

DOCUMENT RESUME

ED 081 345

HE 004 503

AUTHOR Westervelt, Esther M.
TITLE Women's Higher Education: Some Unanswered Questions.
INSTITUTION Johnson Foundation, Inc., Racine, Wis.
PUB DATE Mar 72
NOTE 62p.; Oversized document actual page count is 34; Report of a Wingspread Conference convened in March, 1972
AVAILABLE FROM The Johnson Foundation, Racine, Wisconsin 53401
EDRS PRICE MF-\$0.65 HC-\$3.29
DESCRIPTORS *Conference Reports; Conferences *Educational Change; Educational Needs; *Females; *Higher Education; Sex Discrimination; *Womens Education; Working Women

ABSTRACT

This document summarizes the Wingspread Conference on Women's Higher Education, 1972. Topics of conference papers and discussion concerned changes in women's education and changes needed for the future, four types of women students-undergraduate, graduate and adult women undergraduates perceptions of needs for the future, higher education and feminine socialization, plans for widening women's education opportunities, and the special needs of working class women. A questionnaire evaluation of the conference indicated that the conference may have achieved its goals to stimulate greater concern with planned interaction between practice and research and to lend at least mild support to those engaged in various specific types of enterprises. A list of participants and the evaluation questions are supplied. (MJM)

ED 081345

VENICE'S MUSIC CULTURE AND LITERATURE

REPORT OF A WINDSEED FOUNDATION
STEPHEN JOHNSON FOUNDATION

U.S. DEPARTMENT OF
EDUCATION
NATIONAL CENTER FOR
EDUCATIONAL RESEARCH
THIS DOCUMENT
REPRODUCED EXACTLY
AS RECEIVED FROM
THE PERSON OR
ORGANIZATION
ORIGINATING IT. POINTS
OF VIEW OR OPINIONS
STATED DO NOT
NECESSARILY
REPRESENT OFFICIAL
POSITIONS OF THE
EDUCATION DEPARTMENT.



FILMED FROM BEST AVAILABLE COPY

WOMEN'S HIGHER EDUCATION SOME UNANSWERED QUESTIONS

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRO-
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIGIN-
ATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRESENT
OFFICIAL NATIONAL INSTITUTE OF
EDUCATION POSITION OR POLICY.



FILMED FROM BEST AVAILABLE COPY

WINGSPIREAD CONFERENCE ON
WOMEN'S HIGHER EDUCATION
SOME UNANSWERED QUESTIONS

convened by
NATIONAL COALITION FOR RESEARCH
ON WOMEN'S EDUCATION AND DEVELOPMENT
in cooperation with
THE JOHNSON FOUNDATION
March, 1978

STATEMENT OF PURPOSE

Many aspects of the higher education of women have become acutely debated issues in recent years. The Wingspread conference considered some of these issues from a woman's view. A goal of the conference was to determine what might be done to improve programs and practices that inhibit the search for scholarship and learning more about the psychological and social factors which affect the process of women's education. Concrete recommendations revealed pointed to the concerns of educators and researchers in the area and also showed how more concrete and change and close cooperation between practitioners and researchers should be encouraged and encouraged. Above all, the conference did consider women's education. We still have much to learn about educating women for the future that they will lead in the next 50 years.

Reprinted from
WESTERN WESTERN



INTRODUCTION

The Johnson Foundation's program role in helping to advance women's higher education begins with an interest in the rights of the individual. The Foundation's Statement of Purpose affirms as a main concern, ". . . the individual and the development of his highest powers of mind and spirit." It is from this human rights base that we express our interest in freeing the mind and spirit, rather than imprisoning these attributes by custom.

Consistent with this commitment, for more than a decade the Foundation has initiated and supported programs to increase opportunities for women. The goal of these efforts is greater fulfillment for women through versatile participation in society.

The University of Wisconsin and The Johnson Foundation convened in 1963 a Wingspread meeting on "Women in College and University Teaching - Staff Needs and Opportunities in Higher Education." This first meeting was programmed for women who might undertake graduate work for teaching positions in higher education. Later on, meetings were held for college undergraduates, and also for young women of secondary school age.

The Radcliffe Institute, convening a conference on "Women's Resources for a Changing World," was assisted by The Johnson Foundation in 1972. This conference honored Mary Bunting, President of Radcliffe College, for her leadership in seeking educational opportunities for women.

Militant efforts associated with equality for women have their place in a dynamic society. These activities are thriving in the United States at present, and gain the headlines. As a balance, in response to educational leaders, The Johnson Foundation since 1969 has cooperated with the National Coalition for Research on Women's Education and Development. Grants for early-stage administration have helped the Coalition become established. The Wingspread Conference Center (Racine, Wisconsin) is a place where the Coalition's Board of Trustees and Advisory Council have hammered out policy. The Foundation is proud of this affiliation. There seems no doubt that the thought-

ful work which these individuals are doing will advance in educational opportunities for women.

This publication, "Women's Higher Education: Unanswered Questions," reports on a Wingspread Conference convened in March, 1972 in cooperation with the National Coalition.

In the years ahead The Johnson Foundation will continue to seek ways in which it can use a share of its resources to create meaningful careers for women.

*Leslie Paffrath
President
The Johnson Foundation*

INTRODUCTION

Foundation's program role in helping to advance education begins with an interest in the individual. The Foundation's Statement of Purpose concerns, "... the individual and the highest powers of mind and spirit." It is on this basis that we express our interest in education and spirit, rather than imprisoning these powers.

Our commitment, for more than a decade, has been to initiate and support programs to increase educational opportunities for women. The goal of these efforts is greater participation through versatile participation in society.

Wisconsin and The Johnson Foundation sponsored a Wingspread meeting on "Women in College Teaching - Staff Needs and Opportunities in Wisconsin." This first meeting was programmed for women to undertake graduate work for teaching in higher education. Later on, meetings were held for women's colleges, and also for young women of second-

order, convening a conference on "Women's Changing World," was assisted by The Johnson Foundation. This conference honored Mary Bunting, of Middlebury College, for her leadership in seeking educational opportunities for women.

Activities associated with equality for women have their roots in our society. These activities are thriving in the present, and gain the headlines. As a balance, educational leaders, The Johnson Foundation cooperated with the National Coalition for Women's Education and Development. Grants for demonstration have helped the Coalition become the Wingspread Conference Center (Racine, Wisconsin) where the Coalition's Board of Trustees and staff have hammered out policy. The Foundation is confident there seems no doubt that the thought-

ful work which these individuals are doing will lead to a steady advance in educational opportunities for women.

This publication, "Women's Higher Education: Some Unanswered Questions," reports on a Wingspread conference convened in March, 1972 in cooperation with the National Coalition.

In the years ahead The Johnson Foundation will continue to seek ways in which it can use a share of its resources to insure meaningful careers for women.

Leslie Paffrath
President
The Johnson Foundation

BIOGRAPHICAL SKETCHES OF CONFERENCE SPEAKERS AND AUTHORS OF CONFERENCE PAPERS.

ELIZABETH DOUVAN

Dr. Douvan received her Ph.D degree in Social Psychology from The University of Michigan. She is currently Professor of Psychology at The University of Michigan. She teaches both undergraduates and graduates in Social Psychology and Personality Development and conducts seminars in Feminine Personality Development. She is working on a study of women returning to college after the age of 30. Her articles and books in the social sciences cover diverse topics from architecture and adolescent development to feminine personality and conflict.

JOHN H. GAGNON

Dr. Gagnon earned the Ph.D degree in Sociology from the University of Chicago. He serves as Professor in The Department of Sociology and Dean of The Center for Continuing Education at The State University of New York at Stony Brook. He is Contributing Editor to *Change Magazine*, Associate Editor of *Teaching Sociology*, and Associate Editor of *Social Problems*. He has contributed to educational television through teaching a course on "Crime and the Community" and conducting a series on the problems of imprisonment. In his numerous articles and books, special attention is directed to many kinds of behavioral problems.

JOSEPH KATZ

Dr. Katz holds his Ph.D degree from Columbia University in the field of Philosophy. His present position is Director of Research for Human Development and Educational Policy and Professor of Human Development, State University of New York at Stony Brook. Prior to this position he served as Executive Director, Institute for the Study of Human Problems, Stanford University. He has been a Research Director in the Study of Coeducational Living, Study of Adult Women, Student Occupational Development, and Student Development. In his publications Dr. Katz has paid special attention to and won acclaim in areas related to student development.

ELIZABETH DUNCAN KOONTZ

Dr. Koontz holds a master's degree in education from Atlanta University and has done research at Columbia University and Indiana University. She received training in the field of special education for the mentally retarded at North Carolina College. She is recipient of several honorary doctoral degrees and was president of the National Education Association. She served as a member of the President's Commission on Education of Disadvantaged Children and the North Carolina Governor's Commission on the Status of Women. In February, 1969 she became the first Negro woman to head the Women's Bureau, U.S. Department of Labor. She has been appointed U.S. Delegate to the United Nations Commission on the Status of Women.

BERNICE SANDLER

Dr. Sandler holds a Ph.D degree in Counseling and Guidance Services from the University of Maryland. She is currently Executive Associate with the Association of Women's Action Programs where she is Director of a Project on the Status of Women. Prior to this position she served as Director of the Women's Action Program at the U.S. House of Representatives Special Subcommittee on HEW. She worked as an Education Specialist on the House of Representatives Special Subcommittee on HEW. She was the first person ever appointed to a Congressional committee to work specifically on women's rights. As former Chairman of the National League for Federal Contract Compliance of the Women's Equity League, she planned the strategy and spearheaded a campaign to get existing Executive Orders amended to prohibit sex discrimination by colleges and universities and federal contracts.

SKETCHES OF CONFERENCE SPEAKERS AND AUTHORS OF CONFERENCE PAPERS.

ELIZABETH DOUVAN

received her Ph.D degree in Social Psychology from the University of Michigan. She is currently Professor of Psychology at the University of Michigan. She teaches both undergraduate and graduates in Social Psychology and Development and conducts seminars in Feminine Development. She is working on a study of women's development after the age of 30. Her articles and books published cover diverse topics from architecture and development to feminine personality and

JOHN H. GAGNON

received the Ph.D degree in Sociology from the University of Chicago. He serves as Professor in The Department of Sociology and Dean of The Center for Continuing Education at State University of New York at Stony Brook.

He is Editor to *Change Magazine*, Associate Editor of *Psychology*, and Associate Editor of *Social Problems*. He is involved in educational television through teaching "Time and the Community" and conducting a series of problems of imprisonment. In his numerous articles, special attention is directed to many kinds of social problems.

JOSEPH KATZ

received his Ph.D degree from Columbia University in Philosophy. His present position is Director of Human Development and Educational Policy and Director of Human Development, State University of New York at Stony Brook. Prior to this position he served as Executive Director for the Study of Human Problems, Stanford University. He has been a Research Director in the Study of Adolescent Development, Study of Adult Women, Student Occupational Development, and Student Development. In his research, Katz has paid special attention to and won numerous awards for student development.

ELIZABETH DUNCAN KOONTZ

Dr. Koontz holds a master's degree in elementary education from Atlanta University and has done graduate work at Columbia University and Indiana University. In addition she received training in the field of special education for the mentally retarded at North Carolina College. She is the recipient of several honorary doctoral degrees. Mrs. Koontz was president of the National Education Association in 1958-69. She served as a member of the President's Advisory Council on Education of Disadvantaged Children and on the North Carolina Governor's Commission on the Status of Women. In February, 1969 she became the first Negro to be Director of the Women's Bureau, U.S. Department of Labor. She has also been appointed U.S. Delegate to the United Nations Commission on the Status of Women.

BERNICE SANDLER

Dr. Sandler holds a Ph.D degree in Counseling and Personnel Services from the University of Maryland. She is currently an Executive Associate with the Association of American Colleges where she is Director of a Project on the Status and Education of Women. Prior to this position she served as Assistant Director of the Women's Action Program at the Department of HEW. She worked as an Education Specialist for the U.S. House of Representatives Special Subcommittee on Education. She was the first person ever appointed to the staff of a Congressional committee to work specifically in the area of women's rights. As former Chairman of the Action Committee for Federal Contract Compliance of the Women's Equity Action League, she planned the strategy and spearheaded the national campaign to get existing Executive Orders enforced with regard to sex discrimination by colleges and universities that hold federal contracts.

ANNE FIOR SCOTT

Dr. Scott holds a Ph.D degree from Radcliffe College in the field of History. She is presently a Professor of History at Duke University. She served as Chairman, North Carolina Governor's Commission on the Status of Women, 1964 and she was a member of the President's Advisory Council on the Status of Women (appointed by President Johnson, 1965). She is Chairman, Committee on the Status of Women of the Organization of American Historians. In her books and articles, she addresses herself to Women in American Life and issues related to Southern Women.

ESTHER M. WESTERVELT

Dr. Westervelt holds an Ed.D degree from Columbia University in the field of Guidance and Student Personnel Administration. She served as Adjunct Associate Professor at Teachers College, Columbia University where she taught courses in guidance and student personnel administration. In 1966 she became Director of the New York State Guidance Center for Women, a State University pilot project. She conducted research on associations among the clients' attitudes, aspirations, and selected psychological and social characteristics. Her research and writings are concerned with women's roles, the development of sex differences, counseling girls and women, and utilization of anthropological theory and research in guidance and student personnel administration.



*Conference Chairperson:
Esther M. Westervelt,*

WOMEN'S HIGHER EDUCATION: SOME UNANSWERED QUESTIONS

The Wingspread Conference on WOMEN'S HIGHER EDUCATION: SOME UNANSWERED QUESTIONS was convened by the National Coalition for Research on Women's Education and Development, in cooperation with The Johnson Foundation. Many aspects of the higher education of women are lively issues today. The sheer multitude and variety of prescriptions for needed action are sufficient evidence of the need for careful and extensive study in the field. Educators and others concerned with the improvement of programs and practices in women's higher education are faced with a host of unanswered questions. The same concern motivates scholars to learn more about the forces - psychological and sociological - which interact in the process of women's education.

The major purpose of the Wingspread Conference was to emphasize the need for knowledge on which effective action can be based. The intent was to reveal a few points at which the concerns of educators and researchers intersect; to encourage consideration of the need for constant interchange and cooperation between practitioners and researchers.

A one-day conference could do no more than provoke discussion pertinent to its objectives. Conference papers were drawn from a gamut of topics rather than focused on a narrow theme. Two of the papers were from leaders in program development in women's education; two were from research scholars concerned with quite different sets of factors pertinent to women's higher education. Three short papers were from the consumers of that education - from a graduate student, an undergraduate student, and two adult women students.

The Wingspread conference planners had assumed that a one-day conference would attract mainly those within a relatively short distance from Racine, Wisconsin. A dramatic indication of the high level of interest in the status of women in higher education was a response far different from that envisaged by the planners. Participants came from all over the United States; some represented institutions and organizations from all the

major regions of the country. Others came as concerned persons, traveling at their own expense. The response to an anticipated seminar of approximately 160 people totalled almost 160. Leslie Paffrath, President of the Johnson Foundation, reported in his welcoming remarks that the response was without precedent in The Johnson Foundation's decade of experience with invitational conferences. A heavy March snowstorm kept very few people from attending, though it did prevent some from leaving the city. The conference report with the conference topic is an area of concern and a high priority in America today.

It was the hope of those who planned the conference that the day would be devoted primarily to discussion stimulated by the papers which were presented at the conference. These papers were distributed in advance of the conference. Speakers were encouraged to reiterate their main points at the conference and to engage freely in discussion with the conference participants. In discussion was actively encouraged and was lively.

In his welcome to the participants, Leslie Paffrath said, "From the start we have assumed that all those who come to the conference are interested not in fact but in its character. We have also assumed that all who come to contribute to the theatricals of the conference will further conditions for full membership right from the start for all purposes." These assumptions proved to be highly probable that almost every shade of opinion on women's educational needs in our society, and every shade left, was represented at the conference. The diverse times differing commitments of those who came to the discussions were met with respect on all sides.

Leslie Paffrath also commented, "We have had the hope of this calibre become the seed bed of ideas for new programs. That is the goal today. Conference is an ally of thought symbols, even though we are interested in watching these symbols be born. The hours of listening and thinking today, we

WOMEN'S HIGHER EDUCATION: SOME UNANSWERED QUESTIONS

Conference on WOMEN'S HIGHER EDUCATION: SOME UNANSWERED QUESTIONS was convened by the National Commission for Research on Women's Education in cooperation with The Johnson Foundation. The questions of the higher education of women are lively and the sheer multitude and variety of prescriptions are sufficient evidence of the need for careful study in the field. Educators and others concerned with improvement of programs and practices in higher education are faced with a host of unanswered questions. The concern motivates scholars to learn more about the psychological and sociological - which intersect - of women's education.

One of the purposes of the Wingspread Conference was to emphasize the knowledge on which effective action can be taken. The intent was to reveal a few points at which the concerns of educators and researchers intersect; to encourage the need for constant interchange and cooperation between educators and researchers.

The conference could do no more than provoke discussion. Its objectives. Conference papers were drawn from a wide range of topics rather than focused on a narrow theme. Some were from leaders in program development and some were from research scholars considering different sets of factors pertinent to women's education. Three short papers were from the consumers of higher education: from a graduate student, an undergraduate student, and an adult women student.

The conference planners had assumed that a one-day conference would attract mainly those within a relatively narrow area in Racine, Wisconsin. A dramatic indication of the widespread interest in the status of women in higher education was the response far different from that envisaged by the planners. Participants came from all over the United States; from a wide range of schools and organizations from all the

major regions of the country. Others came in their capacity as concerned persons, traveling at their own expense. Instead of an anticipated seminar of approximately 70, the participants totalled almost 160. Leslie Paffrath, President of The Johnson Foundation, reported in his welcoming remarks that the response was without precedent in The Johnson Foundation's decade of experience with invitational conferences. Even a heavy March snowstorm kept very few from attending, although it did prevent some from leaving that evening. We can safely preface the conference report with the statement that the conference topic is an area of concern which has high priority in America today.

It was the hope of those who planned the Wingspread conference that the day would be devoted primarily to discussion stimulated by the papers which were commissioned for the conference. These papers were distributed to participants in advance of the conference. Speakers were asked merely to reiterate their main points at the conference, then to engage freely in discussion with the conference group. Participation in discussion was actively encouraged and the response was lively.

In his welcome to the participants, Leslie Paffrath remarked, "From the start we have assumed that all those who did come to the conference are interested not in fashions of education but in its character. We have also assumed that none would come to contribute to the theatricals of a movement, but to further conditions for full membership rights in our society for all purposes." These assumptions proved to be sound. It is highly probable that almost every shade of conviction about women's educational needs in our society, from far right to far left, was represented at the conference. The firm and sometimes differing commitments of those who contributed to the discussions were met with respect on all sides.

Leslie Paffrath also commented, "We have seen conferences of this calibre become the seed bed of ideas which have led to programs. That is the goal today. Conferences consist basically of thought symbols, even though we call them words. Our interest is in watching these symbols become works. In the hours of listening and thinking today, we hope that the domi-

nant thought with each participant will be ways in which all of the experience can apply to the lives of individuals toward change."

It is unlikely that those who sponsored the conference will ever know to what extent this goal may be realized. We do know, from the responses to the evaluations which were sent out after the conference, that ideas were exchanged there, and that some participants shared these ideas with others at their home institutions. If any of these ideas lead to improvement in programs on even a few campuses, this will be a worthwhile outcome.

CONFERENCE PAPERS AND DISCUSSIONS

Anne Firor Scott, then President of the National Coalition for Research on Women's Education and Development, and Professor of History at Duke University, opened the conference. She remarked that its emphasis on "unanswered questions" arose from the Coalition's commitment to "an effort to find out what we know and find answers to what we don't know" about the higher education of women. She explained that the Coalition was a network of educational institutions which was organized to encourage and facilitate research which would broaden and deepen our understanding of the relationship between women's education and their development. She emphasized the inevitability of change in human affairs and social relationships and pointed out that in America change is, in fact, an integral characteristic of the society.

