

EDUCATING THE MAJORITY

Women Challenge Tradition
in Higher Education

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AND
JUDITH A. KILGORE

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HIGHTER EDUCATION
1984

Educating The Majority Women Challenge Tradition In Higher Education

Linda Eisenmann



Educating The Majority Women Challenge Tradition In Higher Education:

Educating the Majority Carol Pearson, Donna L. Shavlik, Judith G. Touchton, 1989 **The Rise of Women in Higher Education** Gary A. Berg, 2019-11-28 The story of the American university in the past half century is about the rise of women in participation as students faculty members college athletes and in subsequently changing the overall university culture for the better Now almost sixty percent of the overall college student population in America is female and still growing By the year 2000 women surpassed men worldwide in attendance at higher education institutions At the same time after years of a disproportionate dominant male professoriate female faculty members are now becoming the majority of university professors While top university presidents are still largely male women have achieved real gains in the overall administrative ranks and trustee positions In all areas of the university disparities still exist in terms of compensation and balance in key areas of the academy but the overall positive trend is clear Few to this date have recognized and chronicled this extraordinary change in college education one of society s fundamental and influential institutions For universities the test for the future is to make the changes needed in broad areas within higher education from financial aid to curriculum student activities and overall campus culture in order to better foster a newly empowered majority of women students *Higher Education for Women in Postwar America, 1945-1965* Linda Eisenmann, 2006-01-19 Outstanding Academic Title for 2007 Choice Magazine This history explores the nature of postwar advocacy for women s higher education acknowledging its unique relationship to the expectations of the era and recognizing its particular type of adaptive activism Linda Eisenmann illuminates the impact of this advocacy in the postwar era identifying a link between women s activism during World War II and the women s movement of the late 1960s Though the postwar period has been portrayed as an era of domestic retreat for women Eisenmann finds otherwise as she explores areas of institution building and gender awareness In an era uncomfortable with feminism this generation advocated individual decision making rather than collective action by professional women generally conceding their complicated responsibilities as wives and mothers By redefining our understanding of activism and assessing women s efforts within the context of their milieu this innovative work reclaims an era often denigrated for its lack of attention to women Women in Higher Education Ana M. Martínez Alemán, Kristen A. Renn, 2002-12-13 The only comprehensive encyclopedia on the subject of women in higher education America s first wave of feminists Susan B Anthony Elizabeth Cady Stanton and others included expanded opportunities for higher education in their Declaration of Sentiments at the first Women s Rights Convention in Seneca Falls New York in 1848 By then the first American institutions to educate women had been founded among them Mt Holyoke Seminary in 1837 However not until after the Civil War did most universities admit women and not for egalitarian purposes War casualties had caused a drop in enrollment and the states needed teachers Women students paid tuition but as teachers were paid salaries half that of men By the late 20th century there were more female than male students of higher education but women remained

underrepresented at the higher levels of educational leadership and training This volume covers everything from historical and cultural context and gender theory to women in the curriculum and as faculty and administrators **Higher**

Education: Handbook of Theory and Research 13 J.C. Smart,1998-03-31 Published annually since 1985 the Handbook series provides a compendium of thorough and integrative literature reviews on a diverse array of topics of interest to the higher education scholarly and policy communities Challenged by Coeducation Leslie Miller-Bernal,Susan L.

Poulson,2007-01-22 Challenged by Coeducation details the responses of women s colleges to the most recent wave of Women s colleges originated in the mid nineteenth century as a response to women s exclusion from higher education Women s academic successes and their persistent struggles to enter men s colleges resulted in coeducation rapidly becoming the norm however Still many prestigious institutions remained single sex notably most of the Ivy League and all of the Seven Sisters colleges In the mid twentieth century colleges concerns about finances and enrollments as well as ideological pressures to integrate formerly separate social groups led men s colleges and some women s colleges to become coeducational The admission of women to practically all men s colleges created a serious challenge for women s colleges Most people no longer believed women s colleges were necessary since women had virtually unlimited access to higher education Even though research spawned by the women s movement indicated the benefits to women of a room of their own few young women remained interested in applying to women s colleges Challenged by Coeducation details the responses of women s colleges to this latest wave of coeducation Case studies written expressly for this volume include many types of women s colleges Catholic and secular Seven Sisters and less prestigious private and state liberal arts and more applied northern southern and western urban and rural independent and coordinated with a coeducational institution They demonstrate the principal ways women s colleges have adapted to the new coeducational era some have been taken over or closed but most have changed by admitting men and thereby becoming coeducational or by offering new programs to different populations Some women s colleges mostly those that are in cities connected to other colleges and prestigious with a high endowment still enjoy success Despite their dramatic drop in numbers from 250 to fewer than 60 today women s colleges are still important editors Miller Bernal and Poulson argue With their commitment to enhancing women s lives women s colleges and formerly women s colleges can serve as models of egalitarian coeducation **Feminism And Social Justice In Education** Kathleen

Weiler,2005-08-04 Gathers together notable educators from five different countries to examine contemporary feminist politics and practice in education It presents a response to recent developments in education and feminist theorising and the restructuring of educational provision Building Bridges for Women of Color in Higher Education Conchita Y.

