

Dorothy Jordan Lloyd then made a similar presentation to Miss Davison. She said that it was a particularly great pleasure to her to have been asked to associate herself with the presentation to Miss Davison, because of the specially close connection between them. Miss Davison's influence on her girls was extraordinary; she possessed the power of impelling work. All the science girls were grateful to her for what she had done for them, and they realized now that to make pupils work hard the teacher must work still harder herself.

Left: An extract from the King Edward VI High School for Girls (KES) Newsletter, 1914; *Right:* **Dorothy Jordan-Lloyd** at Cambridge in 1914, aged c. 24-25.

King Edward's Foundation Archive,
Birmingham.

Cambridge University Archives, Biochemistry
Department Photograph Albums.



The old school scarf: women's networks

The first generation of women biochemists entered a much less mixed research culture than would later develop after 1914 in centres like Cambridge and the Lister Institute. It is perhaps in this early period, therefore, that alumni associations proved most important for providing a shared forum for women to leave behind the still male-dominated laboratory and share both their past memories and present experiences.

One such association was the KES Old Edwardian's Club, which counted a remarkable number of biochemists amongst its alumni, including **Ida Smedley**, **Annie Homer**, and **Muriel Wheldale**. Another prominent biochemist is quoted here in the Club's Newsletter from 1914: **Dorothy Jordan-Lloyd** (1889-1946).

Jordan-Lloyd's speech was given to mark the retirement of the school's science teacher, **Miss Davison**, who had taught at KES from its inception in 1883 until 1914. Particularly striking in this speech is the sense of a shared community of 'science girls', who Jordan-Lloyd here warmly suggests had 'all' collectively acquired skills for their teaching and research careers while at the school.

Groups such as the British Federation of University Women (1907), as well as school- and university-cohorts, allowed women to remain in touch and promote their collective professional status. Such networks offered one means for women to compare their experiences and forge independent identities as researchers.