WOMEN AND HIGHER EDUCATION: WHERE DO WE GO FROM HERE? (Action)

Change was the first topic on the conference agenda - what changes, if any, have occurred in women's education and what are needed? Bernice Sandler, Executive Associate with the Project on the Status and Education of Women of the Association of American Colleges, discussed "Women and Higher Education: Where Do We Go From Here?" Bernice Sandler called sex discrimination "the last socially acceptable form of

discrimination" and stated that it was rare. She pointed out that women faculty, women students and women students are continually confronted with opportunities for choice which limits their opportunities for choice. This bias causes women in institutions to be far more apt to occupy the student professor's chair; it lowers women's aspirations when they are freshmen and the time they graduate it difficult for them to continue on to graduate school; it makes it harder for women to obtain needed financial aid; it imposes demands and residency which many marriages cannot meet.

But, Bernice Sandler reported, throughout the country have begun to scrutinize their status as faculty and students. Their examination encompasses the status of the university as well as the effect of current practices upon women's opportunities in higher education. Women have become aware that, as a percentage of students, they represent a smaller portion of the students they did in 1930 and that the proportion of degrees which they attain is lower than in 1930. They note that women with equal qualifications to their male counterparts are less likely to obtain faculty or staff positions, particularly at elite institutions, and if hired, they are promoted less frequently and receive less pay than men for the same work. Not even given the courtesy of an initial interview because the prospective employer is not interested. Women applicants for admission to coeducational schools must often face a ceiling on the number of women to be admitted; since women's academic qualifications are to be higher than those of men, this means that many women are admitted are in fact less well qualified than those who are excluded.

To date women have had little legislative success in their drive for equality in higher education. There has been the Executive Order which forbids discrimination from discriminating in employment; at the state level administrative remedy. New legislative

Each participant will be ways in which all of
apply to the lives of individuals toward

Those who sponsored the conference will
extent this goal may be realized. We do
ponses to the evaluations which were sent
ence, that ideas were exchanged there, and
nts shared these ideas with others at their
f any of these ideas lead to improvement in
a few campuses, this will be a worthwhile

CONFERENCE PAPERS AND DISCUSSIONS

When President of the National Coalition for
Women's Education and Development, and Pro-
fessor at Duke University, opened the conference.
She emphasized its emphasis on "unanswered questions"
and the Coalition's commitment to "an effort to find out
what we don't know" about
the education of women. She explained that the Coal-
ition of educational institutions which was or-
ganized to encourage and facilitate research which would
improve our understanding of the relationship
between higher education and their development. She em-
phasized the possibility of change in human affairs and social
structure. She pointed out that in America change is, in
fact, characteristic of the society.

WOMEN AND HIGHER EDUCATION: WHERE DO WE GO FROM HERE? (Action)

The first topic on the conference agenda - what
has occurred in women's education and what
Bernice Sandler, Executive Associate with the
National Council on Education of Women of the Associa-
tion of Colleges, discussed "Women and Higher
Education: Where Do We Go From Here?" Bernice Sandler
presented the last socially acceptable form of

discrimination" and stated that it was rampant in Academia.
She pointed out that women faculty, women staff members,
and women students are continually confronted with sex bias
which limits their opportunities for choice and for advance-
ment. This bias causes women in institutions of higher educa-
tion to be far more apt to occupy the student's desk than the
professor's chair; it lowers women's aspirations between the
time they are freshmen and the time they graduate; it makes
it difficult for them to continue on to graduate school. It makes
it harder for women to obtain needed financial aid or assistant-
ships for graduate school; it imposes demands for time commit-
ments and residency which many married women students
cannot meet.

But, Bernice Sandler reported, throughout the nation women
have begun to scrutinize their status as faculty, staff and stu-
dents. Their examination encompasses the entire structure of
the university as well as the effect of current policies and prac-
tices upon women's opportunities in the academic world.
Women have become aware that, as a percentage of graduate
students, they represent a smaller portion of the total than
they did in 1930 and that the proportion of undergraduate
degrees which they attain is lower than it was a quarter of a
century ago. They note that women with qualifications identi-
cal to their male counterparts are less frequently hired for
faculty or staff positions, particularly at the more prestigious
institutions, and if hired, they are promoted more slowly, and
receive less pay than men for the same work. Often women are
not even given the courtesy of an initial interview for a position
because the prospective employer is "looking for a man."
Women applicants for admission to coeducational undergradu-
ate schools must often face a ceiling on the number of women
to be admitted; since women's academic qualifications are apt
to be higher than those of men, this means that some men who
are admitted are in fact less well qualified than some women
who are excluded.

To date women have had little legislative support for their
drive for equality in higher education. Their only remedy has
been the Executive Order which forbids federal contractors
from discriminating in employment; at best, this is a very mild
administrative remedy. New legislative remedies will soon

be forthcoming,* however, including the revision of the Civil Rights Act which will extend its regulations to educational institutions. Bernice Sandler predicted that women will be quick to take advantage of these new remedies.

What will women seek when new avenues to attainment are open? Bernice Sandler believes that they will seek nothing less than the full integration of women at all levels and into all activities on the campus. She believes that women faculty will seek adequate grievance procedures in cases of suspected sex discrimination, revision of tenure and nepotism rules which work against the advancement and employment of women, maternity leave policies which will not interfere with a woman's persistence and advancement in employment, the development of child care centers, equality with men in fringe benefits, equal pay for equal work, and the appointment of women at all levels of academic responsibility, most particularly to positions of power and influence.

For students, women will seek full equality in admissions practices in all coeducational institutions. In other words, they will work for the abolition of sex quotas for admission. They will also work for the abolition of residential rules which place special restrictions on women. They will seek health services comparable to those available to men; this means that they will expect to have gynecological services included in the health service program. They will seek to eliminate policies which exclude part-time undergraduate and graduate students from full educational opportunities, including residential requirements, restriction of scholarships and other financial aids to full-time students, and obstacles to the easy transfer of undergraduate or graduate credit from one institution to another. They will press for child care services and for greater flexibility in programs needed by part-time women students.

Both faculty and students will work for curriculum innovations designed to destroy sex role stereotypes, to provide opportunities for women to confront themselves as women in order to be better equipped to deal with the conflicts and contradictions

*Shortly after the Conference, Title VII of the Civil Rights Act was extended to all educational institutions; the Equal Pay Act was extended to cover faculty, and Title IX of the Education Amendments Act of 1972 was passed to forbid discrimination on the basis of sex against students in all federally assisted education programs.

in their lives, and to gain an objective perspective on their historical heritage. Women will gain a significant graduate and graduate curricula.

Bernice Sandler concluded with a plea for men and women alike, for both have been through experiences which have been hurtful and the relationship between the sexes in a society where changes in sex roles are mandated by both social and cultural factors. She noted that individual attitudes about what women want, what women need will change slowly and as women's traditional roles disappear and social opportunity increases, men and women must work for full partnership to meet these changes.

WHAT STUDENTS WANT FOR THE FUTURE

(1) An Undergraduate

Bernice Sandler was followed by a panel of speakers brought to the discussion the perspective of a consumer of women's higher education. The first to speak was Phyllis Ann Tesch, an undergraduate student at the University of Wisconsin at Milwaukee. She entitled her paper "The Phantom Image." She emphasized that the woman is the target of conflicting pressures: the male environment and she seeks fulfillment as a woman. She said, "imposes male oriented courses on female participants. The successful person . . . is competitive, aggressive, and willing to compete. All things considered 'masculine'; therefore, to be successful in the world, one must be 'masculine,' ergo, 'unfeminine'."

"This institutes the crisis for me. I am a woman socialized to want to be desirable to men. Yet to be successful in my chosen field I must exhibit 'masculine' traits. It is confusing and I am denying my womanhood by exhibiting 'masculine' traits? Is there something wrong with me if I am classifying personality traits by sexual gender?"

However, including the revision of the Civil Rights Act will extend its regulations to educational institutions. Bernice Sandler predicted that women will be in the vanguard of these new remedies.

Women will seek when new avenues to attainment are available. Bernice Sandler believes that they will seek nothing less than full integration of women at all levels and into all areas of campus. She believes that women faculty will demand grievance procedures in cases of suspected discrimination, revision of tenure and nepotism rules which will guarantee advancement and employment of women, and policies which will not interfere with a woman's career and advancement in employment, the establishment of day care centers, equality with men in fringe benefits, pay for equal work, and the appointment of women to positions of academic responsibility, most particularly in positions of power and influence.

Women will seek full equality in admissions in all educational institutions. In other words, they will demand the abolition of sex quotas for admission. They will demand the abolition of residential rules which place restrictions on women. They will seek health services which should be available to men; this means that they will demand that gynecological services be included in the health program. They will seek to eliminate policies which restrict part-time undergraduate and graduate students to limited educational opportunities, including residential restrictions, reduction of scholarships and other financial aids, and obstacles to the easy transfer of credit from one institution to another. They will press for child care services and for greater financial assistance needed by part-time women students.

Women students will work for curriculum innovations which challenge sex role stereotypes, to provide opportunities for women to confront themselves as women in order to deal with the conflicts and contradictions of their experience.

Since the passage of Title VII of the Civil Rights Act was extended to all educational institutions, the Equal Pay Act was extended to cover faculty, and Title IX of 1972 was passed to forbid discrimination on the basis of sex in federally assisted education programs.

Women, in their lives, and to gain an objective and intelligent perspective on their historical heritage. Bernice Sandler predicted, gain a significant place in undergraduate and graduate curricula.

Bernice Sandler concluded with a plea for compassion toward men and women alike, for both have been exposed to past experiences which have been hurtful and debilitating to the relationship between the sexes in a society like ours where changes in sex roles are mandated by both social and economic factors. She noted that individual attitudes and assumptions about what women want, what women are really like, and what women need will change slowly and with difficulty. As women's traditional roles disappear and sex equality of opportunity increases, men and women must work together in full partnership to meet these changes.

WHAT STUDENTS WANT FOR THE FUTURE

(1) An Undergraduate

Bernice Sandler was followed by a panel of four students who brought to the discussion the perspectives of four different types of consumers of women's higher education. The first to speak was Phyllis Ann Tesch, an undergraduate at the University of Wisconsin at Milwaukee. She entitled her paper "The Phantom Image." She emphasized that the undergraduate woman is the target of conflicting pressures: she seeks achievement and she seeks fulfillment as a woman. "The system," she said, "imposes male oriented courses and goals on all participants. The successful person . . . is creative, innovative, aggressive, and willing to compete. All these traits are considered 'masculine'; therefore, to be successful in this male world, one must be 'masculine,' ergo, 'unfeminine.'

"This institutes the crisis for me. I am a woman. I have been socialized to want to be desirable to men, to be 'feminine.' Yet to be successful in my chosen field and in school I must exhibit 'masculine' traits. It is confusing and disrupting to me. Am I denying my womanhood by exhibiting traits termed 'masculine'? Is there something wrong with me or with the method of classifying personality traits by sexual adjectives? I would



say that the method of classification is wrong. But look at the success symbols that I see - they are all male."

Phyllis Ann Tesch believed that women students need more female role models. But these models "must be real people - the 'superwomen' do no one any good . . . They must show by example that a person can be a success without being less of a woman."

She asked that her seniors at the conference give her and her sisters three things: "a past, through women's studies; a present through female success images; and hope for the future."

(2) A graduate student:

Phyllis Ann Tesch was followed by Jane Van Dyk whose topic was "Graduate Women: Investigating the Question of the Drop-Out Rate." Jane Van Dyk contended that the attrition rate for women in graduate education is directly attributable to masculine attitudes toward the nature of "femininity" and

the proper role of women. She supported statistical analysis of trends in graduate financial aid as well as with statements from students in response to a questionnaire.

Although women comprised slightly more than 50% of undergraduate enrollment at the University of Wisconsin-Madison in 1971-72, they comprised 55% of the graduate students. Furthermore, they comprised 36% of the first-year masters students, only slightly more than 19% of the second-year students. A breakdown by department of graduate students in the College of Letters and Sciences (the College of Letters and Sciences is the largest of the University) showed the trend for women students to decline sharply between the first and second years at the level in all but a handful of departments.

The research team then considered the effect of financial aid to the attrition of women from the University as teaching assistants, research assistants, and so on is the most usual source of financial aid available. Of these, the teaching assistant is the largest; women made up 55% of the category. In the other categories women were underrepresented in proportion to their representation in the student body. But the underrepresentation in the category of research assistant is critical since, as Jane Van Dyk pointed out, this position, involving work directly with faculty, is probably the most valued and deemed important by the faculty, is probably the most important from the standpoint of professional development, and has a clear bearing on the speed of progress of the student's socialization progress of the student, and on the student's entry into a graduate education." Thus, Jane Van Dyk contended that the underemployment of women as research assistants is a contributing factor to the attrition of graduate women.

The research team felt, however, that women should be involved, and in an attempt to identify the reasons for the attrition to all women graduate students, as well as to identify any areas of discrimination they have experienced, other reasons which would cause women to drop out of the graduate program. The Graduate Women's Committee



od of classification is wrong. But look at the
that I see - they are all male."

believed that women students need more
. But these models "must be real people - the
no one any good . . . They must show by ex-
on can be a success without being less of a

r seniors at the conference give her and her
gs: "a past, through women's studies; a
female success images; and hope for the

dent:

was followed by Jane Van Dyk whose topic
Women: Investigating the Question of the
Jane Van Dyk contended that the attrition
graduate education is directly attributable
udes toward the nature of "femininity" and

the proper role of women. She supported her contention with a statistical analysis of trends in graduate school attrition and financial aid as well as with statements made by women students in response to a questionnaire.

Although women comprised slightly more than 43% of the undergraduate enrollment at the University of Wisconsin at Madison in 1971-72, they comprised slightly less than 27% of the graduate students. Furthermore, although women comprised 36% of the first-year masters students, they comprised only slightly more than 19% of the second-year Ph.D. students. A breakdown by department of graduate student enrollment in the College of Letters and Sciences (the largest College in the University) showed the trend for women as a percentage of all students to decline sharply between the masters and doctoral level in all but a handful of departments.

The research team then considered the possible relationship of financial aid to the attrition of women. Employment by the University as teaching assistants, research assistants, project assistants, and so on is the most usual and stable form of financial aid available. Of these, the category of research assistant is the largest; women made up only 14% of that category. In the other categories women were represented in proportion to their representation in the student body as a whole. But the underrepresentation in the category of research assistant is critical since, as Jane Van Dyk pointed out, "such a position, involving work directly with faculty on funded studies deemed important by the faculty, is probably the most important from the standpoint of professional orientation. It has a clear bearing on the speed of progress of the student, the whole socialization progress of the student, and the values inculcated in a graduate education." Thus, Jane Van Dyk suggested, the underemployment of women as research assistants may be a contributing factor to the attrition of graduate women.

The research team felt, however, that other factors must also be involved, and in an attempt to identify these sent a questionnaire to all women graduate students, asking them to comment on any areas of discrimination they had experienced and on other reasons which would cause women to drop out of a graduate program. The Graduate Women's Caucus (the group which

initiated the survey) discovered that the most frequent complaint was that graduate women are not taken seriously as students. Many professors obviously assume that a woman's career will take second place to marriage and also assume that "in order to be 'fulfilled' a woman must follow her 'natural instincts' and become a wife and mother." Jane Van Dyk quoted that, "this basic assumption that women aren't serious about careers - or even shouldn't be - is at the root of all the other problems which plague graduate women." Furthermore, there was ample evidence of pressure upon women to prove themselves more serious as students than the average man, since women are considered frivolous until they prove themselves serious, while with men the assumption is reversed. Jane Van Dyk cited numerous examples of the effect of this on women students. She told of a woman whose advisor would not recommend her to go on for a Ph.D. because "she was the sort of woman who would get married and not use her education and . . . this indicated that in his estimation she did not have sufficient professional motivation." This professor had spoken to this woman only twice, had seen none of her work and had only her excellent record and recommendations from undergraduate work upon which to base his judgement.

Responses to the survey also indicated that women are not only *not encouraged* to pursue their studies because professors assume that their first commitments should be to home and family but they are also actively *discouraged* by professors who assume that women are simply incapable of doing the same level of work as men. For example, one woman in an all male department reported that professors make fun of serious questions she asks in class with comments such as, "Stay in your box," and "What was the question, dearie?" Professors are also prone to make oblique references to women's inferior status; for instance, references to "dumb secretaries" and to "fun with booze and broads."

Older women graduate students suffer an additional disadvantage - that of age. Faculty may perceive them as too old to be serious students. A 43-year-old divorcee with three children stated, "When I considered going on for a graduate degree, my advisor informed me that my age and sex were against me. He said I would have to have a much better grade point average

than a male 15 years younger than I. He didn't have as many years to give the professor. Combining family responsibilities with academic work is a heavy burden on the older woman student. Her work necessarily be part-time, and faculty often offer part-time students. Special services which would be helpful (e.g., child care) are not available.

Other factors mentioned in the survey were lack of female role models on the faculty, lack of support in finding employment for women graduate students, and inadequate financial aid. Ms. Van Dyk concluded that by some professors that women will drop out of graduate school is an advanced degree becomes in some respects a self-fulfilling prophecy. Professors . . . do not bother to encourage women to continue and even actively discourage (through lack of adequate encouragement, support, counseling, and female role models, many women do indeed drop out of graduate school and may compound the problem of dropping out. Thus a vicious cycle is created.

(3) Two adult women undergraduates:

The last students to speak were two more women undergraduates: Abbie Delores Davis, black, mother of eleven children, resident of inner-city Milwaukee, mother of four children aged 12 to 18, and a resident of a Milwaukee neighborhood with extensive experience in activities outside of school. She had enrolled as students at Alverno College. Her resume included three years at Milwaukee State University, three years as a group leader for the Salvation Army, coordinator of a project to help parolees, and director of a teacher aide program. She had been a P.T.A. president, had worked for the parents of a black state university, worked for the Girl Scouts, with the March of Dimes, worked with the Boys Club Drum and Bugle Corps, served on the ESEA Title I Advisory Council to the Milwaukee Public Schools and was the first black woman to serve on the Board of Directors of Milwaukee Legal Aid Society. At present she is Ombudswoman and Academic Advisor at Milwaukee and Vice President of Milwaukee's Hunger Relief

discovered that the most frequent complaint graduate women are not taken seriously as students. Professors obviously assume that a woman's second place to marriage and also assume that 'unfulfilled' a woman must follow her 'natural' home a wife and mother." Jane Van Dyk basic assumption that women aren't serious even shouldn't be - is at the root of all the which plague graduate women." Furthermore, evidence of pressure upon women to prove serious as students than the average man, considered frivolous until they prove themselves with men the assumption is reversed. Jane merous examples of the effect of this on he told of a woman whose advisor would not go on for a Ph.D. because "she was the sort ould get married and not use her education ted that in his estimation she did not have nal motivation." This professor had spoken twice, had seen none of her work and had record and recommendations from under- n which to base his judgement.

Survey also indicated that women are not only pursue their studies because professors first commitments should be to home and also actively discouraged by professors who n are simply incapable of doing the same n. For example, one woman in an all male d that professors make fun of serious ques- lass with comments such as, "Stay in your is the question, dearie?" Professors are also que references to women's inferior status; nces to "dumb secretaries" and to "fun with

graduate students suffer an additional disadvan- Faculty may perceive them as too old to be A 43-year-old divorcee with three children nsidered going on for a graduate degree, d me that my age and sex were against me. e a much better grade point average

than a male 15 years younger than I. Besides, as he put it, I didn't have as many years to give the profession." In addition, combining family responsibilities with academic work places a heavy burden on the older woman student. Many must of necessity be part-time, and faculty often scoff at part-time students. Special services which would assist these women (e.g., child care) are not available.

Other factors mentioned in the survey responses were lack of female role models on the faculty, lack of faculty interest in finding employment for women graduate students, and lack of adequate financial aid. Ms. Van Dyk concluded that "the belief by some professors that women will drop out before completing an advanced degree becomes in some respects a self-fulfilling prophecy. Professors . . . do not bother to encourage women to continue and even actively discourage (them) . . . Without adequate encouragement, support, counseling, financial aid, and female role models, many women do indeed become disillusioned with graduate school and may consider the possibility of dropping out. Thus a vicious cycle is created."

