

WOMEN'S STUDIES CELEBRATION
Women's History Month 2006

NOMINATION: Papers and projects done in completion of course work for Spring, Summer and Fall 2005 eligible for nomination. Students do not need to be enrolled Fall 2005 or Spring 2006 to be eligible.
(Students are encouraged to identify works they would like nominated and approach their professor to initiate the process.)

Instructor Barbara Kernan Dept. WMNS

Course Number and Name WMNS 301 Semester completed _____

Title of Nominated Work History of Women in Higher Education: The Influence on Women in my Family

Pick one-
CATEGORY:

- Sampson:
 - Undergraduate Research Paper
 - Undergraduate Project
 - Graduate
- See
- Olson
- Kessler ?
- Turell
- Belter

(The judges retain the right to reassign categories for all nominated works.)

STUDENT INFORMATION:

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****WHY DO YOU, THE INSTRUCTOR, RECOMMEND THIS AS AN EXEMPLARY STUDENT PAPER/PROJECT? (Attach a separate sheet.)**

As the nominating instructor, please notify the student and ask them to turn in the paper, or attach to your nomination form.

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Awards are sponsored by the UW-Eau Claire Foundation, Helen X. Sampson Fund, and by private individuals. Research involving human subjects must conform to the guidelines given by the Institutional Research Board. Contact Research Services, 836-3405, with questions.

Submission deadline is February 13, 2006.

I recommend Hendy Lyman's paper, "History of Women in Higher Education: The Influences on Women in my Family" because she does a very fine job weaving the history of American women in education with her own family history. To read her paper is to see how historical trends are played out in the lives of real people who could be our neighbors. Hendy balances the two stories nicely and comes away with an obvious understanding of both.

Paulana Keenan

Running head: WOMEN, HISTORY, HIGHER EDUCATION, UNIVERSITIES,
UNITED STATES

History of Women in Higher Education: The Influence on Women in My Family

Wendy C. Lyman

Women's Studies 301

University of Wisconsin – Eau Claire

Timeline of Women's History and My Maternal Timeline

- 1833 – Oberlin College founded in Ohio, accepting women to study along with men
- 1835 – Oberlin College accepts African American students
- 1837 – Oberlin College accepts four women for the “male track” baccalaureate degree program
- 1837 – Sarah and Angelina Grimké tour Massachusetts lecturing on abolitionism
- 1839 – Mississippi is the first state to grant women the right to hold property in their own name, with their husbands' permission
- 1843 – Sojourner Truth lectured about suffrage and abolition
- 1843 – Thomas Hood's *Song of the Shirt* published
- 1844 – “Tailoresses” in New York form the Lowell Female Labor Reform Association
- 1845 – Margaret Fuller's Women in the Nineteenth Century published
- 1846 – Lucy Stone is a student at Oberlin College
- 1848 – The first ‘Woman's Rights Convention’ was held in Seneca Falls, New York
- 1848 – Married Women's Property Act passed into law in New York
- 1851 – Maria is born in Germany**
- 1854 – Elizabeth Cady Stanton addressed the New York State Legislature on women's property ownership
- 1855 – Lucy Stone and her husband Henry Blackwell wrote and signed a protest at their wedding ceremony
- 1857 – Maria's mother dies in Germany**
- 1860 – Married Women's Property Act of 1960 passed in New York
- 1861 – 1865: The United States Civil War
- 1865 – President Lincoln assassinated
- 1870s – Wisconsin universities begin accepting women
- 1870 – Lucy Stone and her husband published the *Woman's Journal*
- 1872 – Susan B. Anthony arrested for voting in New York; speaks before court
- 1872 - Ninety-seven colleges in the U.S. have admitted women
- 1874 – Maria gives birth to Martha in Germany**
- 1881 – Maria and her husband immigrate to the United States, settle in Milwaukee**
- 1884 – Friedrich Engels publishes The Origin of the Family, Private Property and The State
- 1890 - Wyoming is the first state to grant women the right to vote
- 1901 – Martha gives birth to Doris (in U.S.)**
- 1905 – Elizabeth Gurley Flynn co-founded the Industrial Workers of the World (IWW)
- 1908 – The International Olympic Committee officially recognized female athletes
- 1914 – 1918 World War I
- 1915? – Doris completes 8th grade**
- 1916 – Margaret Sanger pioneers birth control clinics in New York City
- 1920 – The United States Constitution ratifies the 19th amendment granting the right to vote for all women
- 1922 – Maria dies at age 71**
- 1922 – Doris marries Harold**
- 1929 – 1939 The Great Depression
- 1929 – Virginia Woolf publishes A Room of One's Own

