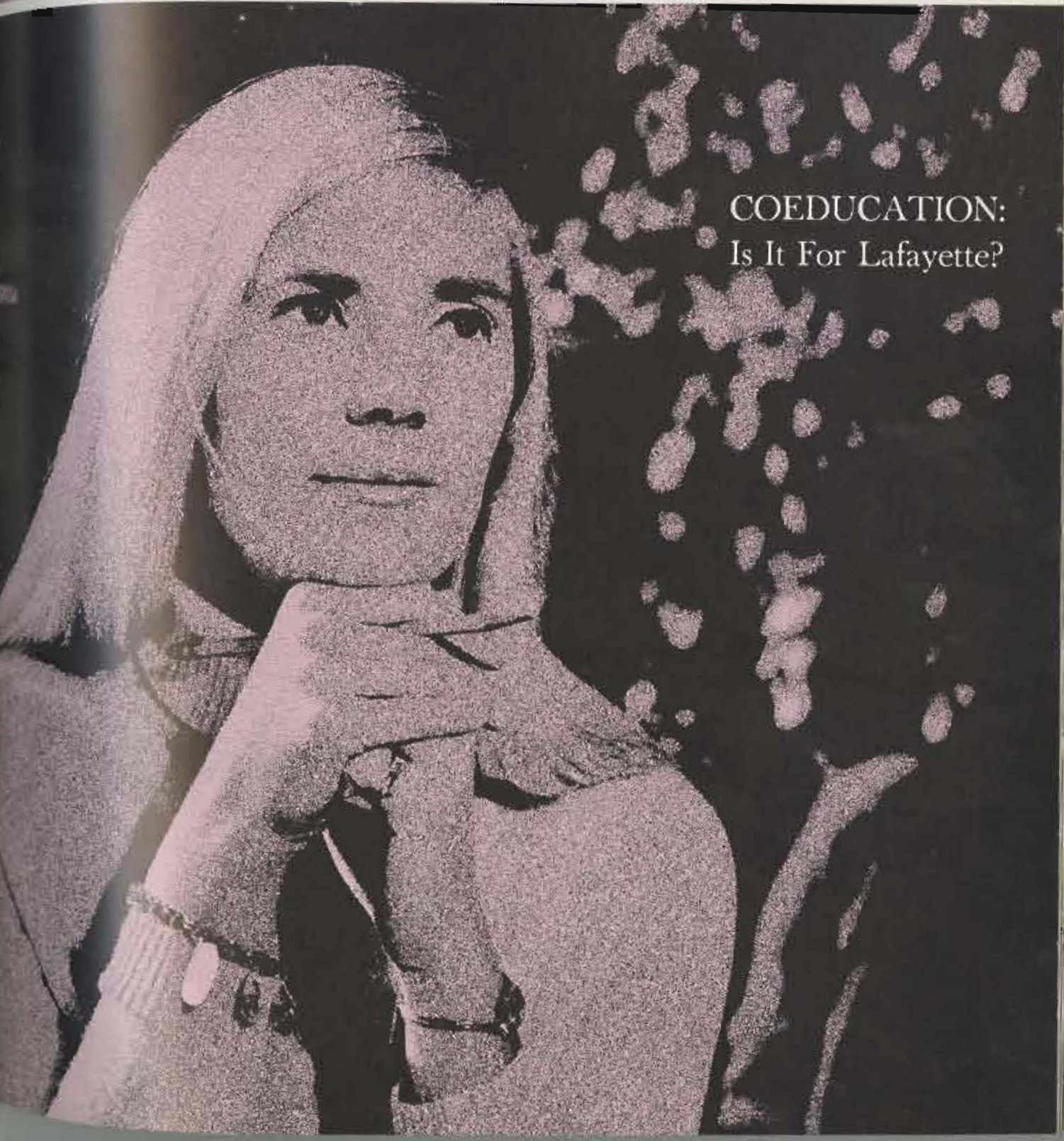


WINTER '63
Lafayette
Alumnus



COEDUCATION:
Is It For Lafayette?





About The Issue

Lafayette College is now facing one of the most important decisions in its long history—that of coeducation. In this issue of the *Alumnus* we have tried to present, in an interesting and informative way, many of the various viewpoints related to coeducation. Above all, we have tried to be fair to those on both sides of the issue.

In planning the issue, we deliberately sought out those people we thought would be best qualified to discuss coeducation. We asked alumni, educators, students, high school counselors, members of the Lafayette faculty and staff, and admissions officials from other institutions to contribute. One of the most interesting articles against coeducation came to us as a letter to the editor and was later converted into an article.

The *Alumnus* recognizes its special and very serious obligation to keep alumni informed about coeducation. We hope that this issue will inspire our readers to become actively involved in the coeducation debate. We have presented the problem and hope we have shed light where there may have been darkness before. Your voice is important. Let it be heard.

What Is An Editor?

The Executive Committee of the Alumni Council voted last November 1 to appoint me editor of the *Alumnus*. The issue you are now reading is my first effort. The decision came after Ralph Chamberlin '61, editor since January 1967, resigned to accept a position as publications editor for the New York State University at Stony Brook.

Under the editorship of Ralph Chamberlin the *Alumnus* became one of the finest alumni magazines in the country. The magazine was given special recognition by Time, Inc., last winter for "significant improvement in alumni magazine publishing." The magazine was also cited by the American Alumni Council for last spring's issue on "The Admissions Game." But more importantly, Ralph's work won the praise of alumni all over the country. His loss to Lafayette is real. His talent will be sincerely missed.

I have to admit a certain uneasiness as I step into Ralph's shoes. It is not easy to improve a publication that is already excellent. However, I do believe for several reasons that I will be able to produce a magazine that will be worthy of your attention.

