

REPORT TO THE PRESIDENT

FROM

THE UNIVERSITY COMMITTEE ON THE EDUCATION OF WOMEN

1973-1974

MARY B. ARNSTEIN

CHAIRMAN

JULY 1, 1974

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INTRODUCTION

In June 1973, the first women who entered Yale College as freshmen were graduated, and the first phase of coeducation was completed. After considerable deliberation during the 1972-73 academic year, it was recommended that the Coeducation Office no longer operate separate programs for women; but, rather, that the programs that had been initiated there be transferred to existing offices throughout the University. However, it was suggested that a committee representative of the University community be retained, and President Brewster agreed. It was renamed the University Committee on the Education of Women, with the charge to oversee and evaluate the transfer of programs initiated by the Coeducation Office and to act in an advisory capacity to the President. In addition, the Committee was to serve as a resource for any individuals or groups concerned with issues relating to the needs of women students within the University community. Its membership would continue to be drawn from the faculty, administration and student body, but was expanded to reflect areas of concern for women throughout the University.

YEAR'S ACTIVITIES

The year 1973-74 was notable for the largest enrollment of first year women students, not only in Yale College, but in many of the graduate school departments and in most of the professional schools as well (see Table 2). The major deliberations of the Committee have fallen into four main areas: (1) the evaluation of all programs that had been transferred out of the Coeducation Office; (2) the consideration of needs of women graduate students, which led to a review of the Greene Report on "The Status of Professional Women at Yale" (May, 1971); (3) the consideration of a proposal on women's studies courses; and (4) the consideration of the future of the University Committee and the Office on the Education of Women.

1. Evaluation of Past Programs

After receiving reports, the University Committee was satisfied that, in general, the transfers have worked well.

- a. Marnesba M. Hill, Acting Dean of Undergraduate Affairs, conducted the first general orientation for all incoming freshman men and women. It was extremely successful and the Committee has recommended that the orientation be continued again next year.
- b. Dean Hill also continued in her role as adviser to the Minority Women's Speakers Forum. Funding had been transferred from the Coeducation Office budget to support this program, and its continuation also has been recommended.
- c. The seminar program became incorporated into the activities of a restructured career counseling service. Priscilla R. Hartke was appointed Associate Dean of Yale College on July 1, 1973 to direct the Career Advisory Service, with the specific charge of expanding the scope of its programs. Faith Willcox was appointed Assistant to the Dean, and has continued to plan and implement the seminar series, as well as assist in other areas in the office. In addition, money was transferred from the Coeducation Office budget to augment funds already allocated for library and communication materials. Dean Hartke and her staff, though faced with numerous problems this first year, show every indication that they are providing more extensive services than ever before and are more successfully meeting the needs of Yale undergraduates.
- d. The SHE booklet--information for women at Yale-- had its third and final publication this past year. A recommendation for its continuation for one more year was forwarded to the Director

of Public Information, with a request that that office both fund and produce the publication. Stanley Flink approved and incorporated the request in his budget presentation to the Provost. It was the suggestion of the Provost, however, that it was probably time for the University to move to a more general information resource. Mr. Flink's office is working now on a new publication with its primary focus on items and information of particular interest to all students, but which also will include useful information for the total University community.

- e. The University Committee was requested by the Council of Masters to re-evaluate the stipulations which have been operative during the 1973-74 academic year regarding women Graduate Assistants. These were initially set forth in a proposal to the Council on February 19, 1973. A revision was presented to the Council of Masters on February 8, 1974 and was accepted at that meeting (see Appendix II).

2. The Status of Women Graduate Students

In 1970-71, a committee was appointed by President Brewster under the chairmanship of Professor Thomas M. Greene to study the status of professional women at Yale. A report was issued in May 1971 which gave ample evidence from statements made by both women students and faculty members "that at every step of the way, from graduate student to professor, women desiring professional careers face pressures and obstacles that often defeat all but the strongest and most determined."¹

¹"A Report to the President from the Committee on the Status of Professional Women at Yale" (May, 1971), p. 3.

The report went on to state that the "study of the status of academic women at Yale has revealed that an unacceptably high number of women at Yale do not reach the professional fulfillment to which their training ought to entitle them," and went on to detail twenty-six recommendations "in order to remedy these imbalances."²

This year the University Committee on the Education of Women conducted a follow-up review to assess the progress that has been made in the three years since the Greene Report was issued. The major focus of attention was on those recommendations (3-9)³ that particularly affected women in graduate study and their future placement, though other issues were not ignored.

In general, the Committee was reassured that, though progress at times has been slow, steps have been and are being taken to correct inequities in areas that particularly affect women. Substantial gains have been made in admissions, but a study released by the Yale Graduate-Professional Student Senate on February 12, 1974 stated "that the number of women who express general dissatisfaction with graduate study at Yale is significantly larger than that of men."⁴ Subtle, rather than overt, forms of discrimination exist, examples of which have been brought to the attention of the Liaison Officers, a committee of women appointed by the deans of the ten professional schools and the dean of the graduate school. They are particularly evident in the procedures for job placement and in the letters of recommendation written for women. Furthermore, the small number of women faculty members and administrators available to women students as teachers and advisers creates additional difficulties when problems arise.

One of the recommendations outlined in the Greene Report suggested "that the University seek funds for a postdoctoral fellowship program specifically designed to permit women who have interrupted academic careers to resume their scholarly work at Yale." A

²Ibid., p. 23.

³Ibid., p. 24.

⁴"The Future of the Ph.D.: A Survey of Student Attitudes. Final Report of the Task Force on the Future of the Ph.D." (February 12, 1974) p. 12.

subcommittee was formed to investigate and pursue the possibility that there might be a sizable number of women who had satisfied all the requirements for the Ph.D. except the dissertation. It was felt that with encouragement and some financial assistance these individuals might return and complete their degrees. Also, it was suggested that initially, if feasible, the program should concentrate its efforts in the academic disciplines where women were underrepresented. A proposal was developed and presented to President Brewster, with the hope that the University would respond favorably and would attempt to implement the recommendations (see Appendix III).

