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Women's Studies: An Admissions Counseling Stance for Women Students in the Lindenwood College for Individualized Education

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WOMEN'S STUDIES: AN ADMISSIONS COUNSELING STANCE FOR WOMEN STUDENTS
IN THE LINDENWOOD COLLEGE FOR INDIVIDUALIZED EDUCATION

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A Culminating Project Presented to the Faculty of the Graduate School
of the Lindenwood Colleges in Partial Fulfillment of
the Requirements for the Degree of
Master of Arts

1982



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"We live in a web of ideas, a fabric of our own making. . ."

Susanne K. Langer
"The Growing Center of Knowledge"

INTRODUCTION

The purpose of the project I shall be describing is to assist adult women in becoming students at the Lindenwood College for Individualized Education.

It is appropriate that this research, based as it is upon my own experiential learning, has taken place within this college at Lindenwood College. For, for more than one-hundred-fifty years Lindenwood College for Women has existed for the purpose of educating women: "training women for a useful life, giving them a distinctive training for leadership in every sphere. . ." ¹

Within a feminist theoretical framework I shall maintain that it has always been necessary for women to surmount obstacles in order to learn. As Director of Admissions for the Lindenwood College for Individualized Education, I believe that the college which recognizes the barriers its students must surmount in order to attend, reaps the reward of an alumnae who may be as diverse in their background as they are in their accomplishments. It is also possible that the college which extends the opportunity for growth will continue to be supported by its alumnae in appreciation for its initial commitment.

This research project serves both personal and professional purposes. I agree with Donna Shalala, President of Hunter College,

"that a woman in a position of power must invest in other women's advancement - as a collective and individually - as though it were as precious as her own. She must bring to her position new sensitivity and a commitment to change. If she fails to do this, she cannot claim real achievement for herself."²

I, too, am in a position to do this. I accept, both personally and professionally, the responsibilities to continually learn about the needs of women, students and potential students, so that I may assist them, and represent their needs and accomplishments to the College and the community at large.

A college is more than an edifice. It is a community of people poised for growth; which exists because a continuum of people interact for the purpose of the pursuit of knowledge.

I believe my dedication to the goal of assisting women to attain education at Lindenwood can be seen as a continuation of the original purpose of the college, whose rich history I will describe briefly in the following section.

CHAPTER I

HISTORIC PRECEDENT: MARY EASTON SIBLEY

THE LINDENWOOD FEMALE COLLEGE

Mary Easton Sibley conceived the idea of a female college in 1827. In her diary, she states that, "a woman who is not educated is a mere adornment for the parlor and not useful for anything."¹ In making this statement she took the first step toward emancipation from the male-dominated, male-oriented world in which she lived. Sibley was in a rather unique position to do so, for by fortune of the circumstance of her birth, the right situation existed for the development of her own knowledge and ideas.

Mary was the daughter of Rufus Easton, the first postmaster of St. Louis. Her father, a lawyer, was appointed to this office in Louisiana Territory by Thomas Jefferson. Jefferson also appointed him one of the first United States Judges of the Territorial Court in Missouri.² Mary Easton was fortunate to have a family which could afford to provide her with every luxury, including education. As she grew up, in order to complete her education, she was sent to the only seminary in the West at that time - Mrs. Tevis' boarding school for young ladies, at Shelbyville, Kentucky. (It should be noted that the only means of getting there was on horseback.)³ There she followed the proscribed studies for ladies of that day: Latin, French, Music, and the Arts.

Mary's father was a man of prominence in the frontier settlement of St. Louis. It is likely that her later practice of entertaining distinguished travelers is a reflection of her having experienced this tradition in her parent's home. Here she met people, Thomas Jefferson, for instance, of great importance to the development of the country.

"Mary Easton had a splendid mind. She thought nothing of physical exertion, and often rode all day on horseback, with her party clothes in a bundle behind her, then danced all night and came back the next day. She travelled over a large portion of the East on horseback, with her father, and made several trips to New York, Philadelphia, and Baltimore, in this way."⁴

In 1815, Mary married George Sibley, who was appointed the first United States Commissioner to the American Indians, and the couple moved to Fort Osage. As a bride, Mary took with her not only household furnishings but also her library and piano, the first piano west of the Mississippi.⁵ At Fort Osage Mary began her teaching career by starting a school for the Indians, while George Sibley surveyed the Santa Fe Trail, and was rewarded with a deed for 120 acres of land in St. Charles, Missouri.

Mrs. Sibley is characterized as the ideal wife of the period. The following account of her first home is interesting:

"The Sibley home was a model of pioneer taste and elegance. Hospitality was the first consideration. The house was surrounded by the crudities of savage life. The Osage Indians, who had besought the government to establish the post within their reservation, were bound by treaty to maintain their village of wigwams within gunshot of the stockade. Here they were when the bride of the wilderness came with her gallant husband. The Osages had not yet discarded their blanket garb. War parties were habitually coming and going. Successful forays were celebrated with

scalp dances, and sometimes the soldiers in the post had to display the cannon or use the cat-of-nine-tails. Into this rude life the bride came, courageously facing the privations of loneliness of frontier life.

But there was the river, the only relief from the sinister aspect of the wilderness. This was the highway over which the most interesting travelers of the age made frequent voyages. All distinguished visitors to the West were guests at the Sibley home. A man was kept at the wharf on the lookout for incoming boats, and all voyagers were invited up to the Sibley residence, where hospitality was as free as the air.

We have many a vivid picture of the Sibley home and its picturesque environments in the scores of books printed from the journals of travelers, such as Brackenridge, Bradbury, Prince Maxmillian, and even the great Aubuchon.

At the time of her marriage, Mrs. Sibley did not purchase the usual trousseau of silk and satin. Knowing that she was to go to the Indian post to live, she selected merino dresses of bright hues which at once attracted the Indians. As soon as she was settled in her log cabin in the midst of the Indian country, she began to teach the Indian girls. This is another indication of her intense interest in the education of women."⁶

Again, clearly, Mary Sibley's domestic situation was not typical of that of other newlyweds. Circumstances created experiences which must have contributed to her social situation and non-traditional development. Sibley was able to interact with notables and intellectuals of the period due to her husband's position. As George Sibley was away much of the time, and as there were no children, Mary had ample opportunity through the period of 1815-1827 to follow her own pursuits. She kept herself occupied by teaching, reading, playing her piano, entertaining, and writing.⁷

When the Major retired from the army in 1827, Mary had already formulated plans to begin a school for women. George

Sibley's support for this enterprise may have been motivated by more than simply an interest in his wife's happiness. For George Sibley's letters indicate an interest in running for public office, which would have been impossible without a steady income. Sibley may have reasoned that his wife's ability to establish her school in St. Charles, would have provided them with such an income as well as a social prominence. Thus, Mary Easton Sibley began her career as an educator of women.