(3) Two adult women undergraduates:

The last students to speak were two mature women undergraduates: Abbie Delores Davis, black, widowed mother of eleven children, resident of inner-city Milwaukee, and Sylvia Murn, mother of four children aged 12 to 18, living with her husband and a resident of a Milwaukee suburb. Both women had extensive experience in activities outside the home before enrolling as students at Alverno College. Abbie Davis' employment included three years at Milwaukee Lutheran Hospital, three years as a group leader for the Salvation Army neighborhood center, coordinator of a project to create jobs for young parolees, and director of a teacher aide program. As a volunteer she had been a P.T.A. president, had organized concerned parents of a black state university, worked with Boy Scouts and Girl Scouts, with the March of Dimes and the Heart Fund, with the Boys Club Drum and Bugle Corps, was a member of ESEA Title I Advisory Council to the Milwaukee Public Schools, and was the first black woman to serve on the Board of Directors of Milwaukee Legal Aid Society. At present Abbie Davis is Ombudswoman and Academic Advisor at Alverno College, Vice President of Milwaukee's Hunger Hike, and Chairwoman

of the Board of Directors for Harambee Inc., which operates two halfway houses for parolees. Sylvia Murn had extensive experience as a volunteer with the Christian Family Movement, the United Fund, the Girl Scouts, and the YWCA, among other organizations.

The obstacles encountered by the older woman graduate student, pointed out by Jane Van Dyk, were also perceived as obstacles for the older woman undergraduate student by Abbie Davis and Sylvia Murn. Lack of financial aid, lack of child care services, lack of psychological and social support in the management of academic and family responsibilities, lack of recognition of the capabilities which the older woman has acquired through experience - all these handicap her in her pursuit of higher education. Abbie Davis and Sylvia Murn both believed that institutions of higher education have an obligation to petition state and federal governments for more financial aid for part-time students; to develop or cooperate in the development of child care services; and to develop means to assist the mature, part-time woman student to maintain the healthy self-concept upon which both her motivation to continue and her success in the program depend. For this type of student, they said, "not only does the management of time become an absolute necessity, but the management of priorities demands adjustments of how her time is used. The adult student's own attitudes about herself and her rights as a human being are often challenged by the attitudes of others who want to directly or indirectly say what her rights and duties are or should be. Maintaining a healthy self-concept and avoiding guilt in these situations is extremely difficult."

Abbie Davis and Sylvia Murn made certain specific recommendations. Mature women, they noted, "need counseling because society makes them feel guilty about returning to school if they have a family." They felt also that rap sessions for mature women students could be extremely beneficial in that they could help such women "develop self-concepts and a realistic level of self-confidence by interacting with other adult continuing education women." They pointed out that mothers who go back to school are sometimes victimized by children who may even feign illness or run away to make the mother / at home. They suggested that mothers should be permitted

to bring their children to visit the college if they might better understand what the mother is doing. Urban wives, Sylvia Murn noted, are often overburdened by husbands, family and friends and neighbors. They are often regarded as merely following the school and regarded as merely following the time. Therefore, such women do not get to manage family responsibilities which they need since they are not engaged in a serious pursuit.

Abbie Davis noted that wives of blue collar and white, "threatened the status and male ego of husbands by getting a higher education. Black women feel threatened." In her view, such women face a problem only by ignoring the husband, but not the husband. Black women face a unique set of problems: aggressive husbands, difficulty in defining themselves as workers, mothers, and students; and the presence of oppression and deprivation which undermine their self and aspiration. Abbie Davis also believes that educated women face difficulty in finding a suitable parable education since, she feels, black women are not white women when they have a degree. They are not actively affluent.

In closing, Abbie Davis and Sylvia Murn noted that the older woman who returns to school after a long absence from the educational process may find it difficult to conform to the learning program. She has had different experiences during the years of her absence and needs help to make these experiences useful in the current situation. She needs assistance in learning from her experience, and thereby add to her self-concept. She needs to come to understand that too much experience can fragment it and destroy its value for further learning.

Discussion:

The major theme of the discussion which was presented was how to achieve equality for women as a group and for individual women. One woman remarked that the achievement of equality for a group required organization, legislation,

Directors for Harambee Inc., which operates
es for parolees. Sylvia Murn had extensive
olunteer with the Christian Family Movement,
he Girl Scouts, and the YWCA, among other

ountered by the older woman graduate stu-
by Jane Van Dyk, were also perceived as
lder woman undergraduate student by Abbie
Murn. Lack of financial aid, lack of child care
psychological and social support in the man-
ademic and family responsibilities, lack of
e capabilities which the older woman has
experience - all these handicap her in her
education. Abbie Davis and Sylvia Murn both
stitutions of higher education have an obliga-
ate and federal governments for more finan-
me students; to develop or cooperate in the
child care services; and to develop means to
part-time woman student to maintain the
ept upon which both her motivation to con-
cess in the program depend. For this type of
d, "not only does the management of time
ute necessity, but the management of pri-
adjustments of how her time is used. The
yn attitudes about herself and her rights as a
often challenged by the attitudes of others
ectly or indirectly say what her rights and
ould be. Maintaining a healthy self-concept
t in these situations is extremely difficult."

Sylvia Murn made certain specific recom-
ure women, they noted, "need counseling
makes them feel guilty about returning to
ve a family." They felt also that rap sessions
n students could be extremely beneficial in
elp such women "develop self-concepts and a
elf-confidence by interacting with other adult
tion women." They pointed out that mothers
chool are sometimes victimized by children
gn illness or run away to make the mother
sted that mothers should be permitted

to bring their children to visit the college in order that children
might better understand what the mother is trying to do. Sub-
urban wives, Sylvia Murn noted, are often patronized by hus-
bands, family and friends and neighbors when returning to
school and regarded as merely following a whim that will fill
time. Therefore, such women do not get the extra help with
family responsibilities which they need since they are regarded
as not engaged in a serious pursuit.

Abbie Davis noted that wives of blue collar workers, both black
and white, "threatened the status and male dominance of their
husbands by getting a higher education . . . their husbands
feel threatened." In her view, such women could handle this
problem only by ignoring the husband, bargaining, or dropping
out. Black women face a unique set of problems, which include
aggressive husbands, difficulty in defining their roles as
workers, mothers, and students; and the psychological effects
of oppression and deprivation which undermine motivation
and aspiration. Abbie Davis also believed that black college
educated women face difficulty in finding a husband of com-
parable education since, she feels, black males tend to marry
white women when they have a degree or have become rela-
tively affluent.

In closing, Abbie Davis and Sylvia Murn pointed out that the
older woman who returns to school after a number of years'
absence from the educational process may find it difficult to
conform to the learning program. She has had valuable ex-
periences during the years of her absence from school but she
needs help to make these experiences useful in the learning
situation. She needs assistance in learning to abstract from
experience, and thereby add to her self-confidence, and in
coming to understand that too much personalizing of her ex-
perience can fragment it and destroy its value as a foundation
for further learning.

Discussion:

The major theme of the discussion which followed these pre-
sentations was how to achieve equality of opportunity for
women as a group and for individual women. Bernice Sandler
remarked that the achievement of equality for women as a
group required organization, legislation, and pressure. It was

her opinion that on any given campus there should be at least two groups dedicated to raising the status of women; one would be officially appointed by the president (e.g., an affirmative action committee) and the other would be an *ad hoc* organization whose primary function would be the application of pressure. She felt that all groups concerned with women's status should carefully monitor progress, keep informed about relevant legislation, not hesitate to use such legislation to induce desired changes, and press for new legislation, if needed, through contacts with congressmen and the United States Department of Health, Education and Welfare. She stressed that no change occurs without pressure. In response to a question regarding whether pressure groups are increasing in number on campuses, she said "very much so, particularly in those universities with federal contracts. There is now a critical mass of women working together." She also noted that both young radicals and older women are involved in exerting pressure.

In response to questions concerning the difficulties encountered by individual women who seek equality of opportunity, Bernice Sandler stated that such women have four choices: (1) leave a job they do not like or on which they are treated unfairly; (2) become apathetic - give up; (3) burn down, destroy, and build anew through radical action; (4) take the route of the "nitty-gritty" - build piece by piece, inch by inch, for gradual erosion of the opposition. She said that she advocates the fourth option.

Philip Rice, Dean of the Claremont University Graduate School, commented that one source of inequality for women in the academic world was that they tended to be overrepresented in positions where the pay is not proportionate to the amount of responsibility inherent in the position. He emphasized that we need a reconceptualization of jobs so that the work which women actually do is recognized both in terms of status and in terms of pay. Several speakers brought up the special problem of the black woman and Bernice Sandler noted that policies to improve higher educational opportunities for blacks tend to help black males while policies designed to assist women help white women. This tends to heighten the barriers between black women and higher education. On the other

hand, black women, especially those from the South, are highly motivated and, once they have a chance, may be the special beneficiaries of "affirmative action" in that they count twice - as a black woman and as a woman.

Other questions concerned the special problems of the graduate student, the graduate lesbian student, the woman combining marriage and a career, and the woman. Van Dyk pointed out that only generalizations were dealt with in a brief conference like this. The real need is to increase awareness of discrimination against all who practice it and all who are affected by it. There is a variety of strategies and talents, as Elizabeth Sandler pointed out. Organizations need a variety of goals. Joan Roberts of the University of Wisconsin Coordinating Council of Women pointed to the University of Wisconsin as an example of such an organization. It has a committee on women on all 14 campuses of the University and cooperates with women from all 14 for a variety of institutions in the state. It was organized through the Association of Faculty Women at the University of Wisconsin at Madison.

HIGHER EDUCATION AND FEMININE SOCIALIZATION (Research)

The opening panel considered the situation of women in higher education from the perspective of those who produce the programs as producers or as consumers; the situation of discrimination against women and on how to eliminate it. With Elizabeth Sandler, the focus shifted to that of the research scholar who is understanding rather than action. Elizabeth Sandler pointed out that "although we have been deluged with information about the problems and injustices inherent in women's work, we have not come very far on the way to understanding the nature of feminine development and the unique aspects of the feminine experience." She expressed fear that the current ideology will be substituted for the clarification of the situation.

any given campus there should be at least one person appointed to raising the status of women; one appointed by the president (e.g., an affirmative action committee) and the other would be an *ad hoc* committee. The primary function would be the application of pressure. It is felt that all groups concerned with women's status should fully monitor progress, keep informed about current events, not hesitate to use such legislation to influence Congress, and press for new legislation, if needed, through the Senate, with congressmen and the United States Department of Health, Education and Welfare. She stressed that change occurs without pressure. In response to a question about whether pressure groups are increasing in effectiveness, she said "very much so, particularly in the area of federal contracts. There is now a sense of men working together." She also noted that both younger and older women are involved in exerting

actions concerning the difficulties encountered by women who seek equality of opportunity, Bernice Sandler said such women have four choices: (1) leave the job; (2) fight - give up; (3) burn down, destroy, and start over in radical action; (4) take the route of the Trojan horse, piece by piece, inch by inch, for gradual change to a better position. She said that she advocates the

the Claremont University Graduate School, where she is the source of inequality for women in the area of pay as that they tended to be overrepresented in the area of pay is not proportionate to the amount inherent in the position. He emphasized that the equalization of jobs so that the work which is recognized both in terms of status and pay. Several speakers brought up the special case of the black woman and Bernice Sandler noted that the higher educational opportunities for blacks are not equal to those for whites while policies designed to assist black women tends to heighten the barriers to higher education. On the other

hand, black women, especially those from the middle classes, are highly motivated and, once they have achieved a degree, may be the special beneficiaries of "affirmative action" plans in that they count twice - as a black and as a woman.

Other questions concerned the special problem of the married student, the graduate lesbian student, the difficulties of combining marriage and a career, and the older student. Jane Van Dyk pointed out that only general problems could be dealt with in a brief conference like this one. The central need is to increase awareness of discrimination on the part of all who practice it and all who are affected by it. This requires a variety of strategies and talents, as Bernice Sandler had earlier pointed out. Organizations need a solid base and clear goals. Joan Roberts of the University of Wisconsin cited the Wisconsin Coordinating Council of Women in Higher Education as an example of such an organization; it represents women on all 14 campuses of the University of Wisconsin and cooperates with women from all 14 four-year private institutions in the state. It was organized through the efforts of the Association of Faculty Women at the University of Wisconsin at Madison.

HIGHER EDUCATION AND FEMININE SOCIALIZATION (Research)

The opening panel considered the situation of women in higher education from the perspective of those actively involved in programs as producers or as consumers; the emphasis was on discrimination against women and on the political action needed to eliminate it. With Elizabeth Douvan's paper on "Higher Education and Feminine Socialization" the perspective shifted to that of the research scholar whose primary concern is understanding rather than action. Elizabeth Douvan pointed out that "although we have been deluged with lists of the problems and injustices inherent in women's condition, we have not come very far on the way to understanding the nature of feminine development and the unique qualities of the feminine experience." She expressed fear that "the blinders of ideology will be substituted for the clarifying lens of understanding."

Elizabeth Douvan remarks were based on two explicit assumptions: (1) women are different from men and that difference is grounded in physiology; (2) sex differences that depend wholly on learning may be as difficult to change or eliminate as those grounded in physiology. Two further assumptions are implicit in these: (1) ideologies (other than the feminist) have not influenced our understanding of the physiology and psychology of women; and (2) the changes in women's roles which have already occurred in our society (e.g., the nature of women's economic responsibilities and the growing instability of marriage) will not markedly influence *learned* sex differences.

Elizabeth Douvan first summarized some material on sex differences and then looked at the content and structure of higher education to see in what ways the academic role is peculiarly suited to feminine style and in what ways that role provides more potential conflicts for women than for men. In general, she noted, girls do better than boys at academic tasks from elementary school through graduate school. However, boys, because they are more assertive, are better at "imposing internal structure on a complex external field." Girls are not as "competitive and assertive (as boys) but they take their work seriously, learn well, integrate and create and continue to get a disproportionate share of high grades." This is due to the fact that girls have certain qualities which "serve them well in the academic world." Among these are intrareceptiveness (the tendency to look inward), a quality which "is basic to all existing conceptions of the sources of creativity"; passivity, which is closely allied to intrareceptiveness, in that it involves the capacity to be quietly receptive to experience (women's domestic roles require a great deal of passivity, of waiting for other family members in order to serve their needs); investment in fantasy which is the content side of the intrareceptive process in which women "develop a scenario to account for, expand, and develop interpersonal and psychological reality (while men tend to create an internal map to schematize and guide their responses to external reality); empathy which is in part an outcome of the investment in fantasy since it involves imagining one's self in the place of another. Elizabeth Douvan noted that some of these qualities are "mixed blessings." Passivity interferes with girls' motiva-

tion to compete. Investment in fantasy woman's ability to comprehend or systems of abstractions which we call hand it endows women with the "capacity story line that can account for a second capacity which can be extremely valuable psychology and history.

Empathy, although a clear asset in marriage and practice (e.g., anthropology and psychology) of what Elizabeth Douvan described as marginalism of women. "To the extent that the margin between two different cultures of she said, "the conditions of his experience tend to refine - a capacity for interpersonal experience through the intrareceptive use of Females in western culture are marginal to their traditional family roles, women are negotiators between the family and the world as diplomats and go-betweens between children and the world of the father. in the pure economic sense when and market . . . as a group they are always market, easily pushed out or pulled in." Elizabeth Douvan's view, the endocrine system creates a kind of psychic marginality at the intersection of varying moods and associated with variations in the endocrine menstrual cycle.

On balance, however, college women possess negotiable coinage." Men, however, are a more highly developed autonomy and young women and a somewhat strict academic values but also a much clearer mental attitude toward college." "Boys as a method of entry to a work-life." In opinion, many girls may see college as insuring an appropriate marriage: on academic goals are more often held by girls than by boys. In addition, to many girls opportunity for expanding psychological

Remarks were based on two explicit assumptions: (1) men are different from women and that differences in physiology; (2) sex differences that determining may be as difficult to change or eliminated in physiology. Two further aspects in these: (1) ideologies (other than the one that influenced our understanding of the psychology of women; and (2) the changes which have already occurred in our society (of women's economic responsibilities and stability of marriage) will not markedly influence differences.

She first summarized some material on sex differences. She then looked at the content and structure of the role to see in what ways the academic role is different from a feminine style and in what ways that role creates potential conflicts for women then for men. She noted that, generally, girls do better than boys at academic achievement from elementary school through graduate school. However, when they are more assertive, are better at navigating a structure on a complex external field." She noted that girls are more competitively and assertive (as boys) but they are more passively, learn well, integrate and create and receive a disproportionate share of high grades." She noted the fact that girls have certain qualities which are valued in the academic world." Among these are the tendency to look inward, a quality which is associated with conceptions of the sources of creativity"; a quality closely allied to intracaptiveness, in that it allows a girl to be quietly receptive to experience. She noted that roles require a great deal of passivity, especially for family members in order to serve their needs. She noted that in fantasy which is the content side of the role, the scenarios in which women "develop a scenario to act out, and develop interpersonal and psychological responses. She noted that while men tend to create an internal map to guide their responses to external reality); in part an outcome of the investment in the role involves imagining one's self in the place of the other. She noted that some of these qualities are associated with passivity interferes with girls' motivation

to compete. Investment in fantasy can interfere with a woman's ability to comprehend or develop the complex systems of abstractions which we call theories; on the other hand it endows women with the "capacity for filling in the story line that can account for a sequence of events" - a capacity which can be extremely valuable in such fields as psychology and history.

Empathy, although a clear asset in many fields of scholarship and practice (e.g., anthropology and psychiatry), is a product of what Elizabeth Douvan described as a sociological marginalism of women. "To the extent that a person lives on the margin between two different cultures or classes or life styles," she said, "the conditions of his experience will require - and tend to refine - a capacity for interpreting disparate experience through the intracaptive use of one's own feelings." Females in western culture are marginal in many senses: "in their traditional family roles, women act as interpreters and negotiators between the family and the larger society, they act as diplomats and go-betweens between the world of the children and the world of the father. Women are marginal in the pure economic sense when and if they enter the labor market . . . as a group they are always at the edge of the market, easily pushed out or pulled in." Furthermore, in Elizabeth Douvan's view, the endocrine functioning of females creates a kind of psychic marginality in that a self exists at the intersection of varying moods and psychic contents associated with variations in the endocrine level during the menstrual cycle.

On balance, however, college women possess "a good deal of negotiable coinage." Men, however, arrive at college . . . with a more highly developed autonomy and assertiveness than young women and a somewhat stronger commitment to academic values but also a much clearer vocational-instrumental attitude toward college." "Boys see college primarily as a method of entre to a work-life." in Elizabeth Douvan's opinion, many girls may see college as an instrument for insuring an appropriate marriage; on the other hand, pure academic goals are more often held by girls entering college than by boys. In addition, to many girls college is an opportunity for expanding psychological and social horizons.

As freshmen, men are more interested in and oriented to theoretical and political problems while women are more concerned with social and esthetic interests.

Elizabeth Douvan then addressed the question of how the structure of academic institutions calls out and uses the characteristics of both sexes. She noted that theorists differ on this point, some of them conceiving of college as the most masculine and some as the most feminine of all possible worlds. Those who see it as masculine (for example, David Gutmann) believe that values in the academic system focus on analysis and rationality rather than empathy, feeling, intuition. Those who see it as feminine (for example, King and Bidwell) regard the college faculty as representing a model of adult behavior which is heavily tinged with femininity since faculty have withdrawn from the world of real affairs, are isolated from trade and commerce, devote themselves to quiet scholarship and creativity, rely heavily on verbal as contrasted with material exchange for advancement, and are concerned with raising the next generation. Elizabeth Douvan



stated that her own position was that "college is sexually non-specific, (and) has and offers equal success opportunities for women."