As indicated previously, many of the recommendations in the Greene Report were directed toward correcting the inequities in hiring practices and the conditions of employment of faculty women. Inasmuch as the Office of the Associate Provost was created in the spring of 1972 to implement Yale's commitment to the increased participation of qualified women at Yale, the University Committee requested Jacqueline W. Mintz, the Associate Provost, to supply all data pertaining to the above. The Committee was reassured that almost all the recommendations had been acted upon or were in the process of resolution. It was noted, however, that the Faculty Handbook, which records in one document all policies affecting the faculty, was sorely out of date. The Committee has been assured that the Handbook will be revised next year.

One final recommendation from the Report that should be mentioned states that "the University provide, as far as feasible, technical advice, space, and institutional support to groups working to establish day care and other supporting services for the home." This is an area that continues to need further study and coordination. Two day care programs have been organized during the past several years. The Calvin Hill Day Care Center developed out of the concern of a group of undergraduates after the union strike in 1968 and was started in an attempt to help reduce the cost of living for those employees. This year the program served twenty-six children between the ages 3-5, with preference going to the children of union or other non-administrative

employees at Yale. The number of children of graduate students is limited from ten to twelve each year, and only three places are reserved for those who can pay the full tuition (post-doctoral or junior faculty). The Edith B. Jackson Child Care Program was started two years ago by a group of junior faculty members. This program is limited to twenty full-time children (more, if part-time) between the ages 1-4, and is based on the premise that children of these ages benefit most from a balance between home care and experience outside the home environment. The program, though open to students, is primarily used by faculty because of the cost.

Without going into great detail about either of the programs, it is extremely obvious that they only can serve a very limited number of the Yale University community and because of space and financial considerations are unable to expand their services. It is the hope of the University Committee on the Education of Women that the Yale administration will give further study and attention to this problem.

In conclusion, the University Committee is encouraged by the efforts being made to meet the needs of women graduate students, but recommends that the Office on the Education of Women continue to work toward further positive changes.

3. Women's Studies Courses

Ever since the admission of the first women students to Yale College in 1969, there has been continuing discussion about the development of courses relating to women and women's issues. This year a subcommittee circulated a brief questionnaire to a sample group of male and female undergraduates to try to determine the extent of interest in such courses. A recommendation was then formulated by the full Committee, and now has been circulated to all department chairmen, directors of undergraduate studies, and chairmen of standing committees in Yale College (see Appendix IV). It is the hope of the University Committee that the recommendations will be considered and implemented wherever possible. Obviously, some of the suggestions

apply more readily to some disciplines than others, but the Committee urges an attempt to integrate into the curriculum aspects relating to women wherever feasible. It also has been suggested that a committee be appointed next year to encourage the implementation of this proposal.

4. The Future of the University Committee

The final major area of concern for the Committee was a self-evaluation during this transition year, and the formulation of a recommendation for the future. Several problems had emerged during the year that seemed to be related to the size and diversity of the Committee, the necessity of dealing with issues affecting women both in Yale College and in the graduate and ten professional schools, and the operation of an office with a part-time director and a part-time staff member.

After extensive deliberations, the University Committee sent a resolution to President Brewster recommending: (a) the continuation of an office, with an increase in support staff and a revision in the job description of the Director, and (b) the continuation of an Advisory Committee, with a substantial change in membership and function (see Appendix V).

Shortly thereafter, the University Council's Committee on the Education of Women, under the chairmanship of Jacquelyn Mattfeld, Associate Provost and Academic Dean at Brown University, presented a report to President Brewster that gave strong support to the continuation of an Office on the Education of Women and reaffirmed the need for the University to fulfill its commitment to provide "equal educational experiences for women and men, and an equally favorable environment for members of both sexes." The Council committee had conducted a series of meetings with individuals and groups during a two-day visit to the Yale campus in early April, and the conclusions reached by this committee played a key role in persuading President Brewster to accept the University Committee's recommendation for next year.

There is no question that considerable progress has been made in making the transition from a traditionally male educational institution to an institution committed to equal educational opportunities for both women and men. Significant appointments continue to be made: for example, Hanna H. Gray becomes the University's Provost on July 1, 1974, and on that same date, Rosemary B. Stevens becomes Master of Jonathan Edwards College. It must be noted, however, that subtle negative attitudes toward women continue to exist, and it is incumbent on all within the University community to make every effort to change these.

5. Other Areas

Although the University Committee met bi-weekly throughout the year, the contracted academic calendar in operation for the first time made it impossible for the Committee to give more than cursory attention to other issues raised by Committee members or other individuals in the University community. They included questions about:

- a. The new admissions policies and procedures and how these affect women applicants, particularly since the admission of all students is based now on merit without regard to sex.
- b. The progress of athletic programs for women, particularly in the light of the current national debate on equal opportunities and the future effect of possible federal legislation. It is encouraging to note that the administration in the Athletic Department has taken the lead in developing new programs of particular appeal to women, and utilization of the gymnasium by women (and men) has never been higher. It is apparent, however, that inequities do exist, for

example, in the scheduling of practices, the availability of certain facilities for use by the women, and in the participation of women in intercollegiate sports.

- c. The concerns that continue to be voiced about health services for women, particularly in the area of gynecological services. The Chairman of the University Committee has met regularly with Dr. Daniel S. Rowe, the Director of the Yale Health Service, and continuing efforts are being made to improve these services.
- d. The function and organization of the Women's Advisory Council, an informal group of undergraduate women with representation from each residential college. A new procedure for the selection of representatives will probably be adopted next year.

The above illustrate the range of issues and problems that have been brought to the attention of the Committee this year. It is certain that they will require further investigation and study, and that others undoubtedly will emerge.