According to accounts of the period:

"Mrs. Sibley had a forceful disposition and a way of accomplishing the things she wanted to do. . . One reason for the development of the college, in spite of the financial difficulties encountered in trying to establish an endowment, was her determination to see the project succeed. When things looked darkest, she packed her bag, went East and raised over \$4000 among her friends and those of Major Sibley. In commenting upon her character, a relative said, 'Mrs Sibley was always a very original, dominant character. She looked to the objective - she never took up any side issues - and what she wanted. She went after it and got it, irrespective of everything else. Her methods were her own. . . Mrs. Sibley was advanced, and, in many cases, her ideas were a hundred years ahead of her time. She was an early advocate of woman's rights and was (in later years) a personal friend of Susan B. Anthony.'"⁸

She lived in a period of socio-economic expansion. Her father perceived her to be an intelligent human being and supported this belief by allowing her to travel and be educated. His position, and later her husband's, allowed Sibley to be exposed to the great thinkers of the day. Because of her position and wealth, she was not obligated to spend her years in domestic drudgery. She possessed energy; this energy was not channeled in another direction by the life of childbearing common to women of

the day. She had ample time and space in her early years of adult development to think and to work toward her goals. Her husband, like her father before him, encouraged her development and allowed her necessary freedom and support. This lack of constraint coupled with her intelligence and sense of mission allowed Sibley to pursue her dream of education for women in a manner characteristic of other feminists of her day.⁹

During Mary Sibley's life, the woman's movement first emerged. The period from 1800 to the beginning of the Civil War was a time of substantial geographic expansion, industrial development, growth of social reform movements, and general intellectual ferment with a philosophical emphasis on individual freedom, the "rights of man" and universal education. Some of the earliest efforts to extend opportunities to women were made in the field of education. In 1831, Mary Sibley opened the Lindenwood Female College. In 1833, Oberlin became the first college to open its doors to both men and women. . .The first of the 'seven sisters' colleges, Mount Holyoke, opened in 1837.

Women began to speak out in public about the issues of equal education. Emma Willard began her vigorous campaign for educational facilities for women in the 1820's. Frances Wright, one of the first women orators, was also a strong advocate of education for women. She viewed women as an oppressed group and argued that, "Until women assume the place in society which good sense and good feeling alike assign to them, human improvement must advance but feebly."¹⁰

Though these early feminists may not have the same agenda as do their sisters today, nevertheless, they created a precedent for the current women's movement. In creating an educational institution for women, Mary Sibley contributed to her sisterhood, and the emancipation of her sisters.¹¹

Mary Easton Sibley understood quite well the consequences of a lack of education for women, as when she reflected in her diary upon the "social adornment, and sexual objectification of women." She acted upon her belief in the necessity of education for women early in her life by establishing a school for Indian girls in the western frontier, under the most primitive conditions. This was followed by her commitment to starting a school for women in St. Charles, a project to which she dedicated the rest of her life.

I maintain that this progression in Mary Easton Sibley represents the growth of a feminist consciousness, from a recognition of the effects of a patriarchy upon women, to taking action, to overcoming inequity on a day to day basis, to finally establishing institutional arrangements to alter the patterns. Mary Easton Sibley, as I have pointed out, was in a social, political, and economical position to create and develop a new institution. One that was, from the beginning, dedicated to the development of autonomy in women.

In The Female Experience, Gerda Lerner discusses:

"The problems women faced in acquiring education were three-fold: They had to win the right to learn, the right to teach, and the right to think. The right to learn implied both the right of access to educational institutions and the overcoming of institutional practices and structures which

prevented the equal education of women. It also meant overcoming society's prejudices against educated women. The right to teach meant access to and equality of status in the varying levels of the teaching profession. Frequently, it also meant the setting up of sex-segregated institutions, which became a means for defining and controlling the content and shape of women's education. The right to think depended on winning the other two rights and on raising several generations of women, who had been educated in the male-defined and male-dominated culture. It meant affording such women and others enough time, leisure, institutional support, and cultural prodding to define their goals, problems, and intellectual priorities. Historically, the above progression has defined the chronological development of women's educational emancipation. Comparative studies, by nationality, race, or class, show that this holds true cross-culturally."¹²

A cycle seems to be completing itself. We, too, are emerging from a major period of economic change, technological development, growth of social reform movements and general intellectual ferment with a philosophical emphasis on individual freedom, human rights, etc. Both women and men are writing about and organizing for change. Perhaps this agitation will alter the current course of history. I believe this will only be possible if we allow both men and women to contribute their intellect, talents, and energy to the creation of a better humanity. We all must learn, think and teach. We must promote humankind. For this reason, I support and work to promote the 'new' education. In keeping with its initial stance of educational innovation, the Lindenwood College for Women established the Lindenwood College for Individualized Education. It is in this setting that I have worked with and learned from an adult and primarily female population.

CHAPTER II

THE LINDENWOOD COLLEGE FOR INDIVIDUALIZED EDUCATION

My purpose in choosing the area of the constraints experienced by women students was to assist me in my profession as an admissions counselor in a college whose population is adult and primarily female. In the autobiographical statement, written as a part of the application process at the Lindenwood College for Individualized Education, I stated that "my personal and professional experiences have given me great empathy for women, but I would like to acquire the necessary tools for working with women and recognizing their needs." I believe that my readings concerning women throughout my course of study, coupled with a work situation which has given me opportunity to respond to the needs of female students and colleagues, have helped me to begin to achieve this objective.

THE CULMINATING PROJECT SETTING

The Lindenwood College for Individualized Education

The rationale of the college can best be described by excerpts from the original philosophy.

"It (LCIE) is open to men and women who can demonstrate the intellectual maturity and dedication necessary for designing and carrying out independent study programs. . . Most probably, such persons will fall into one of two categories. The first is comprised of persons interested in conventional programs of study. . . but who are in situations which preclude

their attending classes on a regular basis. The second is comprised of persons with non-conventional interests for which organized courses of instruction are currently not available. Typically such interests will derive from on-the-job experiences or previous academic study. In either case, the interests represent strong career orientations which result in a sense of purpose and direction so necessary in a program of independent study. Students accepted into LCIE, in short, will be goal oriented. The programs of study devised by these students will be as diverse as the needs, interests, and resources they bring to the program. In turn, the LCIE will be open and flexible and therefore able to respond to the students it enrolls."¹

"In LCIE, the learner will be considered autonomous. It will be her/his responsibility to create an academic program which will provide training in a chosen field of work, and the background in the liberal arts necessary to give that field its appropriate depth and breadth of understanding; it is the task of the learning community to aid the student in that effort."