She pointed out that even student government operated, has a feminine orientation in that it is concerned with "housekeeping" - that is, the affairs of the university as these affect the campus. On the other hand, membership on the staff of the student government is, in her opinion, a clearly masculine activity. The staff is political in the usual sense of the word, toward power. The role of committed intellectual activity, however, draws equally on men and women. Both men and women in these programs (e.g., honors programs), both men and women, to work effectively and find their work meaningful. These programs demonstrate holding power for

In her study of students in selective colleges, Elizabeth Douvan found that the programs appear to have both masculine and feminine modes of operation. The profiles of men and women coming out of these programs differ in all of the usual ways found in the literature and are still different at the end of four years. These programs show increased theoretical and esthetic interests. These programs provide "an organizing structure which is compelling and satisfying to both men and women, not demand of either group any large change in self-identity or sexual orientation." This seems a reasonable outcome since "the life of the mind is both analytical and intuitive, synthesizing and integrating. Students can find intellectual styles and methods which mesh with their personal integrations. Douvan concluded, "the life of the mind can be the greatest coping mechanism in the world for both men and women. . . . It is useful to recognize that even the traditionally cultivated in girls in our society is relevant to and productive in the academic setting."

Discussion:

In the discussion which followed Elizabeth Douvan's presentation Kathleen Berger, Director of the Be

are more interested in and oriented to social problems while women are more concerned with esthetic interests.

She then addressed the question of how the academic institutions calls out and uses the different sexes. She noted that theorists differ on them conceiving of college as the most masculine or the most feminine of all possible. Some see it as masculine (for example, David Riesman) and others see it as feminine (for example, King and Ginzberg). She noted that college faculty as representing a model which is heavily tinged with femininity. They are withdrawn from the world of real affairs, industry and commerce, devote themselves to research and creativity, rely heavily on verbal as opposed to material exchange for advancement, and are preparing the next generation. Elizabeth Douvan



stated that her own position was that "the academic side of college is sexually non-specific, (and) has equal drawing power and offers equal success opportunities to both men and women."

She pointed out that even student government, as traditionally operated, has a feminine orientation in that it is primarily concerned with "housekeeping" - that is, with the internal affairs of the university as these affect student life. On the other hand, membership on the staff of the student newspaper is, in her opinion, a clearly masculine activity. The newspaper staff is political in the usual sense of the term and oriented toward power. The role of committed intellectual scholar, however, draws equally on men and women. In selective academic programs (e.g., honors programs), both men and women seem to work effectively and find their work satisfying and the programs demonstrate holding power for both sexes.

In her study of students in selective programs, Elizabeth Douvan found that the programs appear to accommodate to both masculine and feminine modes of thought and need profiles. While men and women coming into the programs differ in all of the usual ways found in college populations and are still different at the end of four years, both groups show increased theoretical and esthetic interests. In her view, these programs provide "an organizing and focusing activity which is compelling and satisfying to both sex groups but does not demand of either group any large changes in sexual identity or sexual orientation." This seemed to her a reasonable outcome since "the life of the mind . . . can be analytical and intuitive, synthesizing and creative." All students can find intellectual styles and preoccupations that mesh with their personal integrations. In other words, she concluded, "the life of the mind can be thought of as the greatest coping mechanism in the world whatever one's gender. . . . It is useful to recognize that even the traits that are traditionally cultivated in girls in our society are highly relevant to and productive in the academic setting."

Discussion:

In the discussion which followed Elizabeth Douvan's presentation Kathleen Berger, Director of the Bedford Street School

in New York City, remarked that she seemed to hear the question "Why can't a woman be more like a man?" She suggested that it might be more appropriate to ask why can't men be more like women? Elizabeth Douvan noted that our culture needs to reorient goals, to emphasize humane values. At present there is much ambivalence in the way women have been raised as regards sex-typed values and aspirations. One result is that women are frequently unwilling to take risks. They like to keep all options available.

Bernice Sandler commented that it is necessary to differentiate between assertiveness and aggression. Elizabeth Douvan noted that there is not much data on aggression in women. There are problems with its definition. In her definition, aggression is unorganized, explosive, uncontained, destructive energy which leads to hostile or ascerbic behavior. It is a necessary emotion but we lack the kinds of socialization which would assist individual women to express these feelings effectively. For example, she noted, women who do well as trial lawyers usually do so because they are working for ideal, humane values rather than because trial activities represent aggression.

Kathryn Clarenbach, Specialist for Women's Education at the University of Wisconsin at Madison, remarked that stereotyping individual attributes as male and female is dangerous. She criticized Elizabeth Douvan's system of assigning and labeling qualities by sex. Joan Roberts of the University of Wisconsin at Madison remarked that tying together such concepts as passivity and then relating it to "creativity" is both illogical and sexist in interpretation, and contended that Douvan's paper represented simply another set of stereo-types. Elizabeth Scott, Chairman of the Department of Statistics at the University of California at Berkeley, noted that these stereo-types are constantly reflected in real life practices. For example, women lawyers are stereo-typed (as working for humane goals). There are prohibitions on certain courses for women: for example, junior and senior high school girls are usually not allowed to take mechanical drawing but must take cooking. Women are not generally encouraged to enter the physical sciences. She noted that it might be of interest to study sex differences in such practices in other countries, especially countries in which the status accorded to given fields of activity

differed from that in ours.

Shirley Anderson, Co-Chairwoman of the Center for the American Woman at the University, noted that women discriminated often on the grounds of stereo-types available, too often women elected to public office other women to rise in politics and are not as role models for other women. Frances of the Chancellor's Advisory Committee of a Center for Women's Education at the University of California at Berkeley, commented that in her experience she was entirely unaware of sex discrimination. Her major problem was getting a job.

Rosalind Loring, Director of the Department of Grams and Special Projects of the University of Los Angeles Extension, suggested that women have experience and express aggressiveness; a development course for women, through role play, used to demonstrate physical aggression. Associate Professor of Education at the University of California remarked that there was a need to explore the development of emotion and identity, particularly the identity crisis for women is an ongoing process not resolved in adolescence.

PLANS FOR WIDENING WOMEN'S EDUCATIONAL OPPORTUNITIES (Action)

Elizabeth Duncan Koontz, Director of the U.S. Department of Labor, was the author of the paper: "Plans for Widening Women's Educational Opportunities." (The snow storm which was to keep participants from leaving Racine that evening prevented Elizabeth Koontz from getting there - she had to be flown to Her paper was reviewed by Esther West at the conference.) In Elizabeth Koontz' paper, the emphasis was on practice rather than research; the emphasis was on efforts to enhance women's educational opportunities throughout the nation.

remarked that she seemed to hear the question "Can a woman be more like a man?" She suggested it would be more appropriate to ask why can't men be more like women. Elizabeth Douvan noted that our culture tends to emphasize humane values. At present, there is ambivalence in the way women have been stereotyped, to emphasize humane values and aspirations. One result is that women are frequently unwilling to take risks. They like the opportunities available.

She commented that it is necessary to differentiate between assertiveness and aggression. Elizabeth Douvan noted that there is much data on aggression in women. There are different definitions. In her definition, aggression is a positive, uncontained, destructive energy which includes ascerbic behavior. It is a necessary emotion in the process of socialization which would assist individuals to express these feelings effectively. For example, women who do well as trial lawyers usually are working for ideal, humane values rather than competitive activities represent aggression.

Dr. Joan Roberts, Specialist for Women's Education at the University of Wisconsin at Madison, remarked that stereotyping based on sex is dangerous. Elizabeth Douvan's system of assigning and differentiating by sex. Joan Roberts of the University of Wisconsin at Madison remarked that tying together such concepts and then relating it to "creativity" is both difficult and subject to interpretation, and contended that this was presented simply another set of stereo-types. Dr. Robert H. Coombs, Chairman of the Department of Statistics at the University of California at Berkeley, noted that these stereotypes are constantly reflected in real life practices. For example, women are stereotyped (as working for menial jobs) there are prohibitions on certain courses for women. In junior and senior high school girls are encouraged to take mechanical drawing but must take typing. They are not generally encouraged to enter the engineering field. She noted that it might be of interest to study these practices in other countries, especially those where there is accorded to given fields of activity

differed from that in ours.

Shirley Anderson, Co-Chairwoman of the Advisory Committee of the Center for the American Woman and Politics at Rutgers University, noted that women discriminate against women, often on the grounds of stereo-types about women - for example, too often women elected to public office do not help other women to rise in politics and are not interested in serving as role models for other women. Frances Davis, Chairwoman of the Chancellor's Advisory Committee on the Establishment of a Center for Women's Education at the University of California at Berkeley, commented that in her law school days she was entirely unaware of sex discrimination in law school; her major problem was getting a job.

Rosalind Loring, Director of the Department of Daytime Programs and Special Projects of the University of California at Los Angeles Extension, suggested that women should learn to experience and express aggressiveness; that in a management development course for women, thumb wrestling had been used to demonstrate physical aggressiveness. Esther Zaret, Associate Professor of Education at Marquette University, remarked that there was a need to explore many crucial areas of emotion and identity, particularly the latter; she added that the identity crisis for women is an ongoing one - it is not fully resolved in adolescence.

PLANS FOR WIDENING WOMEN'S EDUCATIONAL OPPORTUNITIES (Action)

Elizabeth Duncan Koontz, Director of the Women's Bureau of the U.S. Department of Labor, was the author of the next paper: "Plans for Widening Women's Educational Opportunities." (The snow storm which was to keep many conference participants from leaving Racine that evening, kept Elizabeth Koontz from getting there - she had to turn back at Detroit. Her paper was reviewed by Esther Westervelt, Chairperson for the conference.) In Elizabeth Koontz' paper the focus was again on practice rather than research; in her paper the emphasis was on efforts to enhance women's educational opportunities throughout the nation.

Elizabeth Koontz first reviewed some of the statistical evidence which reflects barriers restricting women's educational opportunities. She pointed out that, although women college students have increased in numbers from less than half a million in 1930 to three and one half million in 1969-70, as a proportion of all college students women have decreased during that period - from 43.7% in 1930 to 41.3% in 1969-70. In 1930 women received 39.9% of bachelor's and first professional degrees, 40.4% of masters degrees, and 15.4% of doctorates; in 1969-70 they received 41.6%, 39.8%, and 13.3% of these degrees, respectively. Furthermore, women tend to be heavily concentrated in college programs which prepare them for the traditional women's professions. In 1968-69, 39% were in teacher education, 22% in the humanities, and 15% in the social sciences, while only 4% were in the health professions and only 4% in the natural sciences. This represents a pattern very comparable to that which existed in 1955-56.

Elizabeth Koontz reviewed six types of plans for promoting educational opportunities for women: continuing education programs, open university and external degree programs, education for "non-traditional professions," career education, emerging occupations, and programs designed to stimulate attitudinal changes. She noted that legislation, administrative orders, and federal programs for scholarships and fellowships also contributed to equalizing women's educational opportunities, although not discussed in this paper.

Of the types of programs discussed, those for continuing education of women had the longest history, having originated in the late '50s and early '60s. These programs have spread slowly but steadily throughout the country (there are now about 450 of them); nevertheless, the idea is still new to many colleges and universities. The design and focus of such programs vary considerably from institution to institution and appear to depend on such factors as the interests and requests of adult women in the immediate area, the talent of interested faculty or community leader, and local labor market demands. Most of these programs are not yet regarded as standard educational offerings by the sponsoring institutions and therefore have to be self-supporting. Modifications in educational structures (e.g., part-time enrollment, flexible course hours, short-

term courses, counseling services, part-time enrollment, limited residence requirements, removal of credit transfer regulations, relaxation of credit transfer regulations, adult experience, credit by examination, and so on) introduced by such programs have encouraged many older women to return to higher education. However, "a wide gap still exists between the latent needs and aspirations of mature women and the existing educational programs which meet them."

Plans for "the open university" and external degree programs represent more radical revisions in the structure of higher education. While these programs, even though they are still in the developmental stage, they are beginning to bring about mental changes in the educational system. These programs utilize T.V. and correspondence instruction, examination, transfer of credit, and so on. These programs utilize T.V. and correspondence instruction, cassettes, apprenticeships, independent study, and so on. These programs develop a system of national examination programs (like some programs in continuing education for women) now grant credit for prior experience. The College Level Examination Program of the College Board, the Examination Board or the College Proficiency Examination Board of the New York State Education Department. The Non-Traditional Study of the College Entrance Examination Board and the Educational Testing Service are examples of opportunities for college-level learning outside the classroom and making recommendations. In general, this program encompasses development of new curricula, the employment of a resident tutor for independent student students, and supervision of a network of counseling, tutoring, and testing.

Among projects of this type already in operation is "University Without Walls" which has gained the approval of more than 20 colleges and universities throughout the country. Interestingly enough, this program, although primarily for adults, appears to have attracted a large number of normal college age seeking more flexible ways of earning a degree. Another program now in operation is the New York's Empire State College which offers a program with occasional on-campus study.

reviewed some of the statistical evidence is restricting women's educational opportunities. It pointed out that, although women college students increased in numbers from less than half a million and one half million in 1969-70, as a percentage of college students women have decreased from 43.7% in 1930 to 41.3% in 1969-70. In 1969-70, 39.9% of bachelor's and first professional degrees, 41.6% of masters degrees, and 15.4% of doctorates were received by women. Only 13.3% of doctorates were received by women. Furthermore, women tend to be in non-college programs which prepare them for men's professions. In 1968-69, 39% were in the humanities, and 15% in the health professions, and only 4% were in the health professions in the natural sciences. This represents a pattern that had existed in 1955-56.

Reviewed six types of plans for promoting opportunities for women: continuing education, university and external degree programs, educational professions, career education, and programs designed to stimulate. She noted that legislation, administrative programs for scholarships and fellowships equalizing women's educational opportunities are discussed in this paper.

Plans discussed, those for continuing education have the longest history, having originated in the early '60s. These programs have spread throughout the country (there are now many, nevertheless, the idea is still new to many states). The design and focus of such programs probably from institution to institution and such factors as the interests and requests in the immediate area, the talent of interested students, leader, and local labor market demands. Plans are not yet regarded as standard education by the sponsoring institutions and therefore are being modified. Modifications in educational structure include: part-time, flexible course hours, short-

term courses, counseling services, part-time financial aid, limited residence requirements, removal of age restrictions, relaxation of credit transfer regulations, curricula geared to adult experience, credit by examination, refresher courses, and so on) introduced by such programs have stimulated many older women to return to higher education. Nevertheless, "a wide gap still exists between the latent educational interests and aspirations of mature women and the existence of sufficient educational programs which meet their needs."

Plans for "the open university" and external degree programs represent more radical revisions in the current educational structure. While these programs, even those now in operation, are still in the developmental stage, they are attempting fundamental changes in the educational system as it relates to instruction, examination, transfer of credits, and certification. These programs utilize T.V. and correspondence courses, video cassettes, apprenticeships, independent study, and may develop a system of national examinations. Some of the programs (like some programs in continuing education for women) now grant credit for prior experience through the College Level Examination Program of the College Entrance Examination Board or the College Proficiency Program of the New York State Education Department. The Commission on Non-Traditional Study of the College Entrance Examination Board and the Educational Testing Service has been reviewing opportunities for college-level learning outside the usual classroom and making recommendations. In general, the concept encompasses development of new curricula and teaching materials, the employment of a resident faculty for non-resident students, and supervision of a network of centers for counseling, tutoring, and testing.

Among projects of this type already in operation are the "University Without Walls" which has gained the cooperation of more than 20 colleges and universities throughout the country. Interestingly enough, this program, although designed primarily for adults, appears to have attracted primarily students of normal college age seeking more flexible approaches to earning a degree. Another program now in operation is New York's Empire State College which offers an external degree program with occasional on-campus study.

Efforts to attract women into education for "non-traditional professions" include a variety of approaches. Elizabeth Koontz mentioned a few of these: women's caucuses and committees in professional associations seek to increase the numbers of women preparing for their profession through abolishing such barriers as dual standards of admission and quota systems for the sexes and increasing scholarship and fellowship aid; the Professional Women's Caucus which is concerned with revising textbooks and educational materials to eliminate sexism, providing career incentives and guidance on a group and individual basis, and promoting new educational opportunities for vocational training; programs within educational institutions designed to encourage women to enter professions or business activities in which relatively few women are now engaged (e.g., the fellowship program at Radcliffe Institute for medical training on a full- or part-time basis, the shared residence plan in medical education at George Washington University Hospital and Columbia University Hospital; a master's degree in human genetics at Sarah Lawrence College; a business orientation program at Mary Baldwin College; short-term management training courses at several institutions).

Elizabeth Koontz pointed out that "Career Education," although it begins in elementary school, is an important new avenue to expanding women's participation in higher education. The long-range objective of this program is to encourage youth of both sexes to obtain formal job preparation; such preparation, once obtained, may raise aspirations for further education. The Office of Education is currently funding models for such programs in six public school districts in the United States. An interesting example of the career education approach is a proposal from the American Home Economics Association which, if funded, "would provide occupational education in home-related services based on spiral curricula with higher and higher levels of complexity." Thus a woman who initially trained to be a private or institutional housekeeper might, if she so desired, move up the educational career ladder to a Ph.D. in a highly specialized area of home economics, without losing any credit for former work. Another example is a model program now under way in Nevada, in the health occupations. In this program courses concerning the "world of work" in the fifth and sixth grades are followed

by exploratory programs in health occupational school, then intensive vocational counseling, study training for selected health occupational placement service at the termination of high school, followed by further cooperative training at the secondary level for those desiring it.

Strong efforts are also being made to include women in apprenticeships; while typically, such programs require no more than a high school education, the acquisition of a vocational skill can let women realize their vocational aspirations.

Active encouragement by both public and private agencies should also be offered to women to enter new areas in the field of ecology and new areas in human services, or new careers in research like those now available under the Occupational Health Act of 1970. New occupational fields offer good opportunities for women since, where not available, sex discrimination is rarely a barrier to employment.

In closing, Elizabeth Koontz reviewed a variety of factors contributing to changing attitudes concerning women's education and employment, including the role of parents and women themselves as well as those of counselors, employers, and union leaders. One example mentioned was a role model project in a public school in which, through one-to-one linkages, women, girls are directly exposed to vocational fields. Elizabeth Koontz particularly noted the contributions to attitude change made by such programs. There are now over 600 courses offered by public schools and universities. Reports indicate that vocational education is having a major impact on women students. The National Coalition of Women Students represents a new approach; through it students from a cross-section of public schools and universities in ten southeastern states and Columbia are engaged in developing projects for women's advancement on their own campus.

women into education for "non-traditional" a variety of approaches. Elizabeth Koontz of these: women's caucuses and committees. Organizations seek to increase the numbers of women in their profession through abolishing such standards of admission and quota systems for women; increasing scholarship and fellowship aid; the Women's Caucus which is concerned with revising educational materials to eliminate sexism, providing alternatives and guidance on a group and individual basis; promoting new educational opportunities for women; programs within educational institutions which encourage women to enter professions or business careers; and relatively few women are now engaged in a part-time program at Radcliffe Institute for medical research on a part-time basis, the shared residence plan on campus at George Washington University Hospital; a master's degree in nursing at Sarah Lawrence College; a business orientation program at Mary Baldwin College; short-term management courses at several institutions).

pointed out that "Career Education," an elementary school, is an important new program for increasing women's participation in higher education. One objective of this program is to encourage women to obtain formal job preparation; such preparation, once obtained, may raise aspirations for further education. The Office of Education is currently funding models of career education in six public school districts in the United States. A promising example of the career education program is the proposal from the American Home Economics Association, if funded, "would provide occupational and career-related services based on spiral curricula which increase higher levels of complexity." Thus a woman who is interested to be a private or institutional housewife, if so desired, move up the educational career ladder in a highly specialized area of home economics, earning any credit for former work. Another example of a career program now under way in Nevada, in the area of home economics. In this program courses concerning "career education" in the fifth and sixth grades are followed

by exploratory programs in health occupations in junior high school, then intensive vocational counseling, cooperative work-study training for selected health occupations and an active placement service at the termination of high school preparation, followed by further cooperative training at the post-secondary level for those desiring it.

