was asked to serve as a member of a personnel team to get personnel policies written for the new girl scout council that was just coming onboard there in Greensboro and [unintelligible]. I did that.

And one thing led to another, and then I was asked to stand for the National Board of Directors in 1969. And I wrote and asked them, "Well, tell me what girl scouting is doing for black girls," because I had been kind of on the edge, "and I'd like to know that before I made a commitment to come because it would take a lot of time." And they wrote back and told me how much involved it was and how they had this major program, Action 70, that they were going to be doing diversity and pluralism. And I thought, "Wow, that sounds really good." So I said, "Yes, I would join."

So I went to Seattle as a board member nominee and they had made a critical decision. Dr. Eunice Roberts was very important in that decision and so was Dr. Noble in helping the Girls Scout Board. They had done a major study, and the group that had done the study told them that in order to outreach to minority girls – which in those days were black girls mostly – they would have to have policy level people on the board too, as well as leaders. And they needed a critical mass, not one or two tokens.



So, the board had made a decision to create 16 positions on the upcoming board in '69 for minority women. So, 13 went to African American women, and 2—one was a Native American woman, one was a Hispanic woman from Puerto Rico.

So we all assembled in Seattle and were very, very pleased. We didn't know each other and I didn't know hardly anybody there. Girl scouting always has a big event the first night of our trying the conventions. With girls. This was a 100-voice girl choir that had been put on all the TVs, and, you know, a big build up.

Also, girl scouting had sent out all these news releases about how they were going to—diversity and pluralism was at the top of their agenda for the next three years. And then we were sitting there in the audience and the curtains opened on this 100-voice choir, and it was really white. And we were just stunned.

And I was sitting there, I was thinking, "I thought these people told me they were—" And I know that there were Asian girls and all kinds of minority girls in Seattle . . . And so, Dr. Noble was sitting and was so quiet. Everybody was so—not everybody, but anyway, those of us that were in the board were startled.

So Dr. Noble said—under her breath, she said, "I don't believe these dames did this," but it just echoed. And so we sat through the rest of the program and at least I thought, "Okay, well, there are ninety two flags that will be coming. The girls with the flags. They'll be with the flags." It was 92 lily white girls.

So we decided—192 lily white girls in the program and not one . . . something is wrong. And not the girl scouting. We were talking about all this. And they had invited all these African American national organizations to come to girl scouting as visitors and so forth, and international visitors. All about pluralism.

So, to make a long story short, we were leaving and some of us who were new members coming on said, "Well, what did they tell you about this organization?" I said, "Well, I was told about all of this," and they said, "Well, something is wrong because I think . . ."

One of the women, who was a lawyer, said, "Well, I think we have been had. I don't think this is—" So, anyway, we got coffee and so forth, and the next morning, I think

each one of us received a telegram from a group there in Seattle. We never knew who. They did not sign, so we don't know. But mine said, "How dare you take your great creativity and your bright level of intuition and your experience to such a racist organization when others need you elsewhere?"

And so then other people said different things, and so we met with the incoming national president and we said, "We need something here to happen. Number one, this organization needs to apologize—"

Oh, the other thing is that the NBC morning news out of Seattle, comparable to that, had been invited and there was a black woman anchor. So, she was sitting down there with us, filming everything. And so the next morning, she opened her program and she said, "Last night, the Girl Scouts came to town," this is kind of how she said it, "with their focused, featured event of a 100-voiced lily white choir." And she said nothing else about it at all.

So we asked our national president to apologize. That set in motion a way for us to really look. And so what we did the next year, the 14-15 of us who had come on, we organized a conference scouting for black girls in Atlanta. And we asked the 50 largest cities to evaluate the status and come to that conference so we could . . . but to tell you, "This is the reality. Whatever it is that you girls think you did, something is not . . ."

And we had all kinds of things assigned about how black and white got paid different salaries. All of that. Anyway, that gave us 18 goals to work for, which really helped us stimulate the whole organization. And so, I was on the girl scout board for the rest of that time. I've been on that ever since. That's been my major volunteer activity.

So, I was elected as first vice president in '72 in Dallas, and that was funny because I'm short, right? And so, I was on the back of the elevator and so these people got on one of the floors – we were going upstairs – and one woman said to the other, was like, "Well, you know we put you on that nominating committee to take care of that, don't you? So that that president is not going to . . . that won't be happening. You'd better take care of that."