"LCIE is built on the philosophy that giving the student such responsibility will create a positive force toward learning which is an estimable asset. We are concerned with training autonomous individuals, and we feel the college is where that autonomy should be fostered."²

The college accepted its first students for the term beginning in October of 1975. Initially 35 students were enrolled on the St. Charles Campus. (For the first two years, centers with comparable enrollments were operated in Washington, D.C. and Santa Monica, California.) I entered the graduate program in the first trimester of the college's existence. I was attracted to the program by the possibility of individualized study in the area of women's studies. At this time, a graduate degree in this area was available only at four other colleges or universities.

I developed my program overview in women's studies according to the original guidelines for admission to the college. I indicated in my overview that I would like to do a practicum

in my third trimester which focused on counseling women. The potential for this goal was realized when I was hired by the college in 1976 to be its admissions representative. Thus, I began to implement my theoretical studies in a 'real' situation.

THE ROLE OF THE ADMISSIONS COUNSELOR

The responsibility of the admissions counselor is to facilitate the student's college entrance. This process includes: reviewing the student's educational and experiential background, clarifying the student's academic and career goals, explaining the college's system and educational options, assisting the student with the necessary paperwork, and discussing educational and career goals as well as personal issues which may affect the experience of potential students. Because many aspects of the program require the student to act autonomously, it is important to prepare the student for this expectation. This is an area where many students, especially women, have difficulty. However, if this process can begin in the early stages of the admissions process, it has been my experience that the student will have greater likelihood of succeeding in the program.

THE STRUCTURE OF THE COLLEGE

"The development of the learning format and the structuring of the roles of the faculty have been guided by the belief that people learn actively when they take responsibility for mastering material by presenting it, discussing it and applying it themselves. This type of active learning takes place optimally in a small group in which the faculty member can facilitate, plan, coordinate participants' work and approach each person individually."³

Instead of traditional classes, the college organizes into small groups called "clusters" which are composed of 4 to 8 learners and a faculty member called a "faculty sponsor." Each group focuses on an interdisciplinary area, generally the equivalent of three related courses of three semester hours each. The cluster group meets once per week for 4-5 hours in the evening or on Saturday throughout the trimester (14 weeks). "This setting provides a natural context for working on group and individuals goals; neither is understood apart from the other."⁴

The organization of study may vary from cluster to cluster, depending on the content of the cluster unit. In most cases, the faculty sponsor prepares a course outline and syllabus; the student individualizes the study program by preparing a trimester study plan which reflects the theoretical areas of study of the group and focuses on outside readings and papers/projects which relate to her/his interests in the cluster's area of study.

In a typical cluster meeting, the instructor will present his/her work, will facilitate group discussion, and will comment on student presentations and discussion. The students will participate in the discussions of theoretical material, make presentations, be critiqued by the faculty sponsor and their peers, and relate, through discussions, group goals to their individual goals. Because these students are mature adults, their contributions to the cluster are often the result of experience as well as of formal learning.

The faculty sponsors are selected from the professional community and the faculty of the college. Currently, the majority of faculty sponsors are adjunct faculty, "practitioners" of their subject matter. The use of adjunct faculty was initially developed due to the assumption that to be capable of regularly promoting the development of knowledge through practice, one must be immersed in practice. The college is currently attempting to use more of the resident, under-utilized faculty. There will probably always be a core of adjunct faculty, however, because the college offers a number of areas of study which are not part of the day college curriculum. The adjunct faculty are also necessary to the college due to their contacts, which help the college with practicum referrals, and knowledge of community concerns.

The organizational structure of the Lindenwood College for Individualized Education includes: a director, a program coordinator who is in charge of academic procedures and accountability, faculty advisors, faculty sponsors, core faculty members, admissions counselors, and administrative assistants.

The initial planning done by the student with the admissions counselor and program coordinator is continued after registration with the faculty advisor. The "FA" continues to assist the student with academic program planning by helping him or her develop a program overview, the plan of study for the degree. Each trimester of the overview is related to a cluster group area of study. In some cases the student will also individualize the degree by doing a "tutorial" with a faculty sponsor rather than the usual cluster

group. Students are required to meet with their faculty advisor at least twice per trimester. This requirement provides an ongoing mechanism for review of the student's objectives and academic work.

"The development of a structured learning plan is a step-by-step process from the overview (which meets the requirements of the degree program) to the trimester study plan which specifies the individual learning tasks and reading for the academic term. The learner is an active participant in every step of this process, but the result is a far cry from the "contract degree program."⁵

The faculty of the college have developed cores of requisite study for the degree programs offered. The students are required to include in the overview plans for the "culminating project." This project, which is completed in the final trimester of study at the college, is a demonstration of the student's expertise in the major field of study. Typically, the culminating project will relate theoretical study to the students' current job or to a position to which he/she aspires.

The college currently offers undergraduate programs in: business administration, health administration, psychology, valuation science, communications, gerontology, fine arts, and social science. Masters degrees are offered in: management, accounting, finance, marketing, art therapy, education, English, counseling psychology, industrial psychology, health administration, gerontology, non-profit agency management, valuation science, photography, fine arts management, and theatre management.

The continual emphasis on individual application at the college is one of several unique features of the program. This process helps students relate their academic objectives to their

aspirations and needs. The development of autonomy which occurs in this learning process can be translated into future areas of personal, academic, and career development. The emphasis on communication skills within the learning model can give the LCIE graduate an edge on other college graduates.

CHARACTERISTICS OF THE LCIE POPULATION

The college has grown from its initial enrollment of thirty-five students in 1975 to approximately four-hundred students in 1982. The attrition rate is similar to most adult programs; with the retention rate at 2.88 trimesters. Students are typically enrolled for two or three trimesters per year. The growth of the program has been achieved by attracting increasing numbers of applicants every year. The individual orientation, student referral, advertising, public relations activities, and the large number of employers which offer tuition reimbursement are seen as major factors accounting for the program's growth. Although the percentage is still small, increasing numbers of LCIE undergraduates are returning to the college for graduate degrees.

In an effort to describe the LCIE student population I conducted a survey of current and past students in the fall of 1981 from which the following is extrapolated:

FEMALES

% of student body: 60%
 average age: 34
 full-time wage-earners: 92%
 graduate degree: 36%
 undergraduate degree: 64%
 married: 52%
 divorced: 29%
 single: 16%
 widowed: 2%
 parents: 66%

MALES

% of student body: 40%
 average age: 34
 full-time wage-earners: 97%
 graduate degree: 32%
 undergraduate degree: 68%
 married: 75%
 divorced: 2%
 single: 19%
 widowed: 9%
 parents: 80%

As stated earlier, the focus of this study is women. The justification for this focus is revealed by the statistics above: women are, and are likely to remain, the majority in our college.

