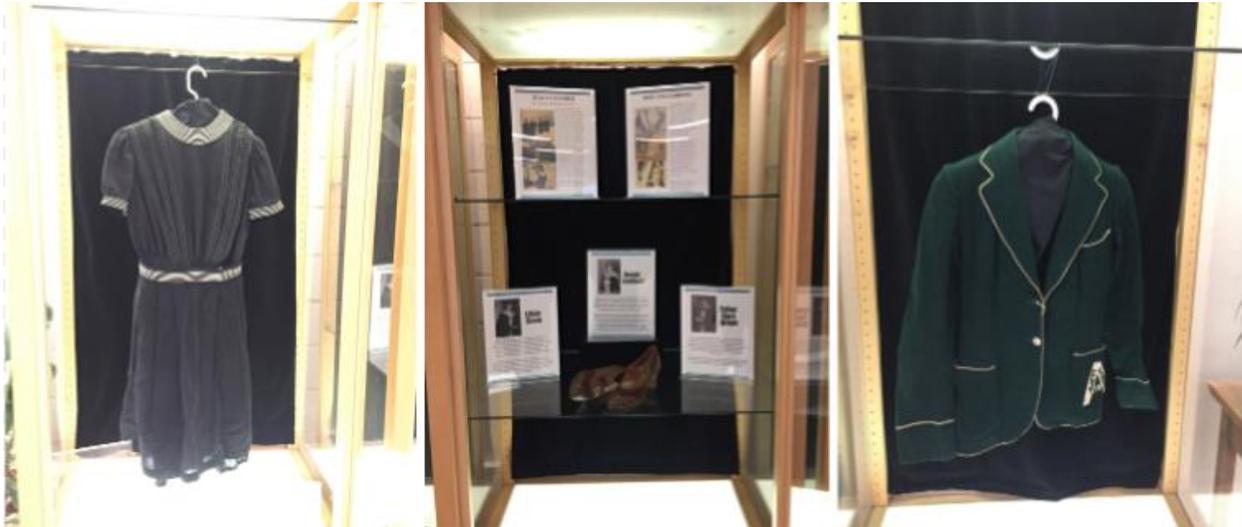


TULLY UNTAMED: FEMALE GRADUATES OF 1916



Acadia Library Display

Artifacts lent by Wolfville Historical Society and Esther Clark Archives.

When beginning this project I knew I wanted to research a topic that appealed to my interests as I personally feel that with passion and interests come the best results. I am interested in women's history but also historical fashion and this is when I gained the idea to fuse the two together. I pursued this topic for my project not only because I am researching topics I am passionate about but also this research is personal.

From a young age, I found it difficult to relate to feminine things such as the colour pink and dresses. Now in my twenties, I can see why I had such an issue with identifying with anything feminine. Being feminine meant I could not be powerful and rejecting my femininity meant I could be powerful and taken seriously. In my adult years, I have been slowly progressing towards an understanding that being feminine does not mean you cannot be powerful, and, more importantly, being feminine does not make you less of a successful woman. In my research project for HIST 4343, I explored this feminist consciousness that I have been gaining that women can be BOTH feminine and powerful. It is important that while I raise my own consciousness I use my voice as a tool to speak to women and raise the awareness that their power can lie within their own femininity. The female graduates of 1916 interested me because these women were a phenomenal group whose achievements and successes not only have importance to Acadia's history but also illustrate the evolution of women's roles in Canadian

society. These women were one of the first generations of women who had the choice between the female world of domesticity and the male world of career and independence. I was drawn to these female graduates because I felt that they owned their femininity in a male-dominated society.



Eva Bessie Lockhart Fonds, 1969.002-LOC/22, Esther Clark Wright Archives, Acadia University

RESEARCH:

I spent most of my time in the Esther Clark Wright archives for my research. I was lucky to have two theses written about the women graduate of 1960: Sarah Atkinson "*You Would Hardly Think It To Look At The:*" *Visual Representations of Colonialism in Bessie Lockhart's Scrapbooks* and Tammy Lynn Pettigrew, *Womanly in their Strength: The Women Graduates of Acadia University in 1916*. In the archives, I also found Bessie Lockhart's scrapbooks, which provided photographs of the women graduates' time at Acadia. These materials allowed me to gain a deeper understanding of who these women were and their achievements. These

scrapbooks showed me the lives of the women graduates and demonstrated that women could be feminine and successful.