Strong efforts are also being made to increase the number of women in apprenticeships; while typically the apprentice programs require no more than a high school degree, here again the acquisition of a vocational skill can lead to higher educational aspirations.

Active encouragement by both public and private sources should also be offered to women to enter new job fields, such as the field of ecology and new areas in the broad field of human services, or new careers in research and development like those now available under the Occupational Safety and Health Act of 1970. New occupational fields offer particularly good opportunities for women since, when needed skills are not available, sex discrimination is rarely a factor in employment.

In closing, Elizabeth Koontz reviewed a variety of approaches to changing attitudes concerning women's participation in education and employment, including the attitudes of girls and women themselves as well as those of parents, teachers, counselors, employers, and union leaders. Among the projects mentioned was a role model project in a Washington, D.C. school in which, through one-to-one linkages with employed women, girls are directly exposed to work in various occupational fields. Elizabeth Koontz particularly emphasized the contributions to attitude change made by women's studies; there are now over 600 courses offered by over 200 colleges and universities. Reports indicate that women's studies are having a major impact on women students and stimulating them to seek avenues for change in their status. The Southeast Coalition of Women Students represents another type of approach; through it students from a cross-section of colleges and universities in ten southeastern states and the District of Columbia are engaged in developing programs pertinent to women's advancement on their own campuses. Another some-

what comparable effort, with a heavy emphasis on vocational counseling, is the Career Planning and Counseling Program for Women in Southeast Iowa; a long-range goal of this project is development of an effective procedure for vocational guidance for women on a large scale, at relatively low cost. A Women's Bureau project is directed toward changing the attitudes of management and labor leaders toward women workers; meetings are held in each of the Bureau's administrative regions to discuss with such leaders the status of women as workers and the need for employer compliance with federal, state and local laws prohibiting sex discrimination. Within individual institutions women have formed task forces, some of which are officially recognized and some of which are *ad hoc*, to tackle the problem of attitudinal change on many fronts. Some, as at Stanford and Harvard where much attention has been given to graduate training in business administration, engage in active recruitment of women for "men's professions." Others examine institutional policies and practices to highlight the effect of sex role stereo-typing on practice as well as on textbooks and curriculum. Some of these task forces provide consciousness-raising sessions for teachers. Some task forces are operating in public school systems, including those in New York City, Ann Arbor, Michigan, and Berkeley, California.

Elizabeth Koontz concluded by pointing out that many projects are still in the exploratory or demonstration stage, that many more efforts are needed, and that, above all, there is still need for major changes in views of women's roles and potentialities.

Discussions:

The discussion which followed Elizabeth Koontz' paper primarily concerned the special needs of special groups, the future of external degree programs, and the nature and potential of women's studies. One of the special groups which received considerable attention was disadvantaged women from the inner-city, especially black women. Suzanne Lipsky, Director of the Boston Study Group on Higher Education for Urban Women, cited the importance of developing writing skills in this group and of developing new mechanisms through which these women could get academic credit for non-academic experience. Abbie Davis pointed out that many black men who had little formal education had extensive ex-

perience as community workers. She noted that sociology, often classified black people of color, is a direct information, since blacks frequently inform researchers. She suggested that black people should be able to assist researchers in getting correct information and receive academic credit for such work. She is the coordinator of Project Second Start, New York City, and noted the need for credit for non-academic experience. She noted the work of her project, which is an assessment of the work given by public institutions of New York City for low-income women who are single heads of households with children; the needs and problems of this group, as revealed through the work of the project, will be met through the offerings of three programs at Brooklyn College. The cooperation of the faculty and administration in the project is discovering that the needs and objects of study are extremely heterogeneous but can be categorized eventually to classify these needs in a way that will lead to the development of a model education program for this group feasible. Kathleen Berger observed that a young woman is frequently attracted to training and that a major difficulty encountered in developing such programs in one of which she teaches, is the acquisition of criteria for the skills which will be needed (e.g., the lack of writing skill). Sylvia Murn commented that women advance more rapidly in the education system if they have been helped to learn to generalize. She cited as an example assistance in assessing strengths and weaknesses, of the kind given at Alameda Community College with test taking, reading skills, writing skills, etc. Rosalind Loring described a training program in which blacks and chicanos are prepared to act as counselors for members of their own groups. She noted that such counselors were better able to understand the levels of militancy and of motivation for education.

Some questions were raised concerning the future directions of external degree programs. Elizabeth Koontz, member of the staff of Ford Foundation, noted that her Foundation and others have been making major investments in the development of such programs. Investments which have been based on ca-

ort, with a heavy emphasis on vocational Career Planning and Counseling Program for Iowa; a long-range goal of this project is an effective procedure for vocational guidance on a large scale, at relatively low cost. A Women's Project directed toward changing the attitudes of labor leaders toward women workers; in each of the Bureau's administrative offices, with such leaders the status of women as a barrier to employer compliance with federal laws prohibiting sex discrimination. Within many women have formed task forces, some fully recognized and some of which are *ad hoc*. The problem of attitudinal change on many campuses at Stanford and Harvard where much attention is given to graduate training in business administration, the recruitment of women for "men's professions," institutional policies and practices to high-test role stereotyping on practice as well as in the curriculum. Some of these task forces provide training sessions for teachers. Some task forces exist in public school systems, including those in New York, Michigan, and Berkeley, California.

included by pointing out that many projects are at the laboratory or demonstration stage, that many are needed, and that, above all, there is still need for new views of women's roles and potentialities.

which followed Elizabeth Koontz' paper prior to the special needs of special groups, the degree programs, and the nature and potentialities of studies. One of the special groups which has received attention was disadvantaged women, especially black women. Suzanne Lipsky, of the Boston Study Group on Higher Education, stressed the importance of developing writing skills and of developing new mechanisms through which women could get academic credit for non-academic work. Abbie Davis pointed out that many black women with little formal education had extensive ex-

perience as community workers. She noted that her own field, sociology, often classified black people on the basis of incorrect information, since blacks frequently deliberately misinform researchers. She suggested that blacks who were willing to assist researchers in getting correct information should receive academic credit for such work. Jolly Robinson, Coordinator of Project Second Start, New York City, also stressed the need for credit for non-academic experience and described the work of her project, which is an assessment of the help given by public institutions of New York City to a group of low-income women who are single heads of households with children; the needs and problems of this group, as identified through the work of the project, will be measured against the offerings of three programs at Brooklyn College, with the cooperation of the faculty and administration there. The project is discovering that the needs and objectives of the group studied are extremely heterogeneous but they hope to be able eventually to classify these needs in a way that would make the development of a model education program for such a group feasible. Kathleen Berger observed that the inner-city woman is frequently attracted to training as a paraprofessional; a major difficulty encountered in developing such programs, in one of which she teaches, is the acquisition of adequate criteria for the skills which will be needed on the job (e.g., level of writing skill). Sylvia Murn commented that most adult women advance more rapidly in the educational process when they have been helped to learn to generalize from experience; she cited as an example assistance in assessing their strengths and weaknesses, of the kind given at Alverno in connection with test taking, reading skills, writing skills, and so on. Rosalind Loring described a training program at UCLA Extension in which blacks and chicanos are prepared to serve as counselors for members of their own groups; she pointed out that such counselors were better able to deal with varying levels of militancy and of motivation for education.

Some questions were raised concerning the potential and future directions of external degree programs. Gail Spangenberg, member of the staff of Ford Foundation, pointed out that her Foundation and others have been willing to make major investments in the development of these programs - investments which have been based on careful study of possi-

bilities. Rosalind Loring pointed out that the meaning of the term was not yet clear; for example, many types of credentialing at UCLA may lead to "external degrees." There appeared to be some consensus that the external degree will be attacked from various quarters for some time to come because it represents a radical departure from traditional structures and processes in higher education.

At the request of the Chairperson, Florence Howe, Professor of Humanities, State University of New York at Old Westbury, who is a leader in the field, described what she termed "female studies" programs. She pointed out that courses range over a wide variety of subject matters, from what may be considered straight consciousness-raising approaches to approaches oriented to high level research in a narrow field of specialization and that courses are given at both the undergraduate and graduate levels. She saw women's studies, as presently offered, as only at the beginning of what will be a long movement in higher education. She believes also that a new movement to develop courses for primary and secondary schools will grow rapidly in strength and implementation. She pointed out that, although no foundation money has been made available for women's studies, there are presently women's studies courses and programs.* In her opinion, special funding should not be needed for such programs; higher education should be willing to accept the economic burden and women can push universities to do so. She stated that a regular newsletter regarding types of courses, experience with courses, bibliographies, and the outcomes of research generated by such courses (most especially research carried out by undergraduates) is much needed. The Chairperson pointed out that research relevant to women's development and their education has been and is being carried on in many disciplines of the biological, behavioral and social sciences; partly for this reason, our knowledge of such research tends to be fragmentary. She urged serious efforts to establish a computerized information storage and retrieval system for such research in order that both those presently in the field and newcomers to it could rapidly ascertain the status of research in areas of interest to them. She pointed out that multi-disciplinary com-



puterized research indices of this type are in other fields. In answer to a question regarding information that could be obtained concerning the studies courses now offered, she stated that the University of Pennsylvania, Philadelphia, Pennsylvania, provides an annual directory as well as lists of publications pertinent to

WHITE WORKING CLASS WOMEN: EDUCATION AS A DILEMMA (Research)

The paper prepared by John Gagnon shifts the focus of the discussions back to that of the research. Gagnon's topic was "White Working Class Women as a Dilemma." John Gagnon was unable to attend the conference by the University of Pennsylvania; in his absence his paper was read by Ehrenfeld, Director of Communications for the American Jewish Archives of the American Jewish

*Florence Howe reported as of January, 1973 that there are approximately 1500 courses and nearly 60 programs in women's studies.

Spring pointed out that the meaning of the year; for example, many types of credential-lead to "external degrees." There appeared to be a consensus that the external degree will be attacked for some time to come because it represents a departure from traditional structures and forms of education.

The Chairperson, Florence Howe, Professor at the University of New York at Old Westbury, in the field, described what she termed "female studies." She pointed out that courses range over a wide range of subject matters, from what may be considered traditional dress-raising approaches to approaches oriented toward research in a narrow field of specialization. Courses are given at both the undergraduate and graduate levels. She saw women's studies, as presently offered, as a forerunner of what will be a long movement in the field. She believes also that a new movement in the field for primary and secondary schools will be in the length and implementation. She pointed out that foundation money has been made available for such studies. There are presently women's studies programs. In her opinion, special funding should be provided for such programs; higher education should be encouraged to do so. She stated that a regular newsletter should be published of courses, experience with courses, bibliographies, and outcomes of research generated by such studies. She pointed out that research carried out by undergraduates is being carried on in many disciplines of the social and behavioral sciences; partly for this reason the field of such research tends to be fragmented. She pointed out that serious efforts to establish a computerized data base and retrieval system for such research are being undertaken. She pointed out that those presently in the field and newcomers should be encouraged to ascertain the status of research in areas of the field. She pointed out that multi-disciplinary com-

as of January, 1973 that there are approximately 1500 graduate programs in women's studies.



puterized research indices of this type are already in operation in other fields. In answer to a question regarding where information could be obtained concerning the types of women's studies courses now offered, she stated that Know, Inc., Pittsburgh, Pennsylvania, provides an annual list of such courses as well as lists of publications pertinent to the field:

WHITE WORKING CLASS WOMEN: EDUCATION AS A DILEMMA (Research)

The paper prepared by John Gagnon shifted the perspective of the discussions back to that of the research scholar. John Gagnon's topic was "White Working Class Women: Education as a Dilemma." John Gagnon was unexpectedly prevented from attending the conference by the sudden illness of one of his children; in his absence his paper was reviewed by Selma Ehrenfeld, Director of Communications for the National Project of Ethnic America of the American Jewish Committee.

John Gagnon opened his paper by noting that, since the Second World War, various disadvantaged sectors of the population have organized and demanded new advantages. These demands have resulted in what he described as "the conventional knee-jerk response of social programming" and some reordering of priorities in both the private and public sectors to meet what were *believed* to be the needs of these groups. He pointed out that, however, the "needs" were usually defined by leadership groups or external planners rather than by those who would actually be consumers of the new programs and services. Efforts to make the latter effective have led to the realization that the needs of each group are multiple and the group memberships do not agree about priorities. This has led to an increased suspicion of the degree to which spokespeople are representative of the interests of the groups for which they allege to speak and whether the programming they propose is in fact that which is needed. Clearly the delivery of service and programs can "no longer be carried out in the spirit WASP bounty"; no one group has the right to insist that other groups adopt its values and mores. This means that program planners have to learn not only what people need but how to determine what those needs are; to achieve these ends, they must understand the structure and character of the lives of the groups which they would serve, what their satisfactions are, what is the nature of the social order into which education will be introduced, and what are the long range goals of this education, most particularly with respect to its tendency to promote or retard change.

The rising visibility of the demands of various disadvantaged groups and of programs developed in response to these demands has led to a feeling on the part of white working-class people that their interests are being ignored. Furthermore, movements to promote the interests of the white working-class, for example those grounded in considerations of ethnic identity, have been typically carried on in male dominated institutions (e.g., trade unions). The white working-class woman has not only been marginal to the concerns of ethnic movements but has also been given minimal attention by the women's movement-at-large. In John Gagnon's opinion, "those women who have been most instrumental in creating the public character of woman's liberation are those who have shown the most

sympathy for poor and minority groups and a lack of sympathy for the relatively conservative and retrograde

The fact is that we still know relatively little about the life of the white working-class woman or the life of the black working-class woman. There are a number of reasons for this. One is that there is now considerable diversity in the styles of working-class life. Ethnic groups are concentrated in the metropolitan areas of the nation, but are dispersed throughout the nation, including the rural section. Dispersal has been accompanied by ethnic differences since many working-class areas in working-class suburbs comprised of a variety of ethnic groups. Age is another factor to be considered in assessing needs. John Gagnon notes that "the rapidity of social change in America of the century has been such that there are persons of various ages whose life cycles are out in front of historical backdrops that are different. This means that the continuity of life is not only across generations, but across classes. The working-class woman of 50 bears the consequences of the years of the Depression and the working-class woman of 20 has had no experience of poverty and disaster - she accepts without question the class standards for consumption. Age must be taken into account in estimating program viability. Another factor which is of considerable importance is the type of community in which the woman lives. As ethnic communities have been located within geographical boundaries, the role of the community in the organization of working-class communities is less significant. Working-class men tend to be organized into functions within bureaucratic structure (e.g., political organizations). Thus the structure of working-class life depends much more heavily on women's patterns which vary greatly from areas to areas (e.g., from the new suburbs to the old inner city). The inter-action pattern is also defined by school districts, both public and private, and by locations of shopping centers. The needs of working-class women may vary sharply from area to area, and to community and be only loosely as-

ed his paper by noting that, since the Second World War, the needs of the most disadvantaged sectors of the population have been largely ignored and demanded new advantages. These demands have led to what he described as "the conventional wisdom of social programming" and some reordering of both the private and public sectors to meet the needs of these groups. He pointed out that the "needs" were usually defined by leadership and external planners rather than by those who are the consumers of the new programs and services. The latter effective have led to the realization that the needs of each group are multiple and the group members have different views about priorities. This has led to an increase in the degree to which spokespeople are not representing the interests of the groups for which they are speaking and whether the programming they propose is needed. Clearly the delivery of service must no longer be carried out in the spirit WASP. The white working-class woman has the right to insist that other groups be served. This means that program planners must not only determine what people need but how to determine it. To achieve these ends, they must understand the needs and character of the lives of the groups they serve, what their satisfactions are, what is the social order into which education will be carried, and what are the long-range goals of this education, with respect to its tendency to promote or

of the demands of various disadvantaged groups. Programs developed in response to these demands have often been feeling on the part of white working-class women that their interests are being ignored. Furthermore, programs do not note the interests of the white working-class woman, but are founded in considerations of ethnic identity, and are carried on in male dominated institutions. The white working-class woman has not been brought into the concerns of ethnic movements but has received minimal attention by the women's movement. In John Gagnon's opinion, "those women who are instrumental in creating the public character of the working class are those who have shown the most

sympathy for poor and minority group women and the least sympathy for the relatively conservative and retrogressive working class."

The fact is that we still know relatively little about the needs of the white working-class woman or the characteristics of her life. There are a number of reasons for our lack of knowledge. One is that there is now considerable regional variation in styles of working-class life. Ethnic groups are no longer concentrated in the metropolitan areas of the northeast; they are dispersed throughout the nation, including the southeastern section. Dispersal has been accompanied by some attrition of ethnic differences since many working-class people now reside in working-class suburbs comprised of representatives of a variety of ethnic groups. Age is another factor which must be considered in assessing needs. John Gagnon pointed out that, "the rapidity of social change in American life since the turn of the century has been such that there now exist cohorts of persons of various ages whose life cycles have been played out in front of historical backdrops that are fundamentally different. This means that the continuity of life is strained not only across generations, but across cohorts closer in age." The working-class woman of 50 bears the stamp of her experiences during the years of the Depression of the 30s, while the working-class woman of 20 has had no experience with dire poverty and disaster - she accepts without reservation middle-class standards for consumption. Age differences must be taken into account in estimating program needs and program viability. Another factor which is of considerable importance is the type of community in which the working-class woman lives. As ethnic communities have been less and less confined within geographical boundaries, the role of men as agents for the organization of working-class community life has become less significant. Working-class men tend to exercise leadership functions within bureaucratic structures (e.g., unions and political organizations). Thus the structure of community depends much more heavily on women's patterns of visiting - patterns which vary greatly from areas of urban settlement to the new suburbs. The inter-action patterns of women are also defined by school districts, both public and parochial, and by locations of shopping centers. The values and goals of working-class women may vary sharply from community to community and be only loosely associated with ethnic

values. Means and the modes of approach by educational planners to these working-class women must be designed to fit varying types of communities since "the kind of community will define the nature of already existing infrastructures of organizations, the degree of attachment to those organizations, and the accessibility of local community members to kinds of new resources."

A most important factor associated with program needs is the significance of family life. John Gagnon pointed out that the appearance of family stability among working-class people is somewhat illusory, in part because, traditionally, wives and children of broken families return to the wife's parental home. In the new suburbs this pattern can not be easily maintained. There are, however, substantial levels of permanence in family life styles, most especially those associated with definitions of male and female roles as husband and wife, father and mother, and sons and daughters; these definitions still tend to be conventional and conservative. In this respect, John Gagnon suggested that the working-class community may be insulated from change in the larger society; despite regional differences in patterns of family conservatism, national patterns of the growing instability of marriage are not reflected among most working-class groups. Because the family is a more pivotal institution in the working-class than in the middle class, the delivery of educational services to working-class women must operate through an assumption of the family's intact and significant status. Modes of service designed for families believed to be socially disorganized are inappropriate for working-class women.

Despite the centrality of the role of wife for the working-class woman, these women actually have access to a less class-differentiated image of themselves than do working-class men because they have much more extensive exposure to television through which they become targets of advertising and other programs that focus on their "womanness" rather than on their "classiness." Younger women are probably particularly affected by such exposure. It is likely that the aspects of middle-class marriage which appeal to the working-class woman are those concerned with cooperation, joint decision making and changes in sexual standards of pleasure within marriage,

rather than those concerned with marked roles. On the whole, child-rearing practice is a concern for maintaining traditional gender pressures toward more middle-class values and a connection with higher education for girls.