This trend is similar to the national adult education statistics reported annually.

Student responses to the questionnaire presented in Appendix A confirmed several ideas concerning the constraints experienced by adult students. Financial constraint appeared to be primary.

Further, students assigned great importance to education as essential to their career advancement. They were very concerned about combining work and school and were not greatly supported in their education efforts by the work environment. The majority ranked their academic ability as good or excellent. Time management success was very important. More than 50% were concerned about achievement. Married students received several kinds of support. Children and familial responsibilities were great. Responses for male - female in all areas was similar.

The questionnaire also provided some surprises. Age was not seen as a hindrance but rather as an asset. 48% of our female students were single, and 50% of the female students claimed 100% responsibility for their children. These two figures alone pose tremendous possibilities for future research and institutional planning.

CHAPTER III

FINANCIAL CONSTRAINT IN THE LCIE POPULATION

LCIE is a full-time degree program for working adults. The moderately high semester hour cost is relative to the institution and the range of services (individualized counseling, small clusters, etc.) it offers. The program is considered full-time because students may be enrolled for three trimesters on a twelve month calendar. They must register for 10 undergraduate or 9 graduate hours per trimester. This makes 30 undergraduate or 27 graduate hours possible per year. A full-time academic load adds up to an annual tuition of approximately \$4500, at a cost of \$150 per semester hour for undergraduates and \$165 per semester hour for graduates. For the reasons indicated above, this semester hour cost is higher than that of comparable institutions. It is ironic that one of the things which makes the program so attractive to adults, i.e., the fact that they can complete the required hours for a degree in the same amount of time as a full-time non-working student, is the very thing which creates a financial constraint.

In defining financial constraint, the first question which must be asked is, "Is it difficult for adult students to pay \$4500 per year in tuition?" In the questionnaire I administered to 125 students, 22% of the male students and 28% of the female students stated that it was very difficult for them to arrange their finances to cover tuition. Furthermore, 18% of the males and 14% of the females stated that it was moderately difficult. 69.5% of the polled students indicated financial constraint in

the survey. The media constantly reports bad news on the economy. Unemployment, interest rates and inflation rates are high. It is not surprising to find financial constraint in these times.

TUITION REIMBURSEMENT BY THE EMPLOYER

It is assumed that most working adults have some form of tuition reimbursement in their employee benefits. This does not appear to be a correct assumption when the results of the student questionnaire are analyzed. Of the students presently enrolled in the college, 14% work in situations which offer full reimbursement. A discrepancy between the male and female population occurs here. 17% of the males are eligible for full reimbursement while only 11% of the females are eligible. 32% of the males and 35% of the females were eligible for partial reimbursement. No tuition reimbursement benefit was reported by 51% of the male population and 54% of the female population.

Several difficulties may inhibit the value of tuition reimbursement plans when they do exist. Employers vary in the way they administer the plans. Most companies require the approval of the course of study by the student's supervisor, personnel supervisor, or academic review board. The proposal may be rejected if the study does not relate to the work of the student on the job. This forces many students to major in business in order to be paid for study.

Other companies only reimburse those courses which relate to business and will not reimburse for liberal arts requirements or

electives. Many employers will pay only for a certain number of hours per year or up to a particular dollar limit. Other companies will only reimburse management personnel, which leaves other workers without benefits.

Subtle forms of discrimination have also been reported by students and prospective students. In one large company, several managerial level workers, all male, came into the program. Their secretaries subsequently learned of the program through them. Numerous secretaries then called and made plans to enter the program. When these women presented their academic plans to their training and development director, they were told that the company was over-budgeted on tuition benefits and that only a few would be able to attend. In another major company, most of the male workers have advanced degrees or technical training, and the female workers are largely confined to clerical and peripheral (secondary) jobs. The students seeking undergraduate degrees are not permitted to enter this full-time program because it is assumed that "they can't handle their jobs and be full-time students at the same time."

A problem which must be recognized by most women's colleges is that women are not employed in companies or positions which offer tuition reimbursement benefits. This lack of benefit is the result of their traditional occupational segregation. In an article for Ms. Magazine in March 1977, "The Pink Collar Ghetto,"¹ Gloria Steinem states:

"the great majority of women workers are ghettoized in traditionally female occupations. In these areas. . . equal chance for advancement (has) little meaning. . . .These giant pools of cheap female labor - whether they are sales work or food service; typing for corporations or for government agencies - share many characteristics. First, they are paid according to the social value of the worker, not the intrinsic nature of the work. Second, the work areas traditionally occupied by women are usually nonunionized. Third, the female work force is encouraged to be temporary by lack of advancement, pension and sometimes full-time opportunities. Fourth, even the few men who are in traditionally female work areas are at the high end of the pyramid."

The distribution of male and female workers among occupational families is shown in the following table from the U.S. Department of Labor, Bureau of Labor Statistics, September 1978.²

Table 1. The American Workforce, by Sex and Occupation, 1978

Occupational Group	Male Workforce	Female Workforce
Professional and Technical	14%	15%
Managerial and Administrative	14%	6%
Sales	6%	7%
Clerical	6%	35%
Craft Workers	21%	2%
Operatives	17%	12%
Laborers	9%	1%
Service	9%	21%
Farm	4%	1%

It can be seen that women hold a disproportionate share of clerical and service jobs (56%), and that they are under-represented in a number of categories, including skilled craft work and managerial and administrative areas.

It seems pertinent to conclude that, until workers in all areas of occupation have tuition plans available to them and for all areas of degree study, tuition benefits are an option available to only a small proportion of adult students. Furthermore, reliance on a large target population of students from tuition reimbursement settings, as the college administration has suggested, will limit our student population diversity and will eliminate that part of the work force which can most benefit from higher education, namely women.

VETERAN'S BENEFITS

A small percentage (5%), of our present student population is eligible for veteran's benefits. There are two limitations to this form of assistance. The veteran's tuition benefits end in 1988. Unless the practice is re-instated, the pool of prospective students eligible for this kind of aid will decrease during the next six years.

Veteran's benefits are a financial resource available to women in higher education in such a small percentage of cases that they could remain unmentioned. In our five year history, three female students have been eligible for benefits. The point must be made, however, that this is another resource unavailable

to that portion of the student population which is female. A decreased number of financial assistance options increases the constraint issue for women.

FINANCIAL AID

Several forms of financial aid are available to adult students at The Lindenwood Colleges. The U.S. Office of Education (USOE) offers six programs to help students finance their education. The State of Missouri administers two financial assistance programs.