For other sources to gain a better understanding of the social climate of 1900, women's experiences in universities and the fashion at this time period I consulted a number of articles and books. These sources were: Ainsley, et al, *Creating Complicating Lives: Women and Science at English-Canadian Universities*, Axelrod and Reid, *Youth, University and Canadian Society*, Caroline Routh, *In Style: 100 Years of Canadian Women's Fashion* and Zoe Tustin, "Thus far thou shalt come and no farther." *Domestic Science and The Limits of Women's Education at the Acadia Ladies Seminary*. There are more detailed commentaries on these sources in the Annotated Bibliography section of this document.

WHY I PICKED ESTHER CLARK WRIGHT, LILLIAN CHASE AND BESSIE

LOCKHART:

After researching the women graduates of 1916 I understood that I could not tell each and every woman's story so I decided to pick the three women who spoke to me the most and these women were Esther Clark Wright, Lillian Chase, and Bessie Lockhart.

Esther Clark Wright studied Economics and the history of Civil Engineering. She is also known as a notable Canadian historian due to her historical and genealogical research. Both economics and civil engineering were subjects deemed male subjects.

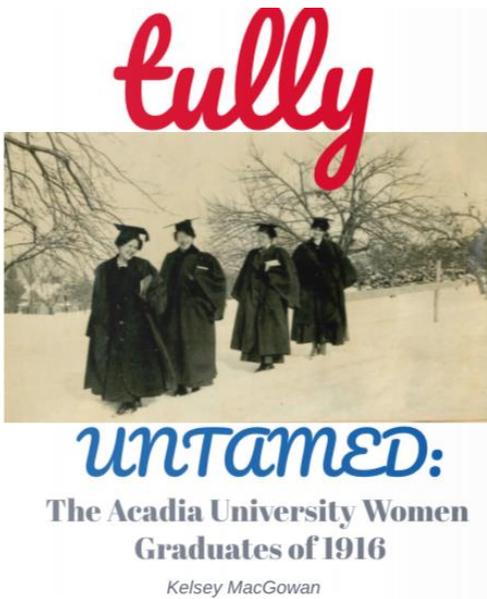
Lillian Chase was a member of the clinic established to further study and test the Banting's and Best's "fluid", later known as insulin. What is interesting is that Lillian's name is often kept out of the record of who helped with this discovery, showing that women were seen as unimportant in science. Lillian also established her own medical practice in 1925 in Regina,

Saskatchewan. By having her own practice, Lillian Chase would have been economically independent and working within the public sphere, something that many women felt they could not achieve due to economic instability.

Once Bessie Lockhart had graduated from Acadia University she left for India as a missionary under the auspices of the United Baptist Women's Missionary Union and the Canadian Baptist Foreign Mission Board. When her term was up Bessie went back on her own accord. Throughout her career, Bessie created scrapbooks which she sent to her family and friends. These scrapbooks are important because they provide photographic evidence of the women's lives at Acadia and Bessie's time in India. Scrapbooking was seen as a feminine hobby, but a woman traveling by herself was unusual at this time, so Bessie was active in both the domestic and the public sphere.

All these women were entering male-dominated fields and were economically independent. While they may have had no choice but to wear feminine clothing, what I find striking is that these women did not change themselves to look more masculine. Historically there is evidence of women entering male-dominated spheres who adapt to masculine wear, such as cutting their hair short and wearing pants (something seen as unfeminine at the time). This was an attempt to fit in.

DISPLAYING MY RESEARCH:



When researching my project there was a question about how to display it all. I decided that instead of just using photographs I would use artifacts from Wolfville Historical Society and Esther Clark Wright Archives. I wanted not only to show examples of clothing women wore in 1900 but to also show that when looking at artifacts such as clothing we can use them to talk about various subjects. Often in museums, the only information that is provided is the name, date and make. I am simply using these artifacts as a starting point of a larger story. I created a display in the Acadia Library, which can be seen on page one. The artifacts I used were a swimsuit, shoes and a Tully jacket.