- 1930 – Doris gives birth to daughter Dolores**
 1932 – Amelia Earhart flew across the Atlantic Ocean
 1939 – 1945 World War II
 1945 – United Nations Established
1946 – Martha dies at age 72.
1948 – Dolores graduates high school and enters college
1949 – Dolores leaves college
 1949 – Simone de Beauvoir published The Second Sex
1950 – Dolores and Wayne marry
1952 – Dolores gives birth to daughter Virginia
 1959 – Ruth Handler created the Barbie Doll
 1960 – First oral contraceptives introduced
 1963 – Katherine Graham took over the *Washington Post*
 1963 - The Equal Pay Act is passed, providing for equal wages for the same work without discrimination of the worker
 1963 – Betty Friedan publishes The Feminine Mystique
 1964 - Title VII of the Civil Rights Act passes banning employment discrimination on race or sex
 1965-1973: The Vietnam War
 1966 – National Organization for Women founded
 1968 – Dr. Martin Luther King Jr. assassinated
 1968 – Anne Koedt writes The Myth of the Vaginal Orgasm
 1969 – California allows “no fault” divorce, allowing for divorce through mutual consent
 1970 – Our Bodies, Ourselves published
1970 – Virginia graduates high school
1971 – Virginia enters and leaves college
1972 – Virginia and Paul marry
 1972 – Gloria Steinem co-founded Ms. Magazine
 1972 - Title IX passes which prohibits sex discrimination in all education programs receiving federal money which affects women in sports primarily
 1973 – Roe vs. Wade case is heard in U.S. Supreme Court and grants women’s right to choose an abortion
1974 – Virginia gives birth to daughter Elisabeth
 1978 - The Pregnancy Discrimination Act prohibits employment discrimination against women who are pregnant
 1981 – Sandra Day O’Connor was appointed the first woman Supreme Court Justice
1983 – Virginia gives birth to daughter Wendy
 1991 – Anita Hill testified about sexual harassment in televised Senate hearings
1989 – Doris dies at age 87
1992 – Elisabeth graduates high school
 1993 - The U.S. Supreme Court rules that victims do not need to prove physical or serious psychological injury due to sexual harassment.
 1994 - The Violence Against Women Act funds many services for victims of sexual assault and domestic violence.
1995 – Virginia returns to college and attends University of Wisconsin Whitewater
 1997 – Madeline Albright became the first woman U.S. Secretary of State

1997 – U.S. Supreme Court rules that college athletics programs must include approximately equal numbers of men and women to qualify for financial support from the federal government.

1998 – Elisabeth graduates from University of Wisconsin - Milwaukee

1999 – Virginia graduates from University of Wisconsin - Whitewater

2000 – Hillary Rodham Clinton becomes the first First Lady elected to public office.

2001 – Wendy graduates high school

2001 – Elisabeth graduates with first Master's degree from University of California – San Francisco

2004 – Elisabeth graduates with second Master's degree from the University of Wisconsin - Milwaukee

2005 – Wendy graduates from University of Wisconsin – Eau Claire

History of Women in Higher Education: The Influence on Women in My Family

A common slogan used today is “knowledge is power”. Those who are educated, informed and enlightened will undoubtedly carry more power and control over the workings of society and resources. Keeping this in mind, simply looking through the history of education tells us men are the main holders of that power; men and boys have received schooling of all levels since the very start of its existence. Women and girls, however, received very little, if any at all. For centuries before the 1800s, it was traditionally believed that if women became educated, they would also become unmanageable and unmarriageable (Harlan, 1998). Even well into the late 1800s it was continued to be said that women’s gain of higher education would be too intellectually overwhelming, and consequently damage their health, leading to the inability to give birth to healthy children (Husbands, 1972). Beginning in the early 1800s, however, little by little women began to prove otherwise, through their advancement in higher education.