FEMALE STUDENT AID

The six financial assistance programs administered by USOE are:

- Pell Grant
- Supplemental Educational Opportunity Grants (SEOG)
- College Work Study (CW-S)
- National Direct Student Loans (NDSL)
- Guaranteed Student Loans (GSL)
- Health Education Assistance Loans (HEAL) (Not presently available at Lindenwood)

STATE SUPPORTED STUDENT AID

The two programs administered by the State of Missouri are the Missouri Student Grant and The Missouri Guaranteed Student Loan. The Missouri Student Grant program is awarded on the basis of demonstrated need. This award is given on a sliding scale basis. The maximum grant for the 1982-83 year will be \$1500. The Missouri GSL is a new loan program which began in the fall of 1979. This loan program may be used by Missouri residents attending accredited institutions both in and outside this state.

Out-of-state residents may use the loan for educational programs in the State of Missouri. This loan program is similar to GSL and NDSL in that the student may defer interest and payments while in school and until nine months after they graduate or drop out of school. The loan carries a guaranteed rate of interest of 9%. Undergraduate students may borrow up to \$2500 per year or a maximum of \$7500. Graduate students may borrow up to \$5000 per year or a maximum of \$15,000. Graduate loan limits include the amount borrowed from the same program for undergraduate study.

All financial aid is awarded on the basis of demonstrated need. The principle forms used for assessing need at Lindenwood College is the ACT (American College Testing Service) Form and the IRS 1040. A large number of LCIE students use the loan program to support their study.

SCHOLARSHIPS AND GRANTS

At the present time, Lindenwood College does not award scholarships to LCIE students based on academic excellence. The same is true of graduate assistanceships and research grants. The Presbyterian Synod does award a \$200 grant to undergraduate Presbyterians. The American Society of Appraisers awards \$1000 annually in scholarship funds to students in the Lindenwood 4 Valuation Science degree program.

Students may apply for scholarships individually. The BPW Foundation, AAUW, the P.E.O. Sisterhood and the Independent Scholarship Foundation are four known organizations which award

scholarships. The American Association of University Women publishes an annual list of scholarship programs. Students who desire scholarships are usually told of this publication and asked to write for the booklet and apply to related scholarship funds. I have visited the BPW Foundation and AAUW headquarters in an attempt to establish scholarships for women. These foundations suggested that students apply individually to the appropriate foundation.

LIMITATIONS TO FINANCIAL AID PROGRAMS FOR WOMEN

As stated earlier, financial aid awards at the college are based on need. There are several negative affects in this approach which are particularly applicable to women.

The first problem with the system is that part of the application uses figures from the IRS form 1040 or 1040A. If the woman has never prepared the form herself, she may not know which form it is or where it is kept. The financial aid application itself is a long form and most women view it with the same trepidation that they feel when approaching the 1040 or an IQ test. This counselor has discovered that it is sometimes necessary to ask the woman to bring her tax forms to the college and help her fill the loan application.

The second problem with the need based analysis relates to the mechanics of the system. To illustrate the problem, I will use examples. The first example involves a married woman. The form uses the joint income of her and her spouse and their assets in figuring eligibility. In one instance, a young woman had a

very small income prior to marriage and in the year on which the need analysis is based. Although she married in 1981, the analysis was based on that joint income in a period during which they were unmarried. The woman was not awarded aid and was very angry about the forms requiring joint income for a period during which she was unmarried. Another example involves a married woman applying for aid. She is attending college against her husband's wishes. It took her one month of surreptitious searching to find the income tax records. She was terrified that her husband would discover that she had "stolen" the tax records. She subsequently did not get aid because her husband's income and assets were just over the limit. This woman had been told by her spouse that she may work part-time or go to school part-time, but not both. He constantly threatens divorce over these issues. If she works she will not earn enough or have the time, under these limitations, to attend school and yet she is ineligible for aid. The difficulty a married, but unemployed, woman has getting aid is evidenced by the fact that such women represent 3% of the female student population at LCIE.

Women have particular difficulty with the ACT needs analysis because their income is included jointly with that of their spouse. It is not unusual for me to see a form on which the male's income is three or four times that of the woman applying for aid. The system looks at total income and assets, yet, in reality, the woman usually doesn't have 50% of the figure used to contribute to her needs. She will not be awarded aid due to the

joint income, yet there is "no money" in the joint budget for her schooling.

An obvious problem with the system was noticed with the budget examples illustrated below. A married couple with two children has an income limitation of \$17,310. A single parent, usually a woman, with three dependents has an income limitation of \$14,660. Both examples contain four people. (Figures furnished by Lindenwood College Financial Aid officer in 1980). Is it realistic to assume that single parents have fewer expenses, particularly when that parent must often pay for child care during work and school hours? I asked a financial aid counselor about this and was told, "Most women don't earn as much as men anyway so they should qualify for aid. What is the problem?" The figures used for analysis are obviously inequitable. For financial aid to rely on the assumed difference between men's and women's income is adding "insult to injury."

Other problems exist with the bank loan route. Female students have a poor credit record, which is a result of their lower socio-economic level. To deny them access to the money to get the education they need to improve their earning level is again to exercise the double standard.

The last problem with the system which I would like to mention is the attitude of college personnel. I see financial aid as a service which a college should offer to its students. It seems obvious that all students should be treated courteously and given any assistance they require.

Also, it is important for financial aid personnel, as well as other college personnel, to do everything to help the student, or potential student, attain his or her goal. Some require more assistance than others, but all should be treated with deference and equality. Furthermore, it should be within the goals of the financial aid department to be sensitive to the difficulties of its constituents. Our population is adult; currently 64% is female. Special efforts should be made to remove inequities and provide services for the population. Financial constraint for adult students is real.

CHAPTER IV

THE CHANGING ROLE OF THE ADMISSIONS OFFICER

The variety and number of skills needed in the admissions field now and in the near future, far surpass what was expected just a few short years ago. In turn, the admissions officer's changing role lends her new importance and power in campus structures, for the institution's ability to attract, enroll, and retain students may make the difference to whether or not it remains competitive or even survives. This new-found power brings added responsibilities. The single most basic and important change that I and other admissions officers must make in the transition from the traditional past to the progressive future is to drop our typically low on-campus profile and thrust ourselves vigorously into the internal management of the college. This is a fairly simple and straight-forward statement, but it is one fraught with implications.

I believe we must become "educators" and not just recruiters of students in the eyes of the faculty and administration. The admissions officer must take the initiative in this effort by proving to the faculty and administration that she or he has invaluable information about students, college-going conditions, and other aspects of the college's well being. This must be accomplished in a professional manner and with a spirit of

concern and cooperation. As non-traditional programs integrate with the mother institution, the mutual, age-old barriers between faculty members and admissions officers, characterized by varying degrees of distrust, ill-feeling, and lack of understanding, must be broken. Just as we learned to work together in the early days at LCIE, admissions officers and faculty in all higher education institutions must learn to work together, for the future of one profession may depend on the other.