CONCLUSION

In view of the Committee's recommendations for revisions in job and Committee structure, it seemed desirable to have a new Director with full-time responsibilities within the University community. This, therefore, is my final report. I feel confident that the transition from the original Coeducation Office to an Office on the Education of Women has been accomplished successfully. The operation projected for next year should represent a format which can be continued for at least the intermediate future. It is well constituted to pursue two objectives: (1) to serve as a resource for all women students within the University community who may have problems or issues they wish to resolve or

discuss, and (2) to act as a consultant to faculty and administrators in a continuing attempt to work for truly non-discriminatory attitudes and behavior throughout the academic community. I feel that the University is fortunate in the choice of next year's Director, Rachel Wizner, whose previous experience makes her extremely well-qualified to fulfill these functions.

In closing, I want to express my deep appreciation and sincere thanks to everyone with whom I have worked these past two years, and for the support I consistently have received during my time at Yale.

Respectfully submitted,

Mary B. Arnstein

(Mrs.) Mary B. Arnstein
Chairman

APPENDIX I

UNIVERSITY COMMITTEE ON THE EDUCATION OF WOMEN
1973-1974

Mary B. Arnstein	Chairman
Dr. Robert L. Arnstein	Psychiatrist-in-Chief University Health Service
Joni E. Barnett	Director of Physical Education
Ruth F. Claus	Graduate Student and Acting Instructor in History
Worth David	Dean of Undergraduate Admissions
Donna K. Diers	Dean of the School of Nursing
Ellen G. Estes	Director of Financial Aid and Tuition Postponement Option
Judith A. Genova	Assistant Professor of Philosophy
Thomas M. Greene	Professor of Comparative Literature
Carolyn Grillo, '74	
Priscilla R. Hartke	Associate Dean of Yale College for Career Counseling
S. Alexander Haverstick, '74	
Marnesba M. Hill	Assistant Dean of Yale College and Acting Dean of Undergraduate Affairs
Wendy D. Jones, '75	
James A. Mau	Associate Dean of the Graduate School
Jacqueline W. Mintz	Associate Provost
Deborah L. Rhode, '74	
Nancy DiBenedetto	Ex-Officio Secretary to the Chairman

ADVISORY COMMITTEE ON THE EDUCATION OF WOMEN
1974-1975

Kai Erikson, Chairman	Professor of Sociology, Chairman American Studies
Dr. Dorothy Horstmann	Professor of Epidemiology, Professor of Pediatrics
Marilyn Machlawitz	Graduate Student in Psychology
Jacqueline Mintz	Associate Provost
Maureen Quilligan	Assistant Professor of English
Deborah Rhode	Professional Student (law)
Elisa Spungen, '75	
Catherine Sullivan, '75	
Keith Thomson	Associate Professor of Biology
Ex-Officio:	
Rachel Wizner	Director, Office on the Education of Women
Lorraine Aragon	Administrative Assistant to the Committee

APPENDIX II

Yale University *New Haven, Connecticut 06520*

UNIVERSITY COMMITTEE ON THE EDUCATION OF WOMEN

1949 Yale Station-111 Stratbcona

203-436-8744

5 February 1974

MEMORANDUM

TO: Council of Masters

FROM: Mary B. Arnstein, Chairman

SUBJECT: Women Graduate Assistants

The University Committee on the Education of Women has been requested by the Council of Masters to reevaluate the stipulations regarding Women Graduate Assistants as set forth in the proposal to the Council of Masters of February 19, 1973. The main issue seems to be whether the \$1000 allocation to each college for Women Graduate Assistants is dependent on the appointment of a woman "in residence".

In an attempt to resolve the question, the Chairman has talked to or heard from all of the Masters and, in addition, has consulted with the present resident Graduate Assistants, the Women's Advisory Council, and others. No one will be surprised to learn that every possible kind of opinion was expressed.

As background to the current discussion, it should be noted that the original program was initiated and developed in 1968 to assist women in their integration into Yale College. At that time, all the Masters and Deans were men, as were the vast majority of Resident Fellows and all the existing Graduate Assistants. Consequently, it was felt that it would be important to have "in residence" in each residential college at least one woman who had completed her undergraduate college experience. It was anticipated that the individual would be available as an adviser to the women entering the sophomore and junior classes, and also would assist the Master and Dean with problems relating to these women. This concept paralleled the appointment of women graduate students as Freshman Counselors to the women freshmen in Vanderbilt.

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5 February 1974

The University Committee has tried to assess the role of the Graduate Assistants, both men and women, in the life of the residential college. It has seemed to us that there is a need for undergraduates to be exposed to a variety of people of different ages, and in varying stages of career development. The residential college has a unique opportunity to offer this variety of life styles through the participation and affiliation of graduate students (serving as Assistants and Freshman Counselors), junior and senior faculty, as well as members of the Yale administration, in addition to the associations made with the Masters, Deans and spouses, etc.

The majority of the people interviewed seemed to feel that the impact on students was much greater when the graduate students were "in residence", although it was acknowledged that not every student would necessarily be affected. It was pointed out, however, that the residential "presence" of the resident graduate students was more likely to touch on the lives of more students than just the contacts made at occasional meal times, or through some weekly activity or project.

Inasmuch as it is the responsibility of the University Committee on the Education of Women to consider the special needs of women students, the following must be taken into consideration. Registration figures indicate that women will make up only about 27% of the upperclass population next year, and all reports indicate that the colleges continue to have a heavy male orientation. At the present time, all the Masters are men, and a very high proportion of Deans, Resident Fellows and Fellows are men. Although many of these men are married, the role of their wives is often ambiguous. A number of Masters have pointed out that the Women Resident Assistants have been invaluable, not only as advisers to the undergraduates, but also to them in resolving problems relating to women arising in the colleges, in planning activities for the women, and in identifying their needs.

Although the unanimous opinion of the members of the University Committee is that it would be preferable to have the women graduate students "in residence", the Committee also recognizes the need for flexibility because of differences that exist among the colleges. Therefore, in this spirit, the Committee recommends that the \$1000 be allocated to each residential college to be used for women graduate students in a manner that will insure maximum support and benefit to the women undergraduates in that college.