In 1833, Oberlin College began in Ohio as a small Christian colony and institute which embraced a uniquely radical religious vision of a reformed society, making itself the first institution of higher education which accepted women, and educated them along side of men in a co-educational environment (Merrill, 1987). Many of the administrators of Oberlin College Institute, including, Professor Charles Finney, believed in and encouraged the full participation of women in educational and religious endeavors as necessary for the transformation of a corrupt society into a purer one (Merrill, 1987). However, the institute was not as granting of equality as we might imagine it would. Oberlin continued to stress women’s employment as being confined to the domestic

sphere (Merrill, 1987). At Oberlin, women took advanced courses right along side of men, however they followed a modified track that was less intensive and graduated with a ladies' course certificate instead of the men's diploma and Baccalaureate Degree (Merrill, 1987). Additionally, female students were required to perform domestic chores for the male students who worked on the farm or on building construction (Harlan, 1998; Merrill, 1987). In 1843, Lucy Stone, a widely known woman's suffragist who worked to achieve women's right to vote, attended Oberlin College. Upon graduation, she wrote the address for the commencement exercises, but was promptly denied the opportunity to read it herself to the crowd (Harlan, 1998). Still, the advancements women made at Oberlin College were far ahead of their time, and truly set a model for women's achievements in higher education in years to come.

During the early years of the first wave of the women's movement, the women's suffragist movement that pushed for the right to vote, women began demanding equal access to higher education; however, they feared single-sex education would inevitably cause women's colleges to be of lesser quality, and also contribute to the sexes being preoccupied with one another. Therefore, co-education at the collegiate level was seen as a necessity (Rosenberg, 1988). In this time period, from about 1840 to 1865, the progress seen at Oberlin spread across the country, and gains were made in this period (Rosenberg, 1988; Sichertman, 1988). More colleges began accepting women and colleges exclusively for women came into existence, although much of the coursework women engaged in channeled them toward employment in service positions and in the domestic sphere (Sichertman, 1988). Women would soon become more serious.

The Civil War aftermath caused societal changes which spurred an immense growth in the number of women attending higher education. First, due to men leaving for the service, or being killed during battle, many women found themselves needing to find a means of self-support (Rosenberg, 1988; Sicherman, 1988). Communities also were searching for a source of cheaper labor for teaching positions in the aftermath of the Civil War, and accepted large numbers of women into state Normal schools for training to be teachers (Dzuback, 2003; Rosenberg, 1988). In 1862, the Morrill Land Grant Act was passed, which fostered growth in state universities, which helped increase the number of opportunities. Also, many institutions simply found it too costly and bothersome to build separate women's colleges, so instead opted for coeducational ones (Graham, 1978; Rosenberg, 1988). By 1870, women made up 21% of total undergraduate enrollment in the U.S. (Graham, 1978). In contrast with women attending Normal schools, some women began seeking entrance to graduate school, and since no U.S. universities were open to this, they traveled to Europe to pursue their studies there. To compete, more graduate programs in the United States began accepting women to graduate school, for the first time in the 1890s (Dzuback, 2003). Changes were happening fast, and in some cases, too fast for comfort.

In response to large numbers of women entering the now coeducational universities, men began feeling the tension at this sudden *invasion*. For a time, male students did what they could to maintain the status of their school by excluding women from groups and services within the universities (Rosenberg, 1988). Women could not join student organizations, have dorm space, use the gymnasium facilities, or appear in the yearbook (Rosenberg, 1988). Men seen speaking to the women students were