As stated above, the admissions officer has been seen by the institution as the institution's salesperson. This is, of course, a part of the admissions counselor's role. It is necessary to communicate the best features of the institution to the student so that he or she can see whether the philosophy and structure of the institution meets his or her needs. When I started in admissions, I had an agenda of the most saleable features in my mind. I always presented all these items to the student and closed on each item by getting the student to agree that each feature was good. Because I was experienced and believed in the institution, my yield rate was quite high. However, the college's retention rate remained low. This problem led me into a three year period of observation, study and experimentation with non-academic constraints (admissions and retention) of adult students.

Some will argue that these are the problem of the student rather than the institution. However, traditional residential education has always concerned itself with the academic and social/psychological components of the college experience.

Regardless of whether or not the social/psychological component of the student's life takes place on or off campus, a caring, responsive college should recognize that assistance to students in these areas may result in astounding growth and development. Understanding student's impediments in this area is just as important as it is in the academic area, because students may not be able to enter, stay, and learn in the college without dealing with the social/psychological side.

Several roles combine to make an effective admissions department. These include: marketing the college, (sales, public relations, research, and communications activities), counseling (academic and social/psychological), evaluation and planning. Further, in my role as a counselor, I see myself as a mentor.

In his book, The Seasons of a Man's Life, Daniel J. Levinson defines the mentor relationship. Supporting and facilitating the realization of the dream is the primary mentor function. The mentor is described as being older and of greater experience and power. (The faculty and staff at Lindenwood College for Individualized Education may not be chronologically older than their students, however, they are "older" in the academic sense because they have already completed a degree). The mentor's role may be that of a teacher, sponsor, host/guide, counselor, or role model. The mentor is a transitional figure. Thus, he is a mixture of parent and peer. The pattern of the relationship is

described as a gradual transition from apprentice to mutual friend. This transition occurs as the male (sic) gains capabilities and power for autonomous action. The relationship, according to Levinson, has emotional qualities like a love relationship. Mentoring has always been seen as a part of the faculty advisor's role in LCIE. I believe that that role should be assumed by admissions and other administrative staff. All participants in the adult learning environment have possibilities for mentoring at different points in time and for different reasons.¹

My stance as a mentor is directly related to the development of my feminist consciousness. First, I became aware that my female students appeared to deal with more constraints than their male counterparts. Second, I questioned the prevalent campus attitude that we could do nothing to assist students with their non-academic constraints. Third, I attempted to define a role which recognized and dealt with those constraints. Finally, I am reaching out and providing support. As a counselor who is sensitive to feminist issues, I am, nonetheless, concerned with helping both men and women students to overcome the obstacles which hinder their progress in learning.

I believe this stance is complementary with the LCIE learning model. I also believe it is in keeping with the philosophy of the founder of the college, Mary Easton Sibley. Her stance, that women should be educated, is assisted by a counseling approach which recognizes the needs of women as well as those of men.

CHAPTER V

USING A FEMINIST CONSCIOUSNESS

IN ADULT ADMISSIONS COUNSELING

THE ADMISSIONS COUNSELING NEEDS OF ADULT WOMEN

I operate from the perspective that the admissions experience can be the first of a succession of positive growth experiences which an institution can offer its students. In order that this be so, it is necessary to deal with several agendas in the admissions orientation interview. In the following description of that process, I will concentrate on female students, because, as stated earlier, they form 66% of our female body.

In admissions, one of our primary concerns is to prepare the students for college. This may include informing the student about Lindenwood College for Individualized Education and its options. It also includes identifying barriers to successful college performance. These may include lack of support, insufficient money, lack of career direction, familial conflict with study, lack of child care, achievement/failure anxiety, an over abundance of role demands, job conflict, and deficient academic background.

In order to deal with any of these issues, it is necessary for us to recognize them, work with them and prioritize them. Appendix I identifies the following types of female students in LCIE: single young women, single older women, married women with

small children, married women with post-adolescent children, divorcees with young children, divorcees with post-adolescent children, and widows. Divorcees, married women with small children and widows appear to need the greatest amount of support.

Jessie Bernard identified similar groups in The Modern American College. In addition, she surveyed the work of another sociologist, Helen Diness, in this area.

"On the basis of her analyses, Diness draws the following conclusions about the returning women students most in need of moral support:

1. Women in given age-life cycle-status sets - for example, 'young mother of young children' or older, divorced low-income mother of post-adolescent children, who deviate from the traditional expectations for these sets must struggle against pressures to conform to them.
2. Struggling against such social expectations takes some emotional strength, which is sometimes conditioned by past experiences, especially past personal failures and successes affecting self-confidence.
3. Past educational and occupational failures or successes are important factors shaping self-confidence for subsequently undertaking related goals.
4. The women who have had the fewest relevant successes in the past, and especially those who tend to see themselves personally as the basic source of past successes and failures, have the least basis for self-confidence in undertaking related endeavors. The more that the new endeavor is deviant from and unsupported by social expectations, the greater the need for self-confidence, in the undertaking of it. Moreover, the weaker the basis for self-confidence, and the greater the degree of deviance of the undertaking, the greater the need for external social and relevant sources of moral support."¹

When I indicate that I attempt to provide support, I do not mean that I assume the responsibility of removing barriers.

Rather, I help the student recognize the obstacles, refer her to

the appropriate information, help her prioritize her constraints and encourage her to develop a plan of action. It is my hope that, by doing this, we will be able to retain our students longer and admit better prepared students. In the following section I would like to share some examples of students that I have worked with, and indicate how we have dealt with their problems.

CASE STUDY: NANCY

Nancy is a young woman of 27 with a baby of 12 months and another infant on the way. Nancy does not want to spend all her years in the home with her young children, "wasting away," as she puts it. She has, therefore, decided to go back to school. The fact that she has an infant under one and another one coming presents a major constraint. The second constraint is lack of support from her husband. He maintains the attitude that, if anything happened to him, she could go to work in a grocery store as a "check-out girl." This is an unrealistic expectation, for it is likely that Nancy will have to contribute to their income at some future time. In addition, Nancy's husband is 15 years older and has a higher potential for earlier death.