With this increased flexibility, it is essential that each Master clearly define the role and responsibilities of the women graduate students who participate as "assistants". The Committee, therefore, proposes the following:

Council of Masters

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5 February 1974

1. that any college that does have graduate students "in residence" include at least one woman "in residence".
2. that whether "in residence" or not, the woman graduate student(s) be given specific tasks and responsibilities that will assist the Master as well as benefit the undergraduates in the college, i.e., college seminar programs, college programs involving the arts, language programs, special programs and activities for women, etc.
3. that, if the woman graduate student is given responsibility for developing programs to bring women undergraduates together, she be given an appropriate allowance to make her job effective.
4. that the office of the Council of Masters act as a center of information for the program.
5. that, although the selection procedure is delineated by each Master, it is hoped that undergraduates will be involved in the process.

In view of the fact that the foregoing proposal constitutes a redefinition of the program, it is requested that each Master prepare a report prior to planning for 1975-76, describing the way in which the \$1000 was expended and giving an assessment of the value and viability of the Graduate Assistant program at that time.

The University Committee on the Education of Women also wishes to reiterate its concern that it is both necessary and essential to increase the involvement of women in the residential colleges in as imaginative and flexible ways as possible, and to encourage each college community to develop programs (such as the Calhoun Graduate Fellow program) that will take advantage of all the resources available to make this a truly coeducational university.

cc: All Masters
Gerard S. Swords
George D. Langdon, Jr.

APPENDIX III

PROPOSAL

The Committee on the Education of Women proposes an experimental program which would attract back to graduate study former students who had failed to complete their degrees. It would be directed solely at those who had satisfied all requirements for the Ph.D. except the dissertation. Some individuals in this category have continued their academic careers as teachers at levels inferior to their gifts and training; others have left the profession permanently. The information at our disposal does not permit us to determine accurately the causes of this loss; undoubtedly personal problems, financial pressures, lack of sufficient motivation, the apparent shortage of satisfactory teaching positions, racial or sexual discrimination, the birth of children, as well as other miscellaneous factors, all have contributed in varying degrees. But the fact that these students progressed successfully through the greater part of their professional training demonstrates a considerable measure of ability. Yale and the academic profession at large should be concerned about the loss involved because it represents a substantial waste of talent, training, and money. (It will remain the more serious so long as many American institutions fail to accept the M.Phil. as an adequate degree for a college teacher.) It is our belief that many ex-students would welcome the opportunity to return to the academy and complete their doctorates were they provided the means and the encouragement. Our program is intended to make this possible, at least in those disciplines where the department concerned judges it to be feasible. Such a program should be of particular value in those disciplines where more Ph.D.'s are still in demand.

Specifically, we recommend a pilot program which would bring back to graduate study a small number of former students who needed only the dissertation to finish and whose degree candidacy had been terminated three to eight years before the proposed return. Each individual would be expected to devote two years to the completion of his or her work. During the first year, and normally during the second, each would be expected to take up residence in the New Haven area or within a distance which permitted frequent commuting. The work required of the returning student should comprise three parts.

First, the student should take for credit a year course or its equivalent, and should be encouraged to audit at least one other course.

Second, and most important, he or she should write a dissertation and submit it by the close of the second academic year. Shortly after resuming study, the student should enter into discussion with a professor concerning a suitable subject for a dissertation, considering particularly whether the original subject, if one had been approved, should be retained, modified, or dropped.

Third, during the second year those returning students who lacked teaching experience should normally have an opportunity to acquire it, either at Yale or at another conveniently located institution. We would hope that in most cases a teaching assistantship at the least could be awarded by the Yale department. It goes without saying, of course, that of these three activities the returning student's most pressing priority is the completion of the dissertation.

Yale should offer some financial support to the returning student, either soliciting funds from a foundation or making available funds of its own. But the student should normally be expected to contribute to the cost of his or her re-education. Yale might grant \$1400 for tuition each year plus support up to \$3600 annually for living expenses, depending on individual needs. This would involve a maximum grant of \$10,000 per student (of which \$2800 would consist of tuition credit) excluding whatever arrangements were made concerning teaching.

If Yale chooses to implement our proposal, a committee should be formed to oversee it, composed of both faculty members and administrators. It would be the committee's responsibility to make known the program to departmental chairmen, to ascertain which departments were prepared to accept returning students, and to ensure that the appropriate ex-students were informed of this opportunity. Once applications were received, the committee would be empowered to select the most attractive candidates among those acceptable to the respective departments. Members of the committee should also be alert to the practical as well as academic problems which returning students might well face once on campus.

We believe that through such a program as this, many able teachers and scholars could be recovered for the profession.

26 April 1974

APPENDIX IV

Yale University *New Haven, Connecticut 06520*

UNIVERSITY COMMITTEE ON THE EDUCATION OF WOMEN

1949 Yale Station-111 Strathcona

203-436-8744

14 May 1974

STATEMENT OF WOMEN'S STUDIES COURSES

This spring the University Committee on the Education of Women made an attempt to assess the degree of interest in women's studies among undergraduates at Yale, and discussed ways in which such an interest might best be served. As part of that effort, the Committee distributed questionnaires to a random sample of sophomores, juniors, and seniors. Of the 280 students polled, 92 males and 87 females completed and returned the questionnaire. An analysis of student response directed the Committee toward the following conclusions:

1. Student interest warrants a continuation and expansion of course material relating to women. A clear majority of women (69%) and a significant percentage of men (45%) expressed interest in offerings dealing with women.

2. Women's studies courses are necessary to correct inadequacies in the present curriculum. From the information we were able to gather from this questionnaire, it is evident that there remains a considerable deficiency in students' knowledge of women's social roles and historical contributions. When asked to name advocates of women's rights prior to World War II, the majority of men (49%) and a significant minority of women (31%) were unable to name even one. (It should be noted that credit was liberally extended: Clara Barton and Warren G. Harding were considered valid responses.) Students majoring in history or sociology performed no better than students concentrating in other disciplines. One male junior, who had taken nine history courses and could name no "feminists" other than Amelia Earhart, recognized that inclusion of women's studies materials "would fill in a gap in the exposure I have received to historical developments."