Because I had been elected first vice president. Didn't hardly offer me anything though, in girl scouting, the folks like . . . to this day, they don't know that I was standing in the back of the elevator. And I thought, "Okay, all right." And again, I had no idea, but then the nominating committee called and asked me because I did a very good job as executive. They needed my administrative skills to do the executive committee because we were really trying to get girl scouting really organized and organized. And that's all I was prepared to give. I didn't—because I was a volunteer. I had to work. I wasn't rich enough to just say, "Okay, I'll just quit my job and volunteer," like a lot of women would.

So I was not really prepared for being nominee and I had no idea I was being looked at in that sense to be considered for a national president. We were in New York, and at that time, I wore my hair natural. I had it braided. We were in New York for a meeting the night *Miss Jane Pittman* came on television, and I had braided my hair and I was in my room and I was watching *Miss Jane Pittman* when the telephone rang.

And one of the members of the nominating committee, who was an African American woman, said, "Gloria, we would like to talk about—the nominating committee would like to talk with you. Have an interview with you." And I said, "Oh, really? I can't come down. I braided my hair." And she said, "Why . . . fix your hair now and get down here." She said, "This is important." And so, I said, "Well, okay." I didn't ask anything else. I had no idea.

I took my hair down and combed it out and went down. And they did a general kind of interview with me, and nothing about the president even at that point, and asking about various things. And then a few months later, they were wanting to ask if I would serve as a nominee for president. And I couldn't even say yes to that. I really didn't—I wasn't sure. I really wasn't because I didn't know what that meant about support and all that. I just didn't.

I remember telling my mom – that's the only person I told it to to discuss it – and she said, "Well, you'd better be careful, girl, because those people get you out there on a limb and cut it off." So I told them I would tell them by a certain time, and I talked to another person that I know very well and I trusted her judgment. And I said, "Well, yes."

So then they decided that they couldn't make the public announcement nominations like they usually did in spring because they feared a lot of backlash and so forth, and somebody even feared there'd be a demonstration at the convention. Well, at any rate . . . I became president.

I had major sessions to chair at that convention because we were looking at—people had boys who wanted to join girl scouting and I had sessions to keep it the girl scout movement and so forth. And so, I was elected the national president in '75, and served on the national board in several ways internationally and so forth. And so, I kept that as one of my major activities.

**KK:** I wanted to ask you briefly. I know you have to get to your dinner. You mentioned you finished your doctorate in a higher ed program, what would have been called education administration. Is that right?

**GS:** Higher education administration.

**KK:** Higher education administration. What do you recall about that program? Who were the faculty . . . I'm a Ph.D. student in this program and I think that you were among one of the earlier—

**GS:** —Yes, I was very much—second or third. The second class—

**KK:** —what do you remember about the faculty and the program there?

**GS:** Well, it was joint faculty. Several people had additional assignments in other academic disciplines. And so, there's a word for that. I'm not thinking of it right now—

**KK:** —They had adjunct—

**GS:** —Well, they were adjuncts, but they also—it was another generic word. But the chair was a very good person. The program was laid out very well. And since we were early students here, we had a chance to help shape how it would go. A young man, named Tim Duncan, was one of the students in that program with us. He had been in sociology. And Dave Ambler was here.

And we pretty much were able to help design direction things. Since I have a science background and I was going to be staying in science, a lot of my work was focused on science and how to do science work and so forth. And I did a Ph.D. instead of an Ed.D., with the other research, and I did my dissertation on deans of students and the characteristics of deans of students sitting across the country in different ways and looked at male/female data collection.

Of course, there were lots of deans of women, but not very many deans of students. And made recommendations for opening up this whole area. It was a really good program. It was small number of people and we were fairly close knit. Dr. Chambers, who was the finance teacher, was excellent and he was a major glue. Malcolm Chambers, he was really, really, very, very good.

And then Dr. Porter. Dean Shaffer was a member of the faculty. Kate Hevner Mueller, Dr. Mueller, was very much important in that. She was my chair as a matter of fact. And pooling together administration not just as a separate thing, but really fundamentally involved in the development, organization, management, and operations of institutions, that of academics and students.

So it was not just an administrative program, but it was very much intersected and all the way interactive. It was a very good program. And I haven't kept up with it enough to know if it's evolved into something else or not, but I hope it hasn't because a lot of places really focus on this administrative stuff that they do now actually, in some of the schools down in North Carolina.

But this was really integrative, and I guess it was starting bottom-level, recognizing that academia is the central core of the university and not the other way around. That you don't exist—administration is there only for the academic program and the other things it would do, but not that all these programs are there to make the administration be the core.

**KK:** I understand. Well, I know we are running out of time. Thank you so much for doing this. It's been a pleasure. And I hope maybe we'll have another opportunity –

maybe in a next visit next time you're coming to Bloomington, or maybe a phone call – to do some follow-up.