The first issue we faced was how Nancy would deal with child care, so that she would be able to attend class and get her studying done. At first, she talked about studying when the baby napped. I could imagine trying to get two small children to sleep at the same time and trying to study. It seemed to me that

would require an enormous amount of perserverance and luck, so I suggested to Nancy that she might try and find someone else who would be willing to volunteer their services for child care. In between our first and second meetings, Nancy talked to her mother and mother-in-law. These two women supported Nancy's plan to return to school and have each agreed to take the children ten hours per week, giving her time to study and to go to class. This may solve the problem of child care for Nancy.

The second constraint Nancy faced was financial. It was necessary for her to apply for financial aid. Fortunately, she was able to apply for a guaranteed student loan. With this loan she will be able to pay for two trimesters of tuition a year.

Nancy planned her academic program so that she would be in school this summer, out for the Fall and Spring trimesters and back at the end of next summer. She expects to be able to go to school from that point on, about two trimesters a year. In this way she will not have to rely on her husband for financial support. As she progresses through the program, her husband may become more supportive.

We discussed the fact that her husband's attitude is something she may have to deal with continually. Many spouses are threatened by their husband or wife's need to return to school. This is particularly true with women. If Nancy can help her husband understand that her schooling will not threaten their

relationship and that she has a right to develop her own potential, the chances of success will be much greater.

CASE STUDY: HELEN

Helen has two children, ages four and six. She is about 30 years of age. She is divorced, her ex-husband lives in Texas and provides her with no assistance for the children. Furthermore, he is five thousand dollars in arrears in child support. Helen works the night shift at a local company. She has had to rely on various modes of child care and this has been her major constraint in entering school. She did enter LCIE four years ago, only to drop out because she did not have child care. I suggested to Helen that she might want to consider a live-in helper. She thought she might advertise in the school newspaper for a student who would be willing to stay with the children at night in exchange for room and board.

The second problem Helen and I had to deal with was money. Fortunately, her company will reimburse 75% of her tuition. However, the back child support which is owed her is a continual problem, and, further, she is always unsure whether or not she is going to receive her current support. I encouraged Helen to contact one of our students who is an officer in the Support Enforcement unit. She indicated that she felt that legal action was really going too far. I asked her if she thought it was not the husband's responsibility to support his children. When he supports the children financially, he is doing the very minimum

in terms of support. After we discussed this, she decided she might be interested in investigating Support Enforcement unit. I know the case worker who will work with Helen, and I know she is supportive of the needs of women, so I felt good about referring her to the Support Enforcement unit. The other thing that this will do, if successful, is save Helen a tremendous amount of money.

Helen also suffers from an over abundance of role demands. I don't know how she is going to solve this particular problem. It may help her to have the support of other women. This will come through the knowledge and experience of working in the college with other women with the same variety of constraints. Support alone is often enough to give women the kind of energy they need in order to complete schooling.

My role in supporting Helen and encouraging her to take action appeared to make Helen's return to school possible.

CASE STUDY: GRACE

Grace is a divorcee with post-adolescent children. She has recently completed an associate degree. When she was divorced, Grace received a lump sum settlement of alimony. She used the settlement to support herself and to go through school. She has no money left and she has no job. First, we had to deal with how she was going to go to school with no money. I talked to her about several different options. As she is interested in counseling young adults, and she has no children at home, it seemed that one option would be a position on campus as a head-resident.

Soon we identified other alternatives as well. Perhaps she should get at least a part-time job in order to support herself. Since she has had no income, she will probably be eligible for a variety of forms of financial aid. So, what she needs to do is figure how much money she would have to earn on top of that financial aid in order to pay tuition and support herself. Grace, like many women in this age group, are angry about what has happened in this period of their lives. They were raised expecting to be wives from the time they married until their death or their husband's death. When they have to deal with the issue of supporting themselves, their anger sometimes comes out. This was evident in the way Grace resisted doing something about the situation. It is important to be clear with these women that they must begin to take responsibility for their lives. No one else can do it for them. On the one hand, it is unfortunate that they are "stuck" later in life with a set of conditions for which they were unprepared. However, we also know that these women really have many assets that they didn't realize. They can take responsibility. They can achieve, and they can find a place for themselves in the working world.

CASE STUDY: BETTY

When I first dealt with Betty, a recent widow, she cried during the interview. I briefly considered referring her to another counseling agency. Before I did that, however, I thought I should acknowledge her grief. Sometimes this is a tremendous

source of support for women. After she had stopped crying, we talked about her agenda, re-organizing her life and starting on a new life. Fortunately, we have several other women who are widows in our program. These are some of our happiest students. I talked to her about other women in this position and the progression of growth and development that I had seen them accomplish. At the end of our interview Betty decided to consider going back to school and gaining counseling as two avenues toward her own self development.

Betty will have to deal with several things. She must overcome her grief and her anger at being widowed. She must establish her priorities in terms of the future and she must value herself and see the balance of her life as positive. She must, in other words, go on. Sometimes confronting these issues will help the student move to a position of action. This I seek to do. Without the student identifying her stance of action and her system of action, I really cannot help them.

As one can see by the examples above, if we deal with these constraints initially (although they will remain features in the students' life), students will be able to function more freely. This is very important, because adult students may improve developmentally in several areas as a result of their college experience. They often indicate, when they come back to school, that they are taking a new look at their career and life planning. At this point, students must decide if further education will enhance their goals.

The planning/learning process in LCIE can help students find the occupations in which they will best be able to realize their own potential and that are suited to their stage of development. This search is highly relevant to the purpose of higher education. It is critical in the admissions stage that the student begin making decisions concerning the ways in which his/her college career relates to the more comparative aspects of life. The student should chart prospects of alternative courses of action on paper, as this can be helpful in making decisions. The decision making process is not complete until the decision has been implemented. This involves articulating a commitment. In our college, this means registering for the trimester.

Once we have done this initial planning, looking at what they are trying to do in their education and their careers, looking at the constraints to the academic process, and briefly talking about their academic program, the student will be able to move ahead and be ready to enter school.

CHAPTER VI
SUGGESTIONS FOR THE FUTURE

Admissions Officers must take an active role in long range institutional planning. Who, at any given college, knows more about what is happening off campus that is going to effect what happens on campus than the competent Admissions Officer? Almost always, the answer is no one. Yet, how many (admissions) deans, directors, or counselors now sit on or have direct access to long range planning committees? The admissions officer's professional expertise must be recognized and utilized.