In addition to the student questionnaire, individual members of the faculty were consulted and information from other colleges and

universities was collected. Discussions in the University Committee have now resulted in the following recommendations:

1. That Yale College continue to offer courses focused on women and women's roles in order to remedy inadequacies in current departmental offerings.
2. That departments encourage an incorporation of materials relating to women into existing courses. Courses that focus exclusively on women's issues are only a partial and hopefully temporary measure to fill the gap in the standard curriculum, and segregation of material into "feminist courses" is ultimately undesirable for the following reasons:
 - a. Isolation allows departments to ignore or delay the correction of deficiencies in regular courses.
 - b. Separatism perpetuates the problem by implicitly suggesting that women warrant special treatment and ought not to be considered in the same intellectual tradition as men. As one female senior commented, "I don't feel that women should be studied as some sort of quirk of reality....It seems very sexist to me."
 - c. When studies of sub-groups become isolated from the mainstream of the curriculum, they lack the academic credibility associated with courses offered in the established disciplines.
 - d. Individuals who might benefit most from exposure to the material are probably among the least likely to seek it out in separate courses. To quote one male junior, "The only people who would take a course on women in history are women already knowledgeable."
3. That all courses or materials relating to women and women's roles take into consideration women of all races, ethnic origin, and social class.
4. That courses dealing with women and women's roles, not be relegated to the vicissitudes of the college seminar program. Although it is recognized that many of the seminars are excellent, it is also true that all are phased out after two years unless incorporated into a regular department. It is essential that departments actively pursue the planning and staffing of women's courses as regular offerings, so that they will be presented on a continuing basis and will then maintain the customary standards of excellence associated with the Yale College curriculum.
5. That, since there is no "women's studies" major, students who so wish, be given the opportunity to design such a major through the alternative of Divisional IV, provided that a sufficient number of

rigorous courses exist. Therefore, the Committee particularly urges the departments of History, English, Anthropology, Sociology, Psychology, Political Science, and American Studies to develop relevant courses as part of their core curriculum.

6. That departments encourage faculty members of both sexes on all levels to teach courses or to include material in courses that relate to women and women's issues. Continued reliance on women teaching assistants and junior faculty members to teach women's courses should be avoided. Departmental search committees also should be encouraged to make a special effort to seek out distinguished candidates who might be qualified for and interested in offering such courses on a continuing basis.

It is the hope of the University Committee on the Education of Women that the Yale College faculty will respond positively to the above recommendations. The Committee stands ready to assist in any way possible.

Mary B. Arnstein, Chairman
Robert L. Arnstein
Joni E. Barnett
Ruth F. Claus
Worth David
Donna K. Diers
Ellen G. Estes
Judith A. Genova

Thomas M. Greene
Carolyn Grillo '74
Priscilla R. Hartke
S. Alexander Haverstick '74
Marnesba M. Hill
Wendy D. Jones '75
James A. Mau
Jacqueline W. Mintz
Deborah L. Rhode '74

QUESTIONNAIRE

The University Committee on the Education of Women is attempting to assess the need and interest in integrating women's studies materials into the Yale College curriculum. Your cooperation in filling out this brief questionnaire would be greatly appreciated.

1. Name as many advocates of women's rights prior to World War II as possible. Indicate roughly their period of activity and field of interest.

	0	1	2	3+
Males	45 (49%)	18 (20%)	13 (14%)	16 (17%)
Females	27 (31%)	17 (20%)	18 (21%)	25 (29%)

2. Please list any courses (and professors) that you have taken in Yale College that touched on women's roles or feminist issues. Have you tried and been refused admission to any such courses?

Half the respondents indicated they had either taken a course focusing on women or had been exposed to such material in a lecture or discussion section. A statistically insignificant percentage had been refused admission to women's studies courses.

3. What courses in American and European history and sociology have you had?

There was no correlation between number of history or sociology courses taken and proficiency in naming advocates of women's rights.

4. Would topics relating to women's studies be of interest to you?

<u>Males</u>	<u>Yes</u>	<u>No</u>	<u>Possibly</u>	<u>N</u>
Total	40 (45%)	40 (45%)	9 (10%)	89
1974	12 (41%)	12 (41%)	5 (17%)	29
1975	15 (47%)	15 (47%)	2 (6%)	32
1976	13 (47%)	13 (47%)	2 (7%)	28
<u>Females</u>				
Total	60 (69%)	19 (22%)	8 (9%)	87
1974	21 (72%)	7 (24%)	1 (4%)	29
1975	19 (70%)	7 (26%)	1 (4%)	27
1976	20 (64%)	5 (16%)	6 (19%)	31

5. Sex:
Year:

Major:
College:

APPENDIX V

Yale University *New Haven, Connecticut 06520*

UNIVERSITY COMMITTEE ON THE EDUCATION OF WOMEN

1949 Yale Station-111 Stratbcona

203-436-8744

16 April 1974

President Kingman Brewster, Jr.
Woodbridge Hall

Dear Kingman,

I am writing to put on record our conversation of April 11, 1974 which outlined a request from the University Committee on the Education of Women to continue a Committee again next year, and also a request to identify more clearly an Office on the Education of Women.

The University Committee has spent a great deal of time over the past several months evaluating this year's structure and its effectiveness, and also has attempted to assess the need for a continuing Committee. Two important concerns have emerged during these discussions:

1) That, in an attempt this year to make the Committee more representative of and responsive to the total University community, the expanded size of the Committee has made it very difficult to operate in a decision-making capacity.

2) That, in phasing out the Coeducation Office and transferring the programs to existing offices throughout the University, the office function as a place of recourse for women students with unresolved problems may have been phased out prematurely.

The Committee is generally satisfied with the program transfers as effected last year and is certainly cognizant of and pleased with the increasing numbers of women being placed in offices throughout the University. However, it must be noted, that in many areas women are still very much in the minority, particularly in the more visible positions (i.e., department chairmanships and other administrative positions, in the professional schools on all levels, and in the residential college system). The Committee feels that there is still a need to have someone responsible to you and an Advisory Committee both to keep watch on the progress and problems, as well as with the authority to make recommendations for action.