The pursuit of education by the working-class is indicated by two major tendencies: first, the pressure in her own life expectations and those of her family, which causes her to tend to marry young (mediately after high school) and to have children early; and, second, by the secondary role of employment in her life - employment being a stop-gap between school and marriage or a source of needed extra income after marriage. With the changing of work and the significance of occupational roles among working-class women, we can not answer on the basis of available data how we know that consumption is a major goal of working-class men and females; we know far less about other values associated with it, particularly for females. Thus, for working-class girls the idea of higher education may be less appealing. Although working-class girls do better than middle-class girls in academic performance in high school, parents and teachers tend to keep the girls' aspirations low and emphasize employment as a long-term goal. Thus most of these young women move into employment which terminate with marriage or first pregnancy. However, many now attend community colleges or vocational colleges. The community colleges, for these young women, serve the same purposes as the high school education. Thus the community college represents a source of educational mobility of these young women. More consideration should be given to the content and significance of higher education for working-class women. More thought should be given to the attention for them which begins when they are young, after their last child has entered school. We must also consider where opportunities for employment can be found, whether the employment of women will displace men (a threatening idea to working-class men) and whether such employment will undermine

the modes of approach by educational working-class women must be designed to fit communities since "the kind of community nature of already existing infrastructures and the degree of attachment to those organizations and the accessibility of local community members to resources."

Factor associated with program needs is the family life. John Gagnon pointed out that the family stability among working-class people is low in part because, traditionally, wives and children return to the wife's parental home. This pattern can not be easily maintained. Therefore, substantial levels of permanence in the home, most especially those associated with defined female roles as husband and wife, father and sons and daughters; these definitions still remain traditional and conservative. In this respect, it is noted that the working-class community may not change in the larger society; despite regional patterns of family conservatism, national patterns of instability of marriage are not reflected in working-class groups. Because the family is a central institution in the working-class than in the middle class, delivery of educational services to working-class women operate through an assumption of the family's significant status. Modes of service delivery are believed to be socially disorganized are common among working-class women.

Importance of the role of wife for the working-class women actually have access to a less class-consciousness of themselves than do working-class men. They have much more extensive exposure to television and they become targets of advertising and other influences on their "womanness" rather than on their femininity. Women are probably particularly affected by these influences. It is likely that the aspects of middle-class culture that appeal to the working-class woman are those of individual cooperation, joint decision making and the pursuit of standards of pleasure within marriage,

rather than those concerned with marked changes in gender roles. On the whole, child-rearing practices appear to reflect a concern for maintaining traditional gender roles, despite pressures toward more middle-class values, especially in connection with higher education for girls.

The pursuit of education by the working-class girl is complicated by two major tendencies: first, the preeminence of marriage in her own life expectations and those of her parents for her, which causes her to tend to marry young (frequently immediately after high school) and to have children at an early age; and, second, by the secondary role which employment plays in her life - employment being regarded mainly as a stop-gap between school and marriage or as a sporadic source of needed extra income after marriage. Whether the meaning of work and the significance of occupational experience is changing among working-class women is a question which we can not answer on the basis of available evidence. We know that consumption is a major goal of work for both males and females; we know far less about other satisfactions associated with it, particularly for females. Thus for many working-class girls the idea of higher education may be quite remote. Although working-class girls do better than working-class boys in academic performance in high school, both the schools and parents tend to keep the girls' aspirations low. Neither emphasize employment as a long-term concern for women. Thus most of these young women move into dead-end jobs which terminate with marriage or first pregnancy; some, however, now attend community colleges or urban four-year colleges. The community colleges, for these young women, largely serve the same purposes as the high school - those of vocational education. Thus the community college may not increase the educational mobility of these young women. Very probably more consideration should be given to revisions in the timing, content and significance of higher education in the lives of working-class women. More thought should be given to education for them which begins when they are in their middle 30s after their last child has entered school. With regard to content, we have to consider where opportunities for employment will be found, whether the employment of women in such areas will displace men (a threatening idea to working-class people), and whether such employment will undermine the structure of the

family. The significance of the program must be such as not to suggest that these women will be offered opportunities in higher education which are not available to their men.

John Gagnon concluded by emphasizing that we have at present very little information on which to develop a nation-wide program of higher education for working-class women. "The dilemma for the social actionist is that (he has) to act relatively quickly since actions that have already been taken for the education of women from minority groups have become the object of attention of working-class groups who argue that once again they are being leap-frogged or left out. At the same time the mandate from the working class, at least that ethnic portion that has been most visible and assumed positions of leadership, has been for an educational process and content that slows the rate of change and celebrates the virtues of stability. The educational planner must . . . operate in the gap between the needs for change at the national level and the demand for cultural and social stability from local constituencies." The need for research is urgent since, "action without knowledge is far more likely to hurt the clients than those who would do well by doing good."

Discussion:

In the discussion which followed John Gagnon's paper, there were, as in the discussion which followed Elizabeth Douvan's paper, objections to the researcher's method of placing people in categories. A number of participants insisted that people had to be considered as individuals, not as statistics in categories. It was pointed out by others, however, that in order to develop programs for clearly identifiable groups in the population some categories have to be developed if needed research is to be carried out.

Other parts of the discussion focused on special needs of working-class women which participants in the conference had, through their own work, already identified. Elizabeth Cless, Director of Special Academic Programs, Office for Continuing Education, The Claremont Colleges, described work with these women at times of crisis; for example, when they have been widowed. The group, she felt, tends to seek out educators only at crisis points and to tend to disappear after placement in

junior colleges or other educational institutions for a follow-up which included an evaluation of the approaches used. Kathleen mentioned work which she and others had been doing in identifying and meeting the educational needs of working-class women. She felt, as did I, that the needs of employed working-class women are becoming more acute in pressing their demands for equality of opportunity as well as elimination of sex discrimination. Sister Austin Doherty of Alverno College mentioned that representatives from Alverno had met with the telephone company to explain the need for better employment opportunities and to discuss ways in which this interest could in fact benefit the telephone company. Selma Ehrenfeld pointed out that members of a working-class group of women are in crisis and periodically experience the problems attendant upon being out on strike; they need more help in planning for and dealing with crisis periods. She said we do need more information on which to base decisions which would serve this purpose.

The discussion concluded with a criticism of John Gagnon's approach. She suggested that we should start with the whole question, that he did not act in terms of where they are. In her view, working-class women are less competitive and egocentric than middle-class women but have strong collective feelings as ethnic groups are different from those usually emphasized by individual and political planners. She felt, however, that the needs of upward mobility they differed in no marked way from those of middle-class women. Esther Westervelt remarked that she had in fact advanced a strong plea for listening to these people. He had particularly warned against prepackaged goals for them, especially those of professional social planners. She added that her approach with such women as Director of the New York State Center for Women in Rockland County was markedly different from middle-class women's approach to formulating goals for education. Typically, the middle-class woman desires "a job or one or something" (she was not always su-

ance of the program must be such as not
se women will be offered opportunities in
which are not available to their men.

uded by emphasizing that we have at presen-
tation on which to develop a nation-wide
education for working-class women. "The
ial actionist is that (he has) to act relatively
ns that have already been taken for the
n from minority groups have become the
of working-class groups who argue that
being leap-frogged or left out. At the same
om the working class, at least that ethnic
en most visible and assumed positions of
in for an educational process and content
of change and celebrates the virtues of
tional planner must . . . operate in the gap
for change at the national level and the
and social stability from local constituen-
research is urgent since, "action without
re likely to hurt the clients than those who
ing good."

hich followed John Gagnon's paper, there
ussion which followed Elizabeth Douvan's
the researcher's method of placing people
ber of participants insisted that people had
individuals, not as statistics in categories.
y others, however, that in order to develop
identifiable groups in the population some
be developed if needed research is to be

scussion focused on special needs of work-
hich participants in the conference had,
work, already identified. Elizabeth Cless,
Academic Programs, Office for Continuing
emont Colleges, described work with these
crisis; for example, when they have been
, she felt, tends to seek out educators only
t to disappear after placement in

junior colleges or other educational institutions, thus eliminat-
ing opportunities for a follow-up which might provide some
evaluation of the approaches used. Kathryn Clarenbach men-
tioned work which she and others had done with unions in
identifying and meeting the educational needs of employed
working-class women. She felt, as did Bernice Sandler, that
employed working-class women are becoming more aggressive
in pressing their demands for equality of educational oppor-
tunity as well as elimination of sex discrimination in employ-
ment. Sister Austin Doherty of Alverno College reported that
representatives from Alverno had met with representatives of
the telephone company to explain the interest of women in
better employment opportunities and to point out ways in
which this interest could in fact benefit the telephone com-
pany. Selma Ehrenfeld pointed out that many members of the
working-class group of women are in crisis; for example, many
periodically experience the problems attendant on having hus-
bands out on strike; they need more help than they are getting
in planning for and dealing with crisis points in their lives and
we do need more information on which to base programs
which would serve this purpose.

The discussion concluded with a criticism by Florence Howe of
John Gagnon's approach. She suggested that he did not deal
with the whole question, that he did not appear to have listened
to people in terms of where they are. In her view, these women
are less competitive and egocentric than middle-class women
but have strong collective feelings as ethnic groups. Their goals
are different from those usually emphasized by sociologists
and political planners. She felt, however, that in their goals for
upward mobility they differed in no marked way from middle-
class women. Esther Westervelt remarked that John Gagnon
had in fact advanced a strong plea for listening more carefully
to these people. He had particularly warned against accepting
prepackaged goals for them, especially goals developed by
professional social planners. She added that in her experience
with such women as Director of the New York State Guidance
Center for Women in Rockland County she had found them
markedly different from middle-class women in their basic
approach to formulating goals for education or employment.
Typically, the middle-class woman desired to "become some-
one or something" (she was not always sure what); the working-

class woman, on the other hand, raised a different kind of question - she asked not "What can I become?" but "What is going to happen to me?" Her horizons appeared to be constricted by limited prior education and experience and by traditional definitions of the roles of wife and mother. The latter appeared to limit her goals for upward mobility even when her need for income from employment was intense and likely to be of long duration.

Concluding Discussion:

The conference deliberations concluded with an open discussion in which a number of points were raised.

Helen Astin, Director of Research, University Research Corporation, Washington, D.C., and Kenneth Wilson, Director, College Research Center, Educational Testing Service, reported on recent research findings. Helen Astin, with Alan Bayer, Associate Director, Office of Research, American Council on Education, reported that a study on sex discrimination in academe which they had recently completed indicated that even when many variables were controlled, sex discrimination was still apparent. Helen Astin also reported on some research now in process - a longitudinal study covering ten years which will examine patterns of continuity and discontinuity in women's careers. Kenneth Wilson mentioned a study of barriers to the post-secondary education of women which is now being carried on under a grant from HEW by the Educational Testing Service. He also noted that recent surveys of entering students conducted by the College Research Center showed a marked change from 1964 to 1970 in the level of career aspirations (a sharp rise in the proportion of respondents expecting to work for a considerable period of adulthood; and a sharp decline in the modal number of children desired.)

Discussion then centered on needed new research. Rosalind Loring suggested that we need more research on how to change men's attitudes towards women's status. Gene Boyer of the National Council of Women pointed out that we need more research relevant to the delivery of services since programs, both in industry and continuing education, do not always reach the target populations. Nancy Spear, Assistant to the Vice President for Student Affairs, Central Michigan University,

stated that much more careful research on process in day care centers is needed, especially personality development in girls.

Several participants pointed out that a women's advancement is the attitude that "feminine" are negative traits. "Passivity," Selma Ehrenfeld pointed out, is generally which is not marketable at the higher level. "Intracception," perhaps because it characterizes almost all oppressed groups, has a negative connotation. Furthermore, as Bernice differences between men and women often tend to be exaggerated. Men are also "passive" and so on. These traits can serve men well but not so well for women.

In the remarks with which she adjourned the conference, Firor Scott noted that two major questions and side parameters both of the conference are



Other hand, raised a different kind of question: "What can I become?" but "What is going to be her horizons appeared to be constricted by tradition and experience and by traditional definition of wife and mother. The latter appeared to be an upward mobility even when her need for employment was intense and likely to be of long duration."

Conclusion:

The deliberations concluded with an open discussion. A number of points were raised.

Dr. Robert L. Taylor, University Research Corporation, D.C., and Kenneth Wilson, Director, College Board, Educational Testing Service, reported on their findings. Helen Astin, with Alan Bayer, Associate Director of Research, American Council on Educational Research, a study on sex discrimination in academe recently completed indicated that even when the effects were controlled, sex discrimination was still present. (Astin also reported on some research now in progress, a longitudinal study covering ten years which will examine the effects of continuity and discontinuity in women's careers. Wilson mentioned a study of barriers to the advancement of women which is now being carried out by HEW by the Educational Testing Service. A recent survey of entering students at the College Research Center showed a marked decline since 1970 in the level of career aspirations, a proportion of respondents expecting to work during the period of adulthood; and a sharp decline in the number of children desired.)

The conference entered on needed new research. Rosalind Wiseman stated that we need more research on how to change the attitudes towards women's status. Gene Boyer of the National Council of Women pointed out that we need more attention to the delivery of services since programs, particularly continuing education, do not always reach the target populations. Nancy Spear, Assistant to the Director of Student Affairs, Central Michigan University,

stated that much more careful research on structure and process in day care centers is needed, especially as these affect personality development in girls.

Several participants pointed out that a major obstacle to women's advancement is the attitude that traits which we label "feminine" are negative traits. "Passivity," for example, as Selma Ehrenfeld pointed out, is generally regarded as a trait which is not marketable at the higher levels of employment. "Intracception," perhaps because it characterizes members of almost all oppressed groups, has a negative rather than a positive connotation. Furthermore, as Bernice Sandler pointed out, differences between men and women on some of these traits tend to be exaggerated. Men are also "passive," "intracceptive," and so on. These traits can serve men well and they can also serve women.

In the remarks with which she adjourned the conference, Anne Firor Scott noted that two major questions represented the outside parameters both of the conference and of future efforts in



women's higher education: the first question is what *is* work? The second, what purposes does "achievement" serve?

Conference Evaluation

The conference planners were, of course, eager to know to what extent the conference met the expectations of the conference participants and the objectives which the planners had set for the conference. At the conference itself, Anne Firor Scott circulated an informal questionnaire among the participants asking why each came to the conference and asking each to give his or her age. Following the conference Esther Westervelt and Joseph Katz, Executive Co-Directors of the National Coalition for Research on Women's Education and Development, mailed to all participants an evaluation questionnaire.

WHO CAME TO THE CONFERENCE AND WHY?

Responses to the informal questionnaire circulated at the conference by Anne Firor Scott revealed that the age range of participants was from under 25 to over 70 years of age. The majority of participants were between 30 and 55 years of age. Almost equal proportions were under 30 and over 55. In her report on these findings, Anne Firor Scott noted that this distribution was "as dramatic an illustration as one could wish of the fundamental ways the new feminism differs from that of the '30s, '40s, and '50s and may be similar to that of the years between 1910 and 1920 when, during the last push for women's suffrage, young militants were very much a part of the picture,"

Reasons for attending the conference were highly varied. One participant, age 22, said "I came with the hope that education will change and make it easier for those behind me to be women *and* successes. To remove obstacles, frustrations, to provide new opportunities and to expose women to old ones." A number of young women stressed need for action and need for help in knowing what action to take. One, age 26, expressed her felt need for *research*. Some young women came for personal reasons; they were thinking about their own lives and hoped for guidance. Others stressed a need to exchange ideas with other people of like interests. Others wanted simply information about what is going on.

Researchers attending the conference had their own thinking and several spoke of the conference. Several wanted specific documentation on employment. One wanted to explore the role of women in engineering technology and education.

Other participants were interested in specific programs. Several of these were specific affirmative action committees and were seeking guidance in the development of university programs seeking further education. One wanted to know how public media might do further work.

One participant sought information on the needs of disadvantaged women in general. One interested in this group was specifically interested in city women. One was particularly interested in curriculum for undergraduate women. One wanted to consider the implications of major institutional planning and interinstitutional planning. Several were interested in programs through which women could advance their interest of women's education. One felt that programs designed to move qualified academic women into administrative posts at the highest levels. One was interested in new alternatives to present education.

Ann Firor Scott noted that the response to the conference showed a recurrence of the words "specific," "concrete." There appeared to be a general feeling that the conference had identified over and over; the question now was from here, what are concrete next steps? What ideas? And above all, what are some specific questions.

WAS THE CONFERENCE USEFUL TO PARTICIPANTS?

The evaluation questionnaire which was distributed at the conference contained eight open-ended questions. Responses were received, bringing the project to a close.

Education: the first question is what *is* work? purposes does "achievement" serve?

ation

planners were, of course, eager to know to conference met the expectations of the con- tents and the objectives which the planners had nce. At the conference itself, Anne Firor Scott formal questionnaire among the participants came to the conference and asking each to . Following the conference Esther Westervelt Executive Co-Directors of the National Coal- ion Women's Education and Development, cipants an evaluation questionnaire.

WAS THE CONFERENCE USEFUL TO PARTICIPANTS?

Informal questionnaire circulated at the con- Firor Scott revealed that the age range of rom under 25 to over 70 years of age. The pants were between 30 and 55 years of age. portions were under 30 and over 55. In her ndings, Anne Firor Scott noted that this dis- dramatic an illustration as one could wish of ways the new feminism differs from that of '50s and may be similar to that of the years 1920 when, during the last push for women's ilitants were very much a part of the picture,"

ding the conference were highly varied. One 2, said "I came with the hope that education make it easier for those behind me to be sses. To remove obstacles, frustrations, to rtunities and to expose women to old ones." g women stressed need for action and need g what action to take. One, age 26, expressed earch. Some young women came for per- ey were thinking about their own lives and e. Others stressed a need to exchange ideas of like interests. Others wanted simply infor- t g on.

Researchers attending the conference hoped to stimulate their own thinking and several spoke of the need for fresh ideas. Several wanted specific documentation about discrimination in employment. One wanted to explore future possibilities for women in engineering technology and engineering in general.

Other participants were interested in specific types of action programs. Several of these were specifically concerned with affirmative action committees and were seeking for more know- how about their functioning and effectiveness. Others sought guidance in the development of university services for women seeking further education. One wanted ideas as to what the public media might do further women's higher education.

One participant sought information about the educational needs of disadvantaged women in general, while another also interested in this group was specifically concerned with inner-city women. One was particularly interested in the content of curriculum for undergraduate women. Yet another felt a need to consider the implications of major issues in women's educa- tion for interinstitutional planning and metropolitan educa- tional planning. Several were interested in the development of programs through which women could work with men in the interest of women's education. One felt a need for programs designed to move qualified academic women into administra- tive posts at the highest levels. One was especially interested in new alternatives to present educational structures.

Ann Firor Scott noted that the responses revealed a telling recurrence of the words "specific," "concrete," and "new." There appeared to be a general feeling that *problems* have been identified over and over; the question now is where do we go from here, what are concrete next steps, where are the new ideas? And above all, what are some *specific* answers to these questions.

WAS THE CONFERENCE USEFUL TO PARTICIPANTS?

The evaluation questionnaire which was sent out following the conference contained eight open-ended questions. A total of 38 responses were received, bringing the proportion of returns to



almost 30% - a relatively high percentage of return for this type of questionnaire. Joseph Katz prepared the following summary of the responses.

Question #1 - What was your reaction to the prepared papers? (Papers for the conference were mailed to participants in advance of the conference and were not read there, merely summarized.)

Reaction to the prepared papers ranged from "excellent" to "poor." Several people complained that some of the papers contained much that was already familiar. Interestingly, every paper received a range of ratings from "excellent" to "poor." Obviously different people reacted differently to identical papers. Many people commented that having the papers available in advance was very desirable and helpful.

Question #2 - How helpful or informative did you find the discussions and contributions from the floor? Many people thought that the discussion from the floor was helpful and

stimulating. Some, however, thought that the floor discussions were too diffuse and that the range of topics was too wide.

Question #3 - Often much work gets done through informal contacts. Was this the case for you? If so, what kind of benefit(s) did you receive? Many people reported that they made informal contacts with different people during the conference, especially those they had never met before, and that they did so for the exchange of information and, in some cases, for establishing new collaborative relationships.

(Note: Questions #4 and #5 were addressed to participants at the conference which had not been anticipated by the planners. Due to the fact that a number of participants live at considerable distances, a rather large gathering was held one night at the Holiday Inn. Because of McClellan's inclement weather, a number of participants had to leave Racine on Monday evening and spend the night at the Holiday Inn.)