Adult educational institutions need to answer the questions of mission and function. We must determine and define college level learning. We have to take a second look at student governments and institutional governments. Should adult students play more powerful roles in determining institutional priorities among research, service and teaching? How could these constituencies be mobilized as sources of political support? What kinds of knowledge and confidence will be called for if new institutional alternatives are to be designed, implemented, and evaluated? We must know and consider our constituency. We must remember that our society still does not fully assist women in attaining education.¹

Obstacles to educational attainment for women are: 1) a focus on education for youth, 2) the maintenance of institutions which discriminate against women via the use of male defined education and the practice of overt and covert sexism, 3) the lack of an alternative system of child care, 4) the lack of campus housing systems which are oriented to the needs of all women, 5) a financial aid system which is inadequate and youth oriented, 6) employment situations which do not provide education assistance and support, 7) family structure which places higher priorities on the needs of others, 8) a socio-economic system which does not allow women to implement learning, 9) an attitude which devalues autonomy. There are implications here for colleges. We must become committed to fostering the development of our students. Lindenwood was founded as a college for women. Should it not reflect its original mission by becoming woman-centered?

"Consciously woman-centered universities - in which women shape the philosophy and the decision making though men may choose to study and teach there - may evolve from existing institutions. . .The process of women's repossession of ourselves is irreversible. . .The rise in women's expectations has gone far beyond the middle class and has released an incalculable new energy - not merely for changing institutions but for human definition; not merely for equal rights but for a new kind of being."²

CONCLUSION

Having a feminist perspective, I have looked at many parts of the admissions counseling process.

My feminism has been evolving for several years. My definition of a feminist is a person, female or male, who supports and encourages the free expression and development of a woman's potential, unbiased by traditional sex-roles. "Feminism has been variously defined and is currently loosely used to indicate anyone who strongly supports the rights of women - to emancipation, liberation, or equality."¹ As a feminist, I believe that all aspects of our history and experience must be examined and rebuilt. I believe that from our female viewpoint women should have political, economic, educational, and social rights equal to those of men. These rights will never be won without an acknowledgement of women's oppression and attempts to learn and change. I believe it is my duty to help other women and identify and implement a feminist agenda. This I have begun.

This study has been eclectic. Nevertheless, a fundamental feature of women's studies is its interdisciplinary nature. The degree program has been life-enriching and the project has been life-changing. I have discovered through it that there are many creative possibilities in women's studies; I feel that

the last seven years have given me only an aerial view. So, I intend to go on making this my lifelong learning project. For, what is women's studies?

"A course, a program, a pedagogical method, a way of looking at the world, a new discipline, a movement for change, a critique of male mythology, a feminist cultural revolution. . .the experience of women, thinking, talking, working, and being together."²

APPENDIX I

LINDENWOOD 4 QUESTIONNAIRE

April 1980

KEY:

(Answer) Female % / Male %

Lindenwood College for Individualized Education: $\frac{77}{151}$ women $\frac{48}{80}$ men

1. Are you female 62% or male 38% ?
2. Are you pursuing a graduate 51/60 or undergraduate 36/32 degree?
3. Were you encouraged to consider further education by your employer/supervisor? 10/9 Completely 18/3 Very Much
19/20 Somewhat 54/54 Not at All 4/4 No Answer (T)
4. How important is your career advancement? 72/75 Very 24/17 Moderately
3/0 Somewhat 1/6 Not at All 4/2 No Answer (T)
5. Are you concerned about combining work and school responsibilities?
50/43 Often 32/32 Sometimes 16/4 Occasionally 2/15 Never
1/2 No Answer (T)
6. How did you rate your academic abilities before you entered Lindenwood 4?
19/17 Excellent 56/62 Good 23/3 Fair 1/0 Poor
1/8 Difficult to Judge 3/2 No Answer (T)
7. Lindenwood 4 may begin to offer workshops for incoming students prior to registration. Please indicate the workshops you consider mandatory offerings.
46/28 Critical Reading 57/45 Research Skills 28/26 Library Use
31/36 Oral Presentation 74/60 Writing Skills 64/43 Time Management
58/43 Trimester Study Plan Development 35/38 Financial Aid
Suggestions for additional workshops: Female: stress management; first Trimester anxiety; women's concerns; assertive training; child care for students; speed reading; sexism (job, society, LCIE)
Male: health field; school/work burnout; personal productivity

8. Are you concerned about your ability to achieve in L-4?
25/24 Often 34/26 Sometimes 26/30 Occasionally 15/20 Never
1/4 No Answer (T)
9. Does your employer offer tuition reimbursement?
11/17 Full Reimbursement 35/32 Partial Reimbursement
54/51 No Reimbursement
10. Is arranging your finances to cover tuition a concern for you?
28/22 Very Difficult 41/48 Moderately Difficult
22/0 Moderately Easy 9/13 Very Easy 1/4 No Answer (T)
11. How old are you? 33.7/32.3 Range 20 to 57 / 20 to 61
12. How do you think your age affects your capabilities as a student?
47/43 Very Positive Effect 28/28 Moderately Positive Effect
0/0 Very Negative Effect 7/4 Moderately Negative Effect
19/2 No Effect
13. Was your age as a returning student a concern to you?
8/2 Often 12/27 Sometimes 22/13 Occasionally 58/58 Never
0/6 No Answer (T)
14. Is time management a concern for you as a student?
54/49 Often 18/26 Sometimes 25/21 Occasionally 3/4 Never
1/2 No Answer (T)
15. How important is time management success to you?
78/63 Very 16/28 Moderately 6/7 Somewhat 0/2 Not at All
0/4 No Answer (T)
16. What is your marital status? 52/75 Married 29/2 Divorced
16/19 Single 0/2 Widowed 0/4 No Answer (T)

17. If married, was your spouse supportive about your L-4 entrance?
61/69 Often 20/14 Sometimes 12/17 Occasionally 7/0 Never
47/25 No Answer (T)
18. How does your spouse encourage your academic endeavors?
71/50 By agreeing to invest part of your joint income in your education
49/33 By performing additional housekeeping duties
44/25 By providing additional child care
20/53 By helping with your academic tasks (i.e., typing papers, editing, etc.)
73/83 By providing emotional support
22/4 By participating in college functions
42/42 By limiting social functions or expectations
15/3 None of the above 47/21 No Answer
19. Do you feel that being a student conflicts with your marital responsibilities?
15/5 Often 39/47 Sometimes 27/29 Occasionally 20/18 Never
47/21 No Answer
20. How do you and your spouse share marital responsibility? (myself/spouse)
0/0 100/0% 29/12 75/25% 66/82 50/50% 2/6 25/75% 2/0 0/100%
21. Do you have children? 66/80 Yes 34/20 No How many? 2.2/2.5
Ages 11.3/8.5
22. Is your child supportive about your school responsibilities?
54/31 Often 37/19 Sometimes 7/16 Occasionally 2/16 Never
23. Are you concerned about combining school and parental responsibilities?
32/28 Often 46/28 Sometimes 11/31 Occasionally 11/13 Never
24. How much responsibility do you have for your children?
50/9 100% 18/3 74% 23/59 50% 2/22 25% 7/6 0%

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