President Kingman Brewster, Jr.
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In order to reflect changing needs, the University Committee on the Education of Women recommends a modification of this year's structure and suggests the following:

1) That an Advisory Committee on the Education of Women be appointed by the President. It is suggested that its membership be no larger than six: three representatives from the faculty, one administrator, and two students (one elected by the GPSS and one by the Yale College Council). It is recommended that the Committee be chaired by one of the faculty appointees, with the charge to identify needs, appoint subcommittees for investigative purposes, and to make recommendations for action. The Committee would probably meet monthly.

2) That an administrator be appointed by the President to serve as Director of a reconstituted Office on the Education of Women. The Director would serve:

a) As an ex-officio member of the Advisory Committee and would be responsible for carrying out the administrative duties of the Committee

b) In a liaison capacity to various offices throughout the University (Dean's Office, Provost, Council of Masters, etc.)

c) As a University resource for information on women at Yale

d) As an advisor to all women students who have unresolved problems or special concerns.

It has been suggested that the administrator serve half-time in this position, but be a full-time employee of the University.

3) That there be a full-time Administrative Assistant who would assist both the Advisory Committee, and the Director of the Office.

4) That there be a budget adequate to cover the salaries, the office and the support needs of both the Advisory Committee and the Administrator.

In making this request for a continuation of both a Committee and an Office on the Education of Women, the present University Committee wishes to stress its opinion that there is still a clear-cut need for an independent group and/or person to be available to respond to the

President Kingman Brewster, Jr.
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concerns of women throughout the University community, and for the Advisory Committee and the administrator to have the independence to identify problems, to initiate studies, and to make recommendations for action.

Sincerely,

(Mrs.) Mary B. Arnstein
Chairman

MBA:nd

Robert L. Arnstein
Joni E. Barnett
Ruth F. Claus
Worth David
Donna K. Diers
Ellen G. Estes
Judith A. Genova
Thomas M. Greene

Carolyn Grillo '74
Priscilla R. Hartke
S. Alexander Haverstick '74
Marnesba M. Hill
Wendy D. Jones '75
James A. Mau
Jacqueline W. Mintz
Deborah L. Rhode '74

APPENDIX VI

Table 1*

SUMMARY OF COMPARISON OF WITHDRAWALS AND LEAVES OF ABSENCE TAKEN BY MEN AND WOMEN DURING THE PERIOD, SEPTEMBER 1973 TO SEPTEMBER, 1974

This chart indicates the number of Leaves and Withdrawals approved by the Yale College Executive Committee in the period beginning September, 1973 and ending September, 1974.

<u>Leaves of Absence</u>		
	<u>Men</u>	<u>Women</u>
Class of 1974	<u>4</u>	--
1975	45	15
1976	70	15
1977	<u>22</u>	<u>3</u>
Total	141	33
% of Total Enrollment	4% of men	2.6% of women
<hr/>		
<u>Withdrawals</u>		
	<u>Men</u>	<u>Women</u>
Class of 1974	<u>9</u>	<u>2</u>
1975	37**	4
1976	52**	20
1977	<u>36</u>	<u>15</u>
Total	134	41
% of Total Enrollment	3.8% of men	3.3% of women

YALE COLLEGE ENROLLMENT

February 5, 1974

<u>Class</u>	<u>Men</u>	<u>Women</u>	<u>Total</u>
1974	831	232	1063
1975	924	263	1187
1976	921	298	1219
1977	<u>848</u>	<u>440</u>	<u>1288</u>
Totals	3524	1233	4757

**includes one deceased

*Statistics obtained from the Yale College Registrar's Office.

Table 2

ADMISSIONS STATISTICS

<u>Completed Applications</u>	Men			Women		
	1975	1976	1977	1975	1976	1977
Aid	3542	3350	3332	1319	1326	1584
No Aid	2845	2884	2957	1159	1189	1559
Total	6387	6234	6289	2478	2515	3143
<u>Offers of Admission</u>	1749	1780	1602	411	533	779
<u>Matriculants Expected</u>						
Aid	589	443	356	139	143	189
No Aid	430	577	506	136	185	262
Total	1019	1020	862	275	328	451
Matriculants as a percentage of total offers	58%	57%	54%	67%	62%	58%
% of Freshman Class by sex	79%	76%	66%	21%	24%	34%
				53%*	61%*	61%*
						35%

* 9 men and 15 women not reported above as matriculants are postponing their matriculation and have been subtracted from the number offered admission in compiling this percentage for the Class of 1978.

SCHOOLS LAST ATTENDED BY MATRICULANTS

	Man			Women		
	1976	1977	1978	1976	1977	1978
Public	604 (59%)	488 (57%)	494 (58%)	211 (64%)	291 (64%)	287 (62%)
Independent	416 (41%)	374 (43%)	363 (42%)	117 (36%)	160 (35%)	176 (38%)
Total	1020	862	857	328	451	463

MEDIAN SCORES OF MATRICULANTS ON CEEB SCHOLASTIC APTITUDE TEST

	Verbal		Mathematical	
	Male	Female	Male	Female
Class of 1975	680	700	700	680
Class of 1976	680	692	711	668
Class of 1977	640	660	680	650
Class of 1978	669	689	709	676

Statistics received from the Office of Undergraduate Admissions, August 15, 1974

<u>Alumni Sons</u>	<u>Class of 1976</u>	<u>Class of 1977</u>	<u>Class of 1978</u>
Applicants	477 (8%)	496 (8%)	536 (9%)
Admitted	191 (11%)	194 (12%)	242 (15%)
Matriculants	138 (14%)	137 (16%)	174 (20%)
Matriculants/Offers	72%	71%	73%*
 <u>Alumni Daughters</u>			
Applicants	210 (9%)	267 (9%)	259 (8%)
Admitted	74 (14%)	95 (12%)	121 (16%)
Matriculants	50 (15%)	55 (12%)	87 (19%)
Matriculants/Offers	68%	58%	74%*
 <u>Total Alumni Children</u>			
Applicants	687 (8%)	763 (8%)	795 (9%)
Admitted	265 (11%)	289 (12%)	363 (15%)
Matriculants	188 (14%)	192 (15%)	261 (20%)
Matriculants/Offers	71%	66%	74%*

*5 men and 3 women not reported above as matriculants are postponing their matriculation and have been subtracted from the number offered admission in compiling this percentage for the Class of 1978.