Question #4 - If you spent Sunday evening at the Holiday Inn, did you find your evening at the Holiday Inn interesting or helpful? (As you perhaps know, we had not provided for a Sunday evening gathering in our original plans. Do you expect it. What might we have done to make it more worthwhile?)

Question #5 - If you were among those who did not attend on Monday night at the Holiday Inn, did you find the evening interesting or helpful? How might we have made it more interesting or helpful? Many people reported that they enjoyed the evening on Sunday and Monday nights. Many felt that the structure should have been imposed upon the evening to provide for such informal opportunities for discussion. Some, however, thought that the structure should have been imposed upon the evening to facilitate the coming together of individuals with particular interests. A few people reported that they felt themselves somewhat isolated or were tired during the evenings' events.



stimulating. Some, however, thought that comments from the floor were too diffuse and that the range of topics covered was too wide.

Question #3 - Often much work gets done at a conference through informal contacts. Was this the case here for you? If so, what kind of benefit(s) did you receive? Many people reported that they made informal contacts through talking with different people during the conference, especially people whom they had never met before, and that these were helpful both for the exchange of information and, in some cases, for establishing new collaborative relationships.

(Note: Questions #4 and #5 were addressed to aspects of the conference which had not been anticipated by the conference planners. Due to the fact that a number of people came from considerable distances, a rather large group spent Sunday night at the Holiday Inn. Because of Monday's extremely inclement weather, a number of participants were unable to leave Racine on Monday evening and spent that night at the Holiday Inn.)

Question #4 - If you spent Sunday evening in Racine, did you find your evening at the Holiday Inn interesting or helpful? (As you perhaps know, we had not provided for such a large Sunday evening gathering in our original plans, as we did not expect it. What might we have done to make the evening more worthwhile?)

Question #5 - If you were among those who were weathered in Monday night at the Holiday Inn, did you find that evening interesting or helpful? How might we have made it more so? Many people reported that they enjoyed meeting people on Sunday and Monday nights. Many felt that conferences should provide for such informal opportunities for meeting and discussion. Some, however, thought that more organizational structure should have been imposed upon the evenings in order to facilitate the coming together of individuals who shared particular interests. A few people reported that they found themselves somewhat isolated or were too tired to participate in the evenings' events.

vely high percentage of return for this type
Joseph Katz prepared the following summary

was your reaction to the prepared papers?
ference were mailed to participants in ad-
vance and were not read there, merely sum-

prepared papers ranged from "excellent" to
people complained that some of the papers
it was already familiar. Interestingly, every
range of ratings from "excellent" to "poor."
people reacted differently to identical
e commented that having the papers avail-
s very desirable and helpful.

helpful or informative did you find the dis-
tributions from the floor? Many people
S: from the floor was helpful and

Question #6 - As a result of the conference, have you done anything in your institution by way of reporting or otherwise?

Many people stated that they had reported the events of the conference to their administrators, colleagues, or women's organizations on campuses or elsewhere. A few reported that discussion with their colleagues and others regarding the conference had led to plans for organizing groups concerned with one or another aspect of women's higher education within their localities or regions.

(Note: Questions #7 and #8 were addressed not to the conference itself but to ways in which the National Coalition for Research on Women's Education and Development might make its most useful contribution to enhancing opportunities for women in higher education,)

Question #7 - Have you suggestions about ways in which the Coalition could be useful to your institution or program?

Question #8 - To what other efforts should the Coalition give high priority? Inevitably, the suggestions for the Coalition's contributions to individual institutions and associations were wide-ranging and frequently addressed to specific local needs. More general recommendations stressed the necessity for the Coalition to facilitate communications among various groups and programs. The content of such communications should include, respondents felt, sharing information concerning educational programs, opportunities for women in higher education institutions, new employment opportunities for women, successful actions and procedures within institutions and outside them which aimed at improving the situation of women in colleges and universities. A number favored the use of such written means of communication as quarterly reports or newsletters. Others recommended workshops, particularly those focused on specific topics. Others recommended regional conferences, also geared to specific topics. A fair proportion expressed a desire for the Coalition to encourage research and to find the resources with which it could help provide financial support for such research.

The conference planners were pleasantly surprised at the response to the evaluation questionnaires. While the response

rate was low, representing only a minority while it is possible that those whose response was negative were reluctant to respond, those who did respond to answer questions throughout the conference suggested that the conference had indeed led to the consideration of some of the matters to which it was devoted. Particularly impressive was the high priority given by presidents who had shared information about the conference with their administrators, colleagues or women's organizations. The conference planners had recognized from the beginning that the conference program covered a great deal of ground and hoped that the somewhat broad and diffuse nature of the program (1) stimulate greater concern with planned practice and research; and (2) lend at least some impetus to those engaged or planning to engage in various types of enterprises. The evaluation returns suggest that the conference may have achieved these goals.

The conference planners realize, however, that the only way to improve women's opportunities for higher education is only by action within individual institutions and associations of institutions. Broadly-focused conferences such as this one can stimulate thinking and encourage the development of conferences and workshops with a narrow focus. They can develop guidelines for modifications and models for experiments with new procedures and models for experiments with new procedures and models for effecting the desired changes with the staffs of higher educational institutions and associations.

**result of the conference, have you done any-
tution by way of reporting or otherwise?**

and that they had reported the events of the
their administrators, colleagues, or women's
campuses or elsewhere. A few reported that
their colleagues and others regarding the con-
plans for organizing groups concerned with
aspect of women's higher education within
regions.

#7 and #8 were addressed not to the confer-
ways in which the National Coalition for
n's Education and Development might make
tribution to enhancing opportunities for
ducation.)

**you suggestions about ways in which the
useful to your institution or program?**

what other efforts should the Coalition give
itably, the suggestions for the Coalition's
dividual institutions and associations were
requently addressed to specific local needs.
nmendations stressed the necessity for the
te communications among various groups
content of such communications should in-
felt, sharing information concerning educa-
opportunities for women in higher education
employment opportunities for women, suc-
procedures within institutions and outside
at improving the situation of women in
rsities. A number favored the use of such
ommunication as quarterly reports or news-
ommended workshops, particularly those
topics. Others recommended regional con-
ted to specific topics. A fair proportion ex-
or the Coalition to encourage research and
es with which it could help provide financial
research.

anners were pleasantly surprised at the
valuation questionnaires. While the response

rate was low, representing only a minority of participants, and
while it is possible that those whose reactions were more
negative were reluctant to respond, the care taken by those
who did respond to answer questions thoughtfully and in detail
suggested that the conference had indeed stimulated careful
consideration of some of the matters to which it was addressed.
Particularly impressive was the high proportion of respon-
dents who had shared information about the conference with
administrators, colleagues or women's organizations. The con-
ference planners had recognized from the outset that the con-
ference program covered a great deal of territory; they had
hoped that the somewhat broad and diffuse approach would
(1) stimulate greater concern with planned interaction between
practice and research; and (2) lend at least mild support to
those engaged or planning to engage in various specific types
of enterprises. The evaluation returns suggest that the con-
ference may have achieved these goals.

The conference planners realize, however, that real changes
in women's opportunities for higher education can be achieved
only by action within individual institutions or among regional
associations of institutions. Broadly-focused conferences such
as this one can stimulate thinking and encourage new planning;
conferences and workshops with a narrow and specific focus
can develop guidelines for modifications of existing programs
and models for experiments with new programs. But the major
burden for effecting the desired changes will continue to rest
with the staffs of higher educational institutions and
associations.

LIST OF PARTICIPANTS

Virginia Allan
Deputy Assistant Secretary
of State for Public Affairs
United States Department of State
Washington, D.C.

Marie Anderson
Women's Page Editor
The Miami Herald
Miami, Florida

Shirley Anderson
Member, Advisory Committee
Center for the American Woman
in Politics
The Eagleton Institute of Politics
Rutgers University
New Brunswick, New Jersey

Julia Apter, M.D.
Director
Biomechanics Laboratory
Director
Biophysical Society
Placement Service
Presbyterian-St. Luke's Hospital
Chicago, Illinois

Helen S. Astin
Director of Research
University Research Corporation
Washington, D.C.

Dorothy Austin
Reporter, Women's Department
Milwaukee Sentinel
Milwaukee, Wisconsin

Sister Mary Nora Barber
President
Mount Mary College
Milwaukee, Wisconsin

Virginia Barcus
Learning Environment
Harvard Graduate School
of Education
Cambridge, Massachusetts

James B. Barnes
Director of Programming
KETC Education TV
St. Louis, Missouri

Myrea E. Barrer
Publisher
Women Today
Washington, D. C.

Alan E. Bayer
Associate Director
Office of Research
American Council on Education
Washington, D. C.

John M. Beck
Executive Director
The Chicago Consortium of
Colleges and Universities
Chicago, Illinois

Kathleen Berger
Director
Bedford Street School
New York, New York

Jane B. Berry
Assistant Dean
Division of Continuing Education
and Extension
Director
Continuing Education for Women
University of Missouri
at Kansas City
Kansas City, Missouri

Susan Bolman
Formerly, Dean of Residence
Radcliffe College
Stamford, Connecticut

Doreen Boyce
Assistant Provost
Chairman of Economics
Chatham College
Pittsburgh, Pennsylvania

Gene Boyer
National Council of Women
Beaver Dam, Wisconsin

Doris P. Bryan
Acting Executive Director
Higher Education Coordinating
Council of Metropolitan St. Louis
St. Louis, Missouri

Carol A. Burden
Project Director
Women's Needs Survey
Des Moines Area Consortium for
Higher Education
Drake University
Des Moines, Iowa

Jean W. Campbell
Director
Center for Continuing Education
of Women
University of Michigan
Ann Arbor, Michigan

Alfred O. Canon
Dean
Queens College
Charlotte, North Carolina

Sister Mary Cecilia Carey
President
Edgewood College
Madison, Wisconsin

Emily Cherv
Associate Pr
Career Advis
Services
University of
Madison, Wi

Sandra Chris
Assistant Pro
College of B
Administra
Department
University of
College Park

Kathryn Clar
Specialist, W
University of
Madison, Wi

Pat Clark
Co-Chairma
Coordinating
Higher Ed
University of
River Falls, W

Elizabeth L.
Director
Special Acad
Center for C
for Women
Claremont U
Claremont, C

Mary Jean C
Representat
NOW
Chicago, Ill

Carol Cotte
Reporter
Channel 6
Milwaukee,

ANTS

Secretary of Affairs
Department of State
Virginia Barcus
Learning Environment
Harvard Graduate School
of Education
Cambridge, Massachusetts

James B. Barnes
Director of Programming
KETC Education TV
St. Louis, Missouri

Committee on Woman
State of Politics
Myrea E. Barrer
Publisher
Women Today
Washington, D. C.

New Jersey
Alan E. Bayer
Associate Director
Office of Research
American Council on Education
Washington, D. C.

Laboratory
John M. Beck
Executive Director
The Chicago Consortium of
Colleges and Universities
Chicago, Illinois

Corporation
Kathleen Berger
Director
Bedford Street School
New York, New York

Department of
Education
Janè B. Berry
Assistant Dean
Division of Continuing Education
and Extension
Director
Continuing Education for Women
University of Missouri
at Kansas City
Kansas City, Missouri

Susan Bolman
Formerly, Dean of Residence
Radcliffe College
Stamford, Connecticut

Doreen Boyce
Assistant Provost
Chairman of Economics
Chatham College
Pittsburgh, Pennsylvania

Gene Boyer
National Council of Women
Beaver Dam, Wisconsin

Doris P. Bryan
Acting Executive Director
Higher Education Coordinating
Council of Metropolitan St. Louis
St. Louis, Missouri

Carol A. Burden
Project Director
Women's Needs Survey
Des Moines Area Consortium for
Higher Education
Drake University
Des Moines, Iowa

Jean W. Campbell
Director
Center for Continuing Education
of Women
University of Michigan
Ann Arbor, Michigan

Alfred O. Canon
Dean
Queens College
Charlotte, North Carolina

Sister Mary Cecilia Carey
President
Edgewood College
Madison, Wisconsin

Emily Chervenik
Associate Professor and Director
Career Advising and Placement
Services
University of Wisconsin-Madison
Madison, Wisconsin

Sandra Christensen
Assistant Professor
College of Business and Public
Administration
Department of Economics
University of Maryland
College Park, Maryland

Kathryn Clarenbach
Specialist, Women's Education
University of Wisconsin Extension
Madison, Wisconsin

Pat Clark
Co-Chairman
Coordinating Council for Women's
Higher Education in Wisconsin
University of Wisconsin-River Falls
River Falls, Wisconsin

Elizabeth L. Class
Director
Special Academic Programs
Center for Continuing Education
for Women
Claremont University Center
Claremont, California

Mary Jean Collins - Robson
Representative
NOW
Chicago, Illinois

Carol Cotter
Reporter
Channel 6 WITI-TV
Milwaukee, Wisconsin

Abbie Davis
Student
Alverno College
Milwaukee, Wisconsin

Frances Davis
Chairwoman
Chancellor's Advisory Committee
on the Establishment of a Center
for Women's Education
University of California-Berkeley
Berkeley, California

Susan Davis
Publisher
The Spokeswoman
Chicago, Illinois

Sister Austin Doherty
Alverno College
Milwaukee, Wisconsin

Elizabeth Douvan
Professor of Psychology
University of Michigan
Ann Arbor, Michigan

Eleanor Driver
Director
Continuing Education
Oakland University
Rochester, Michigan

Margaret Dunkle
Research Associate
Jackson College for Women
Tufts University
Medford, Massachusetts

Carolyn Stewart Dyer
Teaching Assistant
School of Journalism and
Mass Communication
University of Wisconsin-Madison
Madison, Wisconsin

Clare A. Easton
Coordinator of Continuing Education
Miami University
Middletown, Ohio

Selma Ehrenfeld
Director of Communications
National Project of Ethnic America
New York, New York

Marge Engelman
Director of Adult Education
Advisor to the Chancellor on the
Status of Women
University of Wisconsin-Green Bay
Green Bay, Wisconsin

Marianne Epstein
Chairman
Face To Face With The 70's
Milwaukee, Wisconsin

Mildred Erickson
University College
Michigan State University
East Lansing, Michigan

Jane D. Fairbanks
Chairman of the Organizing
Committee
SECOND CAREERS FOR WOMEN
Stanford, California

Ethel G. Feicke
Counselor for Continuing Education
Illinois State University
Normal, Illinois

Marjorie A. Fine
Executive Director
Joint Foundation Support
New York, New York

Laurine Fitzgerald
Assistant Dean of Students
Michigan State University
East Lansing, Michigan

Edward J. Fox
Acting Executive Director
Cleveland Commission on
Higher Education
Cleveland, Ohio

John R. Gooch
Equal Employment Officer
Michigan Technological University
Houghton, Michigan

James M. Green
Assistant to the Vice President -
Academic Affairs
Marquette University
Milwaukee, Wisconsin

Frances Hamilton
President
National Council of Administrative
Women in Education
Washington, D. C.

Lenore Harman
Director
Student Counseling
University of Wisconsin-Milwaukee
Milwaukee, Wisconsin

Dorothy Harris
Executive Director
Monticello College Foundation
Godfrey, Illinois

Betty Hembrough
Assistant Dean for Married
Students and Continuing
Education for Women
University of Illinois
Champaign, Illinois

Elaine H
Professor
University
Omaha,

Margare
Public A
Ladies
Tucson,

Florence
Professor
State Un
at Old
Old West

Jane Ide
Director
Aquinas
Grand R

Joseph
Co-Direc
National
on W
Devel

Director
Devel
Policy
State Un
Stony
Stony B

Elizabeth
Director
Greater
Conti
Miami-D
Miami, F

Lois M. H
Coordin
Purdue U
Fort Way
Fort Way

Clare A. Easton
Coordinator of Continuing Education
Miami University
Middletown, Ohio

Selma Ehrenfeld
Director of Communications
National Project of Ethnic America
New York, New York

Marge Engelman
Director of Adult Education
Advisor to the Chancellor on the
Status of Women
University of Wisconsin-Green Bay
Green Bay, Wisconsin

Marianne Epstein
Chairman
Face To Face With The 70's
Milwaukee, Wisconsin

Mildred Erickson
University College
Michigan State University
East Lansing, Michigan

Jane D. Fairbanks
Chairman of the Organizing
Committee
SECOND CAREERS FOR WOMEN
Stanford, California

Ethel G. Feicke
Counselor for Continuing Education
Illinois State University
Normal, Illinois

Marjorie A. Fine
Executive Director
Joint Foundation Support
New York, New York

Laurine Fitzgerald
Assistant Dean of Students
Michigan State University
East Lansing, Michigan

Edward J. Fox
Acting Executive Director
Cleveland Commission on
Higher Education
Cleveland, Ohio

John R. Gooch
Equal Employment Officer
Michigan Technological University
Houghton, Michigan

James M. Green
Assistant to the Vice President -
Academic Affairs
Marquette University
Milwaukee, Wisconsin

Frances Hamilton
President
National Council of Administrative
Women in Education
Washington, D. C.

Lenore Harman
Director
Student Counseling
University of Wisconsin-Milwaukee
Milwaukee, Wisconsin

Dorothy Harris
Executive Director
Monticello College Foundation
Godfrey, Illinois

Betty Hembrough
Assistant Dean for Married
Students and Continuing
Education for Women
University of Illinois
Champaign, Illinois

Elaine Hess
Professor of Sociology
University of Nebraska at Omaha
Omaha, Nebraska

Margaret Hickey
Public Affairs Editor
Ladies Home Journal
Tucson, Arizona

Florence L. Howe
Professor of Humanities
State University of New York
at Old Westbury
Old Westbury, New York

Jane Idema
Director of Encore
Aquinas College
Grand Rapids, Michigan

Joseph Katz
Co-Director
National Coalition for Research
on Women's Education and
Development
Director of Research on Human
Development and Educational
Policy
State University of New York at
Stony Brook
Stony Brook, New York

Elizabeth H. Kaynor
Director
Greater Miami Council for the
Continuing Education of Women
Miami-Dade Junior College
Miami, Florida

Lois M. Kemp
Coordinator of Continuing Education
Purdue University
Fort Wayne Campus
Fort Wayne, Indiana

S. A. Kendrick
Executive Associate
Research and Development
College Entrance Examination
Board
New York, New York

Caryn Korshin
Program Associate
ESSO Education Foundation
New York, New York

Ruth Krueger
Professor
Concordia College
Milwaukee, Wisconsin

Carole Leland
Assistant Dean for Student Affairs
Assistant Professor of Higher
Education
Teachers College
Columbia University
New York, New York

Jean R. Leppaluoto
Assistant Professor
Educational Psychology
University of Oregon
Eugene, Oregon

Estelle Leven
Coordinator
Community Relations Program
Michigan State University
Continuing Education Service
Grand Rapids, Michigan

Sue Lipsky
Director
Boston Study Group on Continuing
Education for Urban Women
Tufts University
Medford, Massachusetts

Rosalind Loring
Director
Department of Daytime Programs
and Special Projects
University of California Extension-
Los Angeles
Los Angeles, California

Bernice Marquis
Coordinator
Continuing Education for Women
University of Northern Iowa
Cedar Falls, Iowa

Susan Martin
Associated Colleges of the Midwest
Chicago, Illinois

Shirley McCune
Associate Director
Center for Human Relations
National Education Association
Washington, D. C.