Not only did I create a visual project in person but I also created an online 'zine.' I create my own 'zines' in my personal time so I thought it would be fun to create an online version for others to enjoy. I did this to ensure my research was accessible to all and that once the library display had been taken down people could still access and see my project. I did not want to have a lot of text in the display at the library so I added a QR code to my online 'zine' to allow people to gain more information if they wanted to learn more. This also creates an interactive aspect to my project as you can flip through the zine with your own fingertips giving an allusion you are flipping a real book. You will be able to find a link to this 'zine' on Acadia History Department's website under the Public History Projects.

AIM OF MY PROJECT

My aim for this project is to highlight these women's achievements and to provide current female students and those who identify as such with role models. Having role models is important. They remind you of what you can be. This is why I have expressed great importance of femininity. Often dressing feminine isn't seen as powerful, my project shows that women CAN be powerful and feminine at the same time. I believe female graduates show women doing what men do in a women's way. I want women at Acadia to see themselves in the lives and accomplishments of Esther Clark Wright, Lillian Chase, and Bessie Lockhart.

ANNOTATED BIBLIOGRAPHY

Primary Sources:

Bessie Lockhart, scrapbook, 1921-1922, Eva Bessie Lockhart Fonds, 1969.002-LOC/22, Esther Clark Wright Archives, Acadia University

This source provided photographic evidence of the graduate class of 1916's time at Acadia. This source proved very useful for my research especially to see what these women wore during their time at Acadia. This source also included Bessie's personal notes about who was in the photographs and locations which allowed me to understand who was who in the photos since my focus was on Esther Clark Wright, Lillian Chase, and Bessie Lockhart.

Secondary Sources:

Ainsley, et al., eds. *Creating Complicated Lives: Women and Science at English-Canadian Universities*

This source illustrates the lives and experiences of women in the study of science in English-Canadian universities. This source was useful to gain a better understanding of the issues that Lillian Chase may have faced during her studies of medicine.

Axelrod and Reid, eds., *Youth, University and Canadian Society*

Axelrod and Reid provide an analysis of what the student experience was like during the 1900s. This source examines how university life is a part of social and intellectual history. The source was useful to gain an understanding of how women's roles and experiences of university were shaping and developing within Canada. This source became very important for my research to gain a deeper understanding of the societal expectations of women even when they were in university.

Atkinson, S. P. (2016). "You would hardly think it to look at them": Visual representations of colonialism in Bessie Lockhart's scrapbooks. Retrieved from

<http://scholar.acadiau.ca/islandora/object/theses:1450>

Atkinson provides an analysis of archival material, Bessie Lockhart's scrapbooks. This thesis looks at how Bessie's scrapbooks show colonial thinking. This source was important for my research as it allowed for a deeper analysis and understanding of not only Bessie but also the time period. This source was very useful to understand female missionaries.

Pettigrew, T. L. (1994). Womanly in their strength: the women graduates of Acadia University in 1916. Retrieved from <https://scholar.acadiau.ca/islandora/object/theses:3196>

Pettigrew illustrates the lives of the women's graduates and why they are important to Acadia's history. This source discusses the experiences and lives of the women graduates by providing information on why their lives and choices were important for the 1900s. This source was crucial to my research as it provided a lot of information not only about the women graduates of 1916 but also female education at Acadia during that time period. This source allowed me to strengthen my argument on why these women were exceptional people.

Routh, Caroline. In Style : 100 Years of Canadian Women's Fashion. Toronto: Stoddart, 1993.

This source looks at how fashion in Canada has changed throughout 100 years by looking at trends and the changes in society. By examining each time period Caroline Routh provides an in-depth analysis of why fashion occurred and how women's status was affected by the changes in fashion. This source was important to my research to provide accurate historical information about the artifacts used.

Tustin, Z. E. (2015). "Thus far thou shalt come and no farther": Domestic science and the limits of women's education at the Acadia Ladies' Seminary, 1878-1926. Retrieved from

<http://scholar.acadiau.ca/islandora/object/theses:1210>

While this thesis is not directly linked to the women graduates of 1916, this source provides information about women's education at Acadia. This source provided my research with how education changed and what it was like for women to study at Acadia.