Battle,Chontrese M. Doswell,2004-09-02 This work is designed to create a forum for synthesizing collective voices from women of color in academia It will serve as a professional development tool for academicians both embarking upon and maintaining careers in higher education Filled with dynamic women of color sharing one of their most valuable resources

their experience the authors mentor the reader by discussing practical lessons and mapping career path strategies

Women's Studies Linda Krikos, Cindy Ingold, 2004-08-30 This truly monumental work maps the literature of women's studies covering thousands of titles and Web sites in 19 subject areas published between 1985 and 1999. Intended as a reference and collection development tool, this bibliography provides a guide for women's studies information for each title along with a detailed, often evaluative review. The annotations summarize each work's content, its importance or contribution to women's studies, and its relationship to other titles on the subject. Core titles and titles that are out of print are noted, and reviews indicate which titles are appropriate as texts or supplemental texts. This definitive guide to the literature of women's studies is a must purchase for academic libraries that support women's studies programs and it is a useful addition to any academic or public library that endeavors to represent the field. A team of subject specialists has taken on the immense task of documenting publications in the area of women's studies in the last decades of the 20th century. The result is this truly monumental work which maps the field covering thousands of titles and Web sites in 19 subject areas published between 1985 and 1999. Intended as a reference and collection development tool, this bibliography provides a guide for women's studies information for each title along with a detailed, often evaluative review. The annotations summarize each work's content, its importance or contribution to women's studies, and its relationship to other titles on the subject. Most reviews cite and describe similar and contrasting titles, substantially extending the coverage. Core titles and titles that are out of print are noted, and reviews indicate which titles are appropriate as texts or supplemental texts. Taking up where the previous volume by Loeb Searing and Stineman left off, this is the definitive guide to the literature of women's studies. It is a must purchase for academic libraries that support women's studies programs and a welcome addition to any academic or public library that endeavors to represent the field.

Support Systems and Services for Diverse Populations Crystal R. Chambers, 2011-06-01 More than identity politics, intersectionality regards the inability of institutional structures to remedy discrimination because of the intersection between social dynamics which are often discretely conceived. Crenshaw Dill 2009. This book focuses on the subpopulation of Black female college students.

Digging People Up for Coal Meredith Fletcher, 2002 Yallourn was designed in the 1920s as a garden town laid out on hygienic and aesthetic principles, embodying the most modern practice. It became a thriving and close-knit community that was home to several generations of State Electricity Commission (SEC) workers and their families. By the 1960s, however, it was being portrayed as outmoded, unattractive to modern housewives, decrepit, and obsolete. The town was no longer described as a model town but as an area that had to be cleared. This book brings to life the impact of the town and its demise on the individuals who lived there and on the community they created, a community that still exists vividly in memory and imagination.

Rethinking Liberal Education Nicholas H. Farnham, Adam Yarmolinsky, 1996-01-11 Liberal education has always had its share of theorists, believers, and detractors, both inside and outside the academy. The best of these have been responsible for the development of the concept and of its

changing tradition Drawn from a symposium jointly sponsored by the Educational Leadership program and the American Council of Learned Societies this work looks at the requirements of liberal education for the next century and the strategies for getting there With contributions from Leon Botstein Ernest Boyer Howard Gardner Stanley Katz Bruce Kimball Peter Lyman Susan Resneck Pierce Adam Yarmolinsky and Frank Wong *Rethinking Liberal Education* proposes better ways of connecting the curriculum and organization of liberal arts colleges with today s challenging economic and social realities The authors push for greater flexibility in the organizational structure of academic departments and argue that faculty should play a greater role in the hard discussions that shape their institutions Through the implementation of interdisciplinary and collaborative approaches to learning along with better integration of the curriculum with the professional and vocational aspects of the institution this work proposes to restore vitality to the curriculum The concept of rethinking liberal education does not mean the same thing to every educator To one it may mean a strategic shift in requirements to another the reformulation of the underlying philosophy to meet changing times Any significant reform in education needs careful thought and discussion *Rethinking Liberal Education* makes a substantial contribution to such debates It will be of interest to scholars and students administrators and anyone concerned with the issues of modern education *Citizens By Degree*

Deondra Rose,2018-01-19 What explains the progress that American women have made since the 1960s While many point to the feminist movement this book argues that higher education policies paved the way for women to surpass men as the recipients of bachelor s degrees and helped them move toward full first class citizenship *Free School Teaching* Kristan Accles Morrison,2012-02-01 *Free School Teaching* is the personal and professional journey of one teacher within the American educational system Faced with mounting frustrations in her own traditional middle school classroom and having little success in resolving them Kristan Accles Morrison decided to seek out answers first by immersing herself in the academic literature of critical education theory and then by turning to the field While the literature on progressive education gave her hope that things could be different and better for students locked into America s traditional education system she wanted to find a firsthand example of how these ideas played out in practice Morrison found a radical free school in Albany New York that embodied the ideas found in the literature and over a period of three months she observed and documented differences between alternative and traditional schools In trying to reconcile the gap between those systems Morrison details the lessons she learned about teachers students curriculum and the entire conception of why we educate our children