Statistics received from the Office of
Undergraduate Admissions
July 1, 1974

ADMISSIONS STATISTICS
IN THE
GRADUATE AND PROFESSIONAL SCHOOLS

	<u>Matriculated</u>	<u>Men</u>	<u>Women</u>	<u>% of Women</u>
<u>Graduate School</u>				
<u>Humanities</u>				
Fall 1970	905	607	298	33%
Fall 1971	825	533	292	35%
Fall 1972	877	560	317	36%
Fall 1973	901	668	333	37%
<u>Science</u>				
Fall 1970	869	698	171	20%
Fall 1971	835	679	156	19%
Fall 1972	888	704	184	21%
Fall 1973	787	627	160	20%
<u>Social Science</u>				
Fall 1970	360	304	56	16%
Fall 1971	390	327	63	16%
Fall 1972	417	343	74	18%
Fall 1973	408	336	72	18%
<u>Other</u>				
Fall 1970	152	104	48	32%
Fall 1971	136	97	39	29%
Fall 1972	134	96	38	28%
Fall 1973	140	101	39	28%
<u>Total</u>				
Fall 1970	2286	1713	573	25%
Fall 1971	2186	1636	550	25%
Fall 1972	2316	1703	613	26%
Fall 1973	2236	1632	604	27%

	<u>Matriculated</u>	<u>Men</u>	<u>Women</u>	<u>% of Women</u>
<u>Art</u>				
1970-71	36	25	11	31%
1971-72	42	32	10	24%
1972-73	45	31	14	31%
1973-74	45	27	18	40%
<u>Divinity</u>				
1970-71	139	125	14	10%
1971-72	127	112	15	12%
1972-73	163	131	32	20%
1973-74	169	113	56	33%
<u>Drama</u>				
1971-72	139	101	38	27%
1972-73	123	88	35	28%
1973-74	135	99	36	27%
<u>Forestry and Environmental Studies</u>				
1971-72	39	27	12	31%
1972-73	44	36	8	18%
1973-74	52	31	21	40%
<u>Law</u>				
1970-71	168	141	27	16%
1971-72	175	144	31	18%
1972-73	164	138	26	16%
1973-74	176	134	42	24%
<u>Medicine</u>				
1970-71	90	82	8	9%
1971-72	112	92	20	18%
1972-73	103	85	18	17%
1973-74	102	71	31	30%
<u>Music</u>				
1972-73	136	73	63	46%
1973-74	139	83	56	40%
<u>Nursing</u>				
1970-71	38	1	37	97%
1971-72	41	2	39	95%
1972-73	41	1	40	98%
<u>Public Health and Epidemiology</u>				
1972-73	62	33	29	47%
1973-74	103	46	57	55%

Table 3*

ENROLLMENT BY MAJOR SUBJECT, 1973-1974
(FOR THOSE WITH 10 OR MORE STUDENTS)

	Class of 1974		Class of 1975		Class of 1976**	
	Total	% Female	Total	% Female	Total	% Female
Administrative Sciences	17	24	19	5	12	0
American Studies	52	27	48	14	13	15
Anthropology	25	36	16	37	14	21
Architecture	30	23	24	17	19	32
Art	15	13	28	36	17	41
Biology	82	16	105	24	80	31
Chemistry	16	12	23	30	21	0
Combined Science	8	38	7	29	4	5
Divisional I (H.A.L.)	11	18	17	41	5	2
Divisional IV (Special)	16	19	2	5	0	0
Drama	15	27	13	7	7	0
Economics	72	4	44	6	34	5
Economics and Math	4	25	9	0	2	0
Engineering & Applied Science	14	7	22	4	22	0
English	164	21	123	22	85	27
History	153	14	157	19	79	19
Literature	28	43	35	49	10	6
Mathematics	11	0	15	6	23	4
Molecular Biophysics & Biochemistry	40	18	51	18	41	24

	Class of 1974		Class of 1975		Class of 1976	
	Total	% Female	Total	% Female	Total	% Female
Music	19	26	32	31	21	24
Philosophy	56	20	29	10	24	25
Philosophy & Psychology	25	8	11	9	7	0
Political Science	68	18	74	11	40	23
Psychology	108	30	94	26	61	36
Religious Studies	7	29	13	30	10	2

* Statistics received from the Yale College Registrar's Office as of February 22, 1974.

** "Tentative" majors as of November, 1973.

Table 4

	1975		1976		1977	
	Total	% Female	Total	% Female	Total	% Female
Administrative Sciences	11	9	15	6	40	7
Afro-American Studies	9	33	40	50	63	50
American Studies	26	27	39	36	9	33
Ancient History	19	21	64	20	67	16
Anthropology	266	26	146	27	40	53
Archeology	4	50	6	50	12	42
Art	105	26	133	30	142	44
Astronomy	68	7	72	9	54	17
Biology	213	24	255	30	199	33
Chemistry	296	19	673	20	590	29
Chinese	13	23	13	6	8	62
Classical Civilization	115	31	153	27	27	41
Computer Science	36	11	38	8	31	16
Drama	81	38	50	26	19	32
Economics	215	7	214	12	251	22
Engineering & Applied Science	25	16	49	20	219	26
English	812	20	898	23	946	35
Forestry	-	-	100	16	46	30
French	389	30	348	30	292	44
Geology	27	15	36	19	38	42
German	167	14	163	31	113	27