Thomas Mendenhall
President
Smith College
Northampton, Massachusetts

Karen Merritt
University Relations
Central Administration Staff
University of Wisconsin-Madison
Madison, Wisconsin

Jane Moorman
Assistant to the President
Barnard College
Columbia, New York

Mary Morton
Dean of Women
Lawrence University
Appleton, Wisconsin

Sylvia Murn
Student
Alverno College
Milwaukee, Wisconsin

Virginia Davis Nordin
Chairwoman
Commission for Women
University of Michigan
Ann Arbor, Michigan

Frank W. Obear
Vice President for Academic Affairs
and Provost
Oakland University
Rochester, Michigan

Jean Otto
Reporter
The Milwaukee Journal
Milwaukee, Wisconsin

Katherine Padgett
Albion College
Albion, Michigan

Margot Patterson
Program Coordinator
Quality of Living
Continuing Education for Women
University of Missouri-
Lincoln University
Columbia, Missouri

Jean M. Pennington
Director
Continuing Education for Women
Washington University
St. Louis, Missouri

Cyrena Pondrom
Special Assistant to the
Chancellor
University of Wisconsin-Madison
Madison, Wisconsin

Patricia Ponto
Dean of Women
St. Norbert College
West De Pere, Wisconsin

Dorothy L. Rath
Director
Career Planning
Carthage College
Kenosha, Wisconsin

Sister Joel Read
President
Alverno College
Milwaukee, Wisconsin

Patricia Rice
Feature Writer
St. Louis Post-Dispatch
St. Louis, Missouri

Philip Rice
Dean of the Graduate School
Claremont Graduate University
Claremont, California

Joan Roberts
Co-Chairman
Coordinating Council
Higher Education
Educational Policy
University of Wisconsin
Madison, Wisconsin

Mary Ella Roberts
Professor
Boston College
of Social Work
Chestnut Hill, Massachusetts

Jolly Robinson
Coordinator
Project Second
New York, New York

ent nation	Rosalind Loring Director Department of Daytime Programs and Special Projects University of California Extension- Los Angeles Los Angeles, California	Sylvia Murn Student Alverno College Milwaukee, Wisconsin	Patricia Ponto Dean of Women St. Norbert College West De Pere, Wisconsin
ation	Bernice Marquis Coordinator Continuing Education for Women University of Northern Iowa Cedar Falls, Iowa	Virginia Davis Nordin Chairwoman Commission for Women University of Michigan Ann Arbor, Michigan	Dorothy L. Rath Director Career Planning and Placement Carthage College Kenosha, Wisconsin
	Susan Martin Associated Colleges of the Midwest Chicago, Illinois	Frank W. Obear Vice President for Academic Affairs and Provost Oakland University Rochester, Michigan	Sister Joel Read President Alverno College Milwaukee, Wisconsin
ent Affairs igher	Shirley McCune Associate Director Center for Human Relations National Education Association Washington, D. C.	Jean Otto Reporter <i>The Milwaukee Journal</i> Milwaukee, Wisconsin	Patricia Rice Feature Writer <i>St. Louis Post - Dispatch</i> St. Louis, Missouri
	Thomas Mendenhall President Smith College Northampton, Massachusetts	Katherine Padgett Albion College Albion, Michigan	Philip Rice Dean of the Graduate School Claremont Graduate School Claremont, California
rogram ty ervice	Karen Merritt University Relations Central Administration Staff University of Wisconsin-Madison Madison, Wisconsin	Margot Patterson Program Coordinator Quality of Living Continuing Education for Women University of Missouri- Lincoln University Columbia, Missouri	Joan Roberts Co-Chairman Coordinating Council for Women's Higher Education in Wisconsin Educational Policy University of Wisconsin-Madison Madison, Wisconsin
	Jane Moorman Assistant to the President Barnard College Columbia, New York	Jean M. Pennington Director Continuing Education for Women Washington University St. Louis, Missouri	Mary Ella Robertson Professor Boston College Graduate School of Social Work Chestnut Hill, Massachusetts
Continuing Women	Mary Morton Dean of Women Lawrence University Appleton, Wisconsin	Cyrena Pondrom Special Assistant to the Chancellor University of Wisconsin-Madison Madison, Wisconsin	Jolly Robinson Coordinator Project Second Start New York, New York

Evelyn Rouser
Professor
Department of Home Economics,
Family Life and Consumer
Education
Central Michigan University
Mount Pleasant, Michigan

Shirley M. Rowell
Student
Macalester College
St. Paul, Minnesota

Bernice Sandler
Executive Associate for the Project
on the Status and Education of
Women
Association of American Colleges
Washington, D. C.

Anne Firor Scott
Associate Professor
Department of History
Duke University
Durham, North Carolina

Elizabeth Scott
Chairman
Department of Statistics
University of California-Berkeley
Berkeley, California

Sister Margaret Seton
Coordinator
Planning, Grants and Research
Marillac College
St. Louis, Missouri

Camille Slights
Assistant Professor of English
Carroll College
Waukesha, Wisconsin

Thomas S. Smith
President
Marquette University
Milwaukee, Wisconsin

Gail Spangenberg
The Ford Foundation
New York, New York

Dorin Schumacher
Instructor in Women's Studies
University of Pittsburgh
Pittsburgh, Pennsylvania

Nancy Spear
Assistant to the Vice President
for Student Affairs
Central Michigan University
Mount Pleasant, Michigan

Lee Sproull
Planning Unit
National Institute of Education
Washington, D. C.

Marilyn Steele
Director
Planning Services
The Charles Stewart Mott
Foundation
Flint, Michigan

Florence Stevenson
East Lansing, Michigan

Melissa J. Stutsman
Program Associate
The Henry Luce Foundation, Inc.
New York, New York

Jane O. Swafford
Assistant Professor of Mathematics
Northern Michigan University
Marquette, Michigan

Marian Swoboda
Administrative Assistant
Personnel and Employee Relations
University of Wisconsin-Madison
Madison, Wisconsin

Rita Tallent
Assistant to the Chancellor
University of Wisconsin-Parkside
Kenosha, Wisconsin

Emily Taylor
Dean of Women
University of Kansas
Lawrence, Kansas

Phyllis Tesch
Student
University of Wisconsin-Milwaukee
Milwaukee, Wisconsin

Clarence H. Thompson
Dean
University College
Center for Continuing Education
Drake University
Des Moines, Iowa

Patricia Thrash
President-Elect
National Association of Women
Deans and Counselors
Evanston, Illinois

Anne Thorsen Truax
Director
Minnesota Planning and Counseling
Center for Women
University of Minnesota
Minneapolis, Minnesota

Helen Tuttle
Dean of Women
Ripon College
Ripon, Wisconsin

Lois Vanderbeke
Dean
Graduate Studies and Continuing
Education
Dominican College
Racine, Wisconsin

Jane Van
Graduate
School of
University
Madison,

Martha G.
Dean of S
Stephens
Columbia,

Harold E.
Executive
Academic
Midwes
Terre Hau

Mrs. John
University
Madison,

Sister Bar
Assistant
Continu
Cardinal S
Milwaukee

Karl O. W
President
Milwaukee
Milwaukee

Ruth L. W
Treasurer
Allen-Brad
Milwaukee

Esther M.
Co-Direct
National C
on Wom
Develop
Goshen, N

Economics, Consumer	Gail Spangenberg The Ford Foundation New York, New York	Rita Tallent Assistant to the Chancellor University of Wisconsin-Parkside Kenosha, Wisconsin	Jane Van Dyk Graduate Student School of Behavioral Disabilities University of Wisconsin-Madison Madison, Wisconsin
University Michigan	Dorin Schumacher Instructor in Women's Studies University of Pittsburgh Pittsburgh, Pennsylvania	Emily Taylor Dean of Women University of Kansas Lawrence, Kansas	Martha G. Wade Dean of Student Life Stephens College Columbia, Missouri
	Nancy Spear Assistant to the Vice President for Student Affairs Central Michigan University Mount Pleasant, Michigan	Phyllis Tesch Student University of Wisconsin-Milwaukee Milwaukee, Wisconsin	Harold E. Walker Executive Director Academic Affairs Conference of Midwestern Universities Terre Haute, Indiana
for the Project Education of	Lee Sproull Planning Unit National Institute of Education Washington, D. C.	Clarence H. Thompson Dean University College Center for Continuing Education Drake University Des Moines, Iowa	Mrs. John C. Weaver University of Wisconsin-Madison Madison, Wisconsin
ican Colleges	Marilyn Steele Director Planning Services The Charles Stewart Mott Foundation Flint, Michigan	Patricia Thrash President-Elect National Association of Women Deans and Counselors Evanston, Illinois	Sister Barbara Weithaus Assistant to the Dean Continuing Studies Cardinal Stritch College Milwaukee, Wisconsin
ry lina	Florence Stevenson East Lansing, Michigan	Anne Thorsen Truax Director Minnesota Planning and Counseling Center for Women University of Minnesota Minneapolis, Minnesota	Karl O. Werwath President Milwaukee School of Engineering Milwaukee, Wisconsin
tics nia-Berkeley	Melissa J. Stutsman Program Associate The Henry Luce Foundation, Inc. New York, New York	Helen Tuttle Dean of Women Ripon College Ripon, Wisconsin	Ruth L. West Treasurer Allen-Bradley Foundation, Inc. Milwaukee, Wisconsin
n d Research	Jane O. Swafford Assistant Professor of Mathematics Northern Michigan University Marquette, Michigan	Lois Vanderbeke Dean Graduate Studies and Continuing Education Dominican College Racine, Wisconsin	Esther M. Westervelt Co-Director National Coalition for Research on Women's Education and Development Goshen, New York
of English n	Marian Swoboda Administrative Assistant Personnel and Employee Relations University of Wisconsin-Madison Madison, Wisconsin		

Irma Williams
Chairman
Spanish Department
Northland College
Ashland, Wisconsin

Barbara Williamson
Administrative Assistant to
the President
Ripon College
Ripon, Wisconsin

Kenneth M. Wilson
Director
College Research Center
Educational Testing Service
Princeton, New Jersey

Margaret A. Witt
Alumnae Secretary
Stephens College
Columbia, Missouri

Esther Zaret
Associate Professor of Education
Marquette University
Milwaukee, Wisconsin

Barbara Brown Zikmund
Co-Director
Women's Program
Albion College
Albion, Michigan

Carolyn Zirbe
AAUW and YWCA of Racine
Racine, Wisconsin

Cecelia Zissis
Associate Dean of Women
Director
Span Plan Program for Women
Purdue University
Lafayette, Indiana

CONFERENCE PLANNING COMMITTEE

National Coalition for Research on Women's Education and Development

Susan Bolman, Conference Coordinator and
Rapporteur; Formerly, Dean of Residence-
Radcliffe College

Jane Berry, Director of Continuing Education
for Women, Division of Continuing Education
and Extension-The University of Missouri
at Kansas City

Jean Campbell, Director, Center for Continuing
Education-The University of Michigan

Katherine Clarenbach, Specialist in Women's
Education-The University of Wisconsin Extens

Margaret Fagin, Director of Continuing Educat
for Women-University of Missouri

Joseph Katz, Director of Research for
Human Development and Educational Policy-
State University of New York at Stony Brook

Mary Lichtliter, Dean of Continuing Education
Lindenwood College

Jean Pennington, Coordinator, Continuing
Education for Women-Washington University

Sister Joel Read, President, Alverno College

Esther Westervelt, Co-Director, National Coali
for Research on Women's Education and Deve

The Johnson Foundation

Leslie Paffrath
President

Rita Goodman
Program Executive

CONFERENCE PLANNING COMMITTEE

National Coalition for Research on Women's Education and Development

Susan Bolman, Conference Coordinator and
Rapporteur; Formerly, Dean of Residence-
Radcliffe College

Jane Berry, Director of Continuing Education
for Women, Division of Continuing Education
and Extension-The University of Missouri
at Kansas City

Jean Campbell, Director, Center for Continuing
Education-The University of Michigan

Katherine Clarenbach, Specialist in Women's
Education-The University of Wisconsin Extension

Margaret Fagin, Director of Continuing Education
for Women-University of Missouri

Joseph Katz, Director of Research for
Human Development and Educational Policy-
State University of New York at Stony Brook

Mary Lichtliter, Dean of Continuing Education-
Lindenwood College

Jean Pennington, Coordinator, Continuing
Education for Women-Washington University

Sister Joel Read, President, Alverno College

Esther Westervelt, Co-Director, National Coalition
for Research on Women's Education and Development

The Johnson Foundation

Leslie Paffrath
President

Rita Goodman
Program Executive

NATIONAL COALITION FOR RESEARCH ON WOMEN'S EDUCATION AND DEVELOPMENT.

The National Coalition for Research on Women's Education and Development is a membership corporation comprised of colleges, universities, and educational agencies. It was organized to provide a vehicle through which colleges and universities may coordinate their resources to develop educational programs and practices more appropriate to the needs of contemporary women than many which now exist.

The stated purposes of the Coalition are

- To provide constant and full communication among its membership on research and program experimentation pertinent to women's education and to relay information to a broader public.
- To collect available research findings from the behavioral and biological sciences and from program experimentation and evaluation concerning the effect of women's education on women's development.
- To generate needed new research in the behavioral and biological sciences and in program experimentation and evaluation by member institutions, through contracts with qualified agencies and individuals, and by the Coalition staff.
- To foster continuing interaction between educational practice and research in the areas of its concerns.

The Coalition was incorporated in April, 1971, after more than two years of planning. Both the planning and the initial stage of its development were partially supported by grants from The Johnson Foundation.

Coalition officers are

President

Elizabeth L. Cless, Director, Special Academic Programs, The Claremont Colleges

Vice-President

Jean Pennington, Coordinator,
Continuing Education for Women,
Washington University

Secretary

Samuel A. Kendrick, Director of Research,
College Entrance Examination Board

Treasurer

Jane Berry, Assistant Dean for Continuing
University of Missouri at Kansas City

The administrative headquarters of the
Claremont Colleges, 160 Harper Hall
Claremont, California 91711

COALITION FOR RESEARCH ON WOMEN'S EDUCATION AND DEVELOPMENT.

Coalition for Research on Women's Education
is a membership corporation comprised of
colleges, and educational agencies. It was organized
as a vehicle through which colleges and universities
can pool their resources to develop educational
practices more appropriate to the needs of
women than many which now exist.

Objectives of the Coalition are

1. To promote constant and full communication among its
members in research and program experimentation
concerning women's education and to relay information to

2. To disseminate research findings from the behavioral
sciences and from program experimentation
concerning the effect of women's education on
development.

3. To conduct new research in the behavioral and
social sciences and in program experimentation and
evaluation through member institutions, through contracts with
individuals and by the Coalition.

4. To promote continuing interaction between educational
institutions and research in the areas of its concerns.

5. The Coalition was incorporated in April, 1971, after more than
a year of planning. Both the planning and the initial
operational expenses were partially supported by grants from the
Ford Foundation.

e

6. The Coalition is directed by the Director, Special Academic Programs, The

Vice-President
Jean Pennington, Coordinator,
Continuing Education for Women,
Washington University

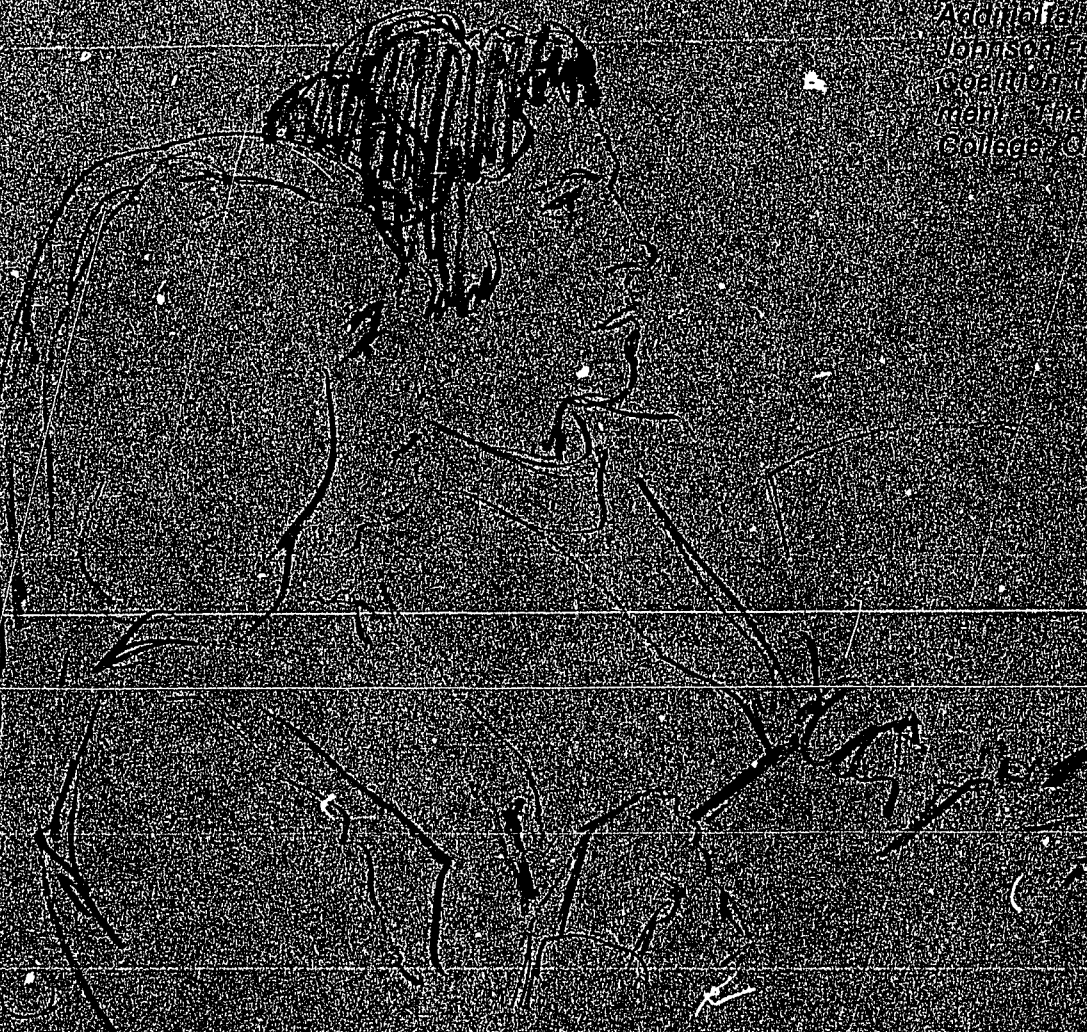
Secretary
Samuel A. Kendrick, Director of Research and Development,
College Entrance Examination Board

Treasurer
Jane Berry, Assistant Dean for Continuing Education,
University of Missouri at Kansas City

The administrative headquarters of the Coalition are at The
Claremont Colleges, 160 Harper Hall, 10th and College,
Claremont, California 91711

This report has been prepared and distributed by the Johnson Foundation. The Foundation encourages a variety of problems facing the minority population in the belief that responsible solutions should reach a substantial audience. This report's various papers and reports. Publication does not imply approval.

Additional copies of this report may be obtained from the Johnson Foundation, Racine, Wisconsin. Coalition for Research on Women's Health, The Claremont Colleges, 160 College, Claremont, California 91711.



This report has been prepared and distributed by The Johnson Foundation. The Foundation encourages the examination of a variety of problems facing the Midwest, the nation, and mankind. In the belief that responsible analyses and proposals should reach a substantial audience, The Johnson Foundation reprints various papers and reports. Publication of course does not imply approval.

Additional copies of this report may be obtained from The Johnson Foundation, Racine, Wisconsin 53403 or The National Coalition for Research on Women's Education and Development, The Claremont Colleges, 160 Harper Hall, 10th and College, Claremont, California 91711.

Reprinted by Alan Taniguchi
Published Direct 1974

WINGSPIREAD THE CONFERENCE PLACE

The building Frank Lloyd Wright called Wingspread, situated on a rolling prairie site just north of Racine, Wisconsin, was designed in 1938 as a residence for the Johnson family. In 1960, through the gift of Mr. and Mrs. H. F. Johnson, it became the headquarters of the Johnson Foundation and began its career as an educational conference center.

In the years since, it has been the setting for many conferences and meetings dealing with subjects of regional, national, and international interest. It is the hope of the Foundation's trustees that Wingspread will take its place in education as a national institution devoted to the free exchange of ideas among peoples.

The rolling expanse of the Midwestern prairie was considered a natural setting for Wingspread. In the illimitable earth, the architect envisioned a freedom and mobility, and the name Wingspread was an expression of the nature of the house — reaching its aspiration through spread wings — a symbol of soaring inspiration.