Creating Community on College Campuses Irving J. Spitzberg, Virginia V. Thorndike,1992-01-01 *Creating Community on College Campuses* addresses the most critical and difficult issues facing higher education in the 1990s improving the quality of teaching and learning raising academic standards protecting freedom of expression and simultaneously enhancing community of the whole and community of the parts This book offers an understanding of community as a complex concept one that incorporates the values of a democratic society and encourages learning and participation by all citizens of the

campus and discusses topics such as race and ethnicity the climate for women harassment and free speech alcohol crime Greek life and interaction among faculty and students The authors conclude with concrete recommendations to support the implementation of pluralistic learning communities on our nation's campuses

U.S. Women's Interest Groups Sarah Slavin, 1995-12-11 No other reference analyzes the origins development programs publications and political action of 180 major American organizations concerned with women's issues in such depth Over 100 experts give an overview of how national women's groups of all kinds and representing varied and broad segments of society have had an impact on a wide array of public policy issues in Washington in recent years An introduction provides a content analysis general background and historical sketch for the profiles which are arranged alphabetically An appendix describes six government agencies of primary importance in handling women's issues as agenda setters and bridges A second appendix consists of the questionnaire which was sent to each organization covered in the volume The alphabetically arranged profiles cover organizations with all types of goals and concerns different racial and ethnic identification church and temple affiliations civil elderly professional and occupational associations social and sorority groups labor and business organizations not for profit and for profit groups research centers and both partisan and nonpartisan organizations Students teachers professionals in governmental and nongovernmental agencies researchers and citizen activists will find that this handy sourcebook is a treasury of authoritative information about how private citizens work to affect national policy and legislation in essential ways

Feeling Power Megan Boler, 2004-11-23 First published in 1999 Megan Boler combines cultural history with ethical and multicultural analyses to explore how emotions have been disciplined suppressed or ignored at all levels of education and in educational theory FEELING POWER charts the philosophies and practices developed over the last century to control social conflicts arising from gender class and race The book traces the development of progressive pedagogies from civil rights and feminist movements to Boler's own recent studies of emotional intelligence and emotional literacy Drawing on the formulation of emotion as knowledge within feminist psychobiological and post structuralist theories Boler develops a unique theory of emotion missing from contemporary educational discourses

The Complete Guide to Graduate School Admission Patricia Keith-Spiegel, Michael W. Wiederman, 2000-03 Should I go to graduate school How do I choose where to apply Are my grades and accomplishments good enough to get in Who should I ask to write recommendation letters for me and how should I approach these people How do I write my personal statement When will I hear my fate and how should I make my final decision These are just a few of the many questions to which this well researched thorough and extremely user friendly book offers answers Students who are contemplating graduate training in psychology counseling and related fields are often apprehensive and confused about applying to graduate school but this book takes the guesswork and anxiety out of the process The tone and features such as the Q A format timeline for application related tasks and activities and special advice for special populations that made the first edition so successful

eliciting hundreds of thank you notes and e mail messages to the author are just as evident in this new edition The book has been thoroughly updated to include coverage of new topics such as use of the internet and e mail as well as changing trends in the professions The most obvious difference is that the book is now significantly shorter as a result of meticulous rewriting making it even easier to use There have been attempts since the publication of the first edition to copy the format of this book but none of the others have successfully duplicated the depth of research based advice and the supportive style that make this book the guide of choice for thousands of graduate school bound students and their advisors Still Failing at Fairness David Sadker, Karen R. Zittleman, 2009-04-28 Despite decades of effort to create fair classrooms and schools gender bias is alive and well and in some ways growing School practices continue to send boys and girls down different life paths too often treating them not as different genders but as different species Teachers and parents often miss the subtle signs of sexism in classrooms Through firsthand observations and up to the minute research Still Failing at Fairness brings the gender issue into focus The authors provide an in depth account of how girls and boys educations are compromised from elementary school through college and offer practical advice for teachers and parents who want to make a positive difference The authors examine today's pressing issues the lack of enforcement for Title IX the impact of the backlash against gender equity the much hyped boys crisis hardwired brain differences and the recent growth of singlesex public schools This book documents how teaching current testing practices and subtle cultural attitudes continue to short circuit both girls and boys of every race social class and ethnicity Hard hitting and remarkably informative Still Failing at Fairness is a fascinating look into America's classrooms National Association of School Psychologists **Collegiate Expectations** Chrystal Denmark Porter, 2007-06 Millennial generation students have had a presence on college campuses for the past few years Along with their unique qualities idiosyncrasies and influences the millennial generation students are well versed in the advantages that a college education can provide Millennial college students also appear to have preconceived notions about the experiences they will encounter during their college tenure This phenomenological qualitative research study examined the collegiate expectations and experiences of three millennial generation college students The study attempted to address the following research question What does it mean to millennial generation college students when they compare their actual collegiate learning experiences with what they anticipated The common experiences of the participants were highlighted

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