CLASS OF 1975 COURSE ENROLLMENT - SPRING 1972
 CLASS OF 1976 COURSE ENROLLMENT - SPRING 1973
 CLASS OF 1977 COURSE ENROLLMENT - SPRING 1974

	<u>1975</u>		<u>1976</u>		<u>1977</u>	
	Total	% Female	Total	% Female	Total	% Female
Greek	18	22	18	33	21	38
History	377	23	381	24	387	32
History of Art	257	22	193	31	202	43
History of Science & Medicine	25	12	7	14	11	9
History and Politics	51	16	52	21	48	38
Italian	7	28	12	50	12	25
Latin	13	30	20	35	16	44
Literature	68	30	90	31	65	42
Mathematics	450	14	479	22	396	25
Music	178	15	189	27	271	39
Philosophy	333	21	248	17	313	34
Physics	93	12	97	6	189	11
Political Science	386	20	341	24	334	32
Psychology	456	22	458	29	442	39
Religious Studies	119	27	142	26	77	47
Russian	94	24	60	65	51	43
Sociology	210	21	244	29	147	34
Spanish	80	31	99	42	125	41
Study of the City	4	0	7	14	7	0

Table 5

SUMMARY OF GRADES

GRADES	1970-1971			1970-1971			1971-1972			1971-1972		
	% M	FALL % W	% T	% M	SPRING % W	% T	% M	FALL % W	% T	% M	SPRING % W	% T
Honors	27.3	32.1	28.1	34.5	39.8	35.3	30.8	34.8	31.5	36.9	40.8	37.6
High Pass	41.8	42.8	41.9	42.6	42.1	42.5	43.8	44.5	43.9	42.4	42.4	42.4
Pass & Sat.	23.5	18.4	22.7	18.6	14.4	17.9	22.1	17.7	21.4	17.4	13.8	16.7
Fail & WF	1.3	0.8	1.2	1.3	0.5	1.2	1.1	1.1	1.1	1.0	0.7	1.0
Misc. ^{1/}	6.1	5.9	6.1	3.0	3.2	3.1	2.2	1.9	2.1	2.3	2.3	2.3
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Grades	18,086	3,494	21,580	17,887	3,502	21,389	18,225	3,877	22,102	17,862	3,904	21,766

GRADES	1972-1973			1972-1973			1973-1974			1973-1974		
	% M	FALL % W	% T	% M	SPRING % W	% T	% M	FALL % W	% T	% M	SPRING % W	% T
A	31.3	35.4	32.2	37.4	40.7	38.1	36.3	38.2	36.8	41.4	44.6	42.2
B	40.9	41.9	41.1	41.2	41.3	41.2	40.5	40.3	40.5	39.7	39.0	39.5
C	18.0	14.3	17.2	15.0	12.4	14.5	13.7	12.4	13.3	12.4	10.3	11.9
D	3.0	2.5	2.9	2.6	1.7	2.4	2.1	2.1	2.1	2.3	1.9	2.2
Fail & WF	1.7	0.7	1.5	0.9	0.6	0.8	0.9	0.8	0.9	0.9	0.8	0.9
Sat. & Misc. ^{1/}	5.1	5.2	5.1	2.9	3.3	3.0	6.5	6.2	6.4	3.3	3.4	3.3
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Grades	17,410	4,697	22,107	16,838	4,485	21,323	16,092	5,583	21,675	15,681	5,466	21,147

^{1/} Misc. includes: ABP; ABX; INC; INP; NS

Statistics received from the Office of Institutional Research, July 1, 1974.

Table 6

TOTAL FACULTY OF ARTS AND SCIENCES (FAS)

	Total FAS			
	<u>71-2</u>	<u>72-3</u>	<u>73-4</u>	<u>74-5*</u>
TOTAL	639	627	645	629
Professors	279	264	271	263
Assoc. Prof. (Ten.)	40	38	46	39
Assoc. Prof. (Term)	72	77	76	71
Asst. Professors	220	220	218	229
Instructors	28	28	34	27

	Total FAS: Number of Women				Total FAS: Percentage of Women			
	<u>71-2</u>	<u>72-3</u>	<u>73-4</u>	<u>74-5</u>	<u>71-2</u>	<u>72-3</u>	<u>73-4</u>	<u>74-5</u>
TOTAL	26	46 ¹	58 ¹	72 ¹	4.1	0.8	9.0	11.1
Professors	2	2	5	5	0.7	0.0	1.8	1.9
Assoc. Prof. (Ten.)	0	0	0	0	0.0	2.6	0.0	0.0
Assoc. Prof. (Term)	1	2	5	7	1.4	18.2	6.6	10.0
Asst. Professors	22	40 ¹	47 ¹	56	10.0	7.1	21.6	23.6
Instructors	1	2	1	4	3.6		2.9	14.8

*Excludes Department of Administrative Sciences which has become part of the new School of Organization and Management.

Report does not include administrators with ladder positions.

NOTE: Further information can be obtained through the Office of the Associate Provost, 137 HGS.

Table 7
YALE COLLEGE

Registration, September 1974

	<u>Men</u>	<u>Women</u>	<u>Total</u>
Class of 1978	848	463	1,311
Class of 1977	831	418	1,249
Class of 1976	949	309	1,258
Class of 1975	958	275	1,233
Special Students	<u>15</u>	<u>10</u>	<u>25</u>
Total	3,601	1,475	5,076

Previous September Registrations

	<u>1967</u>	<u>1968</u>	<u>1969</u>	<u>1970</u>	<u>1971</u>	<u>1972</u>	<u>1973</u>
Freshmen	1021	1024	1268	1253	1294	1337	1194
Sophomores	1000	1024	1186	1210	1196	1205	1176
Juniors	1005	968	1204	1127	1102	1200	1271
Seniors	1009	1004	945	1147	1140	1139	1302
Special Students	<u>23</u>	<u>16</u>	<u>21</u>	<u>22</u>	<u>36</u>	<u>50</u>	<u>49</u>
Total	4058	4036	4624	4759	4768	4931	4992