I do not plan any major changes in the *Alumnus* for the immediate future. When Ralph became editor he said in one of his first issues that ". . . the *Alumnus* should not become the tool of either the development or public relations functions of the College, although it will indirectly assist both. The primary purpose of this magazine is neither to white-wash nor to raise funds but to reflect honestly the campus and the alumni."

I agree with that philosophy and I shall try to continue what Ralph started. I believe that our alumni must be kept informed of all the issues, big and small, facing the College. Alumni, in fact, have a duty to take part in the major decisions that will shape the future of their alma mater. No other group has such special insight into what makes Lafayette what it is.

letters

Blueprints For Better Cities

Your fall issue has come to my attention and I want to compliment you on the range of problems and comments treated in this publication.

However, one mention of the involvement of the life insurance business, through its one billion dollar urban investment program, requires some clarification. In the article, "Just Look at Urban Renewal—Tomorrow," by Allan H. Colman, the efforts of the life insurance business since September of last year to invest needed funds for improvement in the blighted areas of our cities were criticized as ineffective.

From the inception of this program over a year ago, it was made abundantly clear by the business that it had no illusions that the billion dollars would solve the severe social and economic urban problems which had been accumulating for decades.

The point is that prior to this program such funds were not available to the inner city through the life insurance business or any other major financial institution to provide better housing or job-creating enterprises. Furthermore, it has been our hope that this billion dollars now available for city-core areas would stimulate others in the private sector to make similar efforts.

I am in agreement with Mr. Colman that job-creating programs are vital, and these projects are being financed increasingly under our program. As of November, 24,534 jobs for people living in blighted urban areas were being created by this program through the financing of medical, retail, industrial, and social service facilities.

We welcome the encouragement as well as the criticism of all those attempting to ease the plight of the cities and their residents. All of us are still in the process of learning how best to meet the plight of the cities, and we well-know that we have a long way to go.

Blake T. Newton, Jr.
Institute of Life Insurance
New York, N.Y.

Nothing is a higher priority this Christmas Eve than to tell you how much I appreciate your last issue of the *Alumnus*. It makes me prouder than ever of being a Lafayette man!

Rev. John I. Daniel '25

Congratulations on another outstanding issue of the *Lafayette Alumnus*. The cover captures perfectly the theme of the October issue. The articles are well-written and to the point. The candid recognition in several of the articles of the revolutionary ferment of our times will be a real eye-opener for many alumni.

David S. Arnold '42

I want to commend you and your staff for the very excellent fall issue of the *Alumnus*. As an alumnus who has worked in a number of inner-city churches, both as pastor and, in retirement, as interim pastor of supply, I know that the programs for the betterment of our great cities are suggested and recommended by men who know by experience and intelligent concern what they are talking about.

I am proud of my College and the *Alumnus* staff who have sponsored and planned this presentation. I am proud of these Lafayette men and friends of Lafayette who have been involved in the needs and struggles and frustrations of the cities from which so many have fled in despair.

J. Paul Trout '25

I have just received the fall issue of the *Alumnus*. At first blush I wondered whether the articles therein represented the type of thing which should go into an alumni magazine. Then I noticed that the subjects discussed were neatly tied in with the interests of the alumni by the device of using quotations from, or articles by alumni contributors.

However, I'm still wondering whether this type of thing should take up almost the entire fall issue of our alumni magazine. If it is your desire to preach to the alumni, forget it. Too many politicians, newspaper and magazine editors, and writers and television commentators are constantly drumming these ideas into our consciousness for us to be unaware of the thinking which seems to run like a common thread through most of these articles.

If it is the purpose of the *Alumnus* to present both sides of the case, may we expect to read some articles of a different nature and presenting another point of view in the next issue? For example, will we hear from some of the black leaders who do not agree that Stokely Carmichael and Rap Brown are simply spokesmen for all blacks, and who do not agree that these two extremists "speak the thoughts that most every black American thinks and feels when he looks outside his window in the ghetto or when he fails to get a job . . . ?" In other words, will we hear from people in the black or white community who would violently disagree with Steven Hyman '62?

With regard to the article on fraternities, I can speak with rather uncommon expertise since I was (a) a non-fraternity man at Lafayette, (b) a fraternity man at Syracuse, and (c) a member of a very well-known fraternity which has eliminated from its charter any discriminatory exclusions, and from its practices any discrimination. From my experience as a
(continued on page 70)

The Cover: Our cover girl is Julie Young, a senior at Rider College. Julie was the date of Paul Snyder '69 during IP Weekend last fall. Her beauty and personality make her a "natural" for our cover on coeducation.

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Published by the Alumni Association of Lafayette College, Easton, Pa. Issued monthly except June and August. Subscription rate for members of the Association: \$2 per year (included in annual alumni dues of \$5). Subscription rate for non-members: \$2.50 per year. Second class postage paid at Easton, Pa. 18042. Member of the American Alumni Council.

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We Must Be Doing Something Right

Franklin S. Weston '19, an advertising and public relations man for more than 40 years, has long been actively interested in Lafayette. He has received many honors for his pioneer work in the early days of radio and for his dedicated service to the state of Rhode Island.

I am unalterably opposed to coeducation at Lafayette College and I am sure the majority of our alumni agree with me. Some of my reaction is emotional. It must be. For the suggestion that the College "admit women to degree course work," as the faculty so quaintly phrased this alarming suggestion when they voted it almost unanimously last spring, violates the long proud history of Lafayette, all of its deeply rooted traditions, its long, steady growth toward the objective of becoming one of the finest, small all-male colleges in the United States. The implications of this abrupt about-face in policy are far reaching and not to be considered lightly by a restless faculty striving to shape Lafayette's future.

The majority of our faculty are not graduates of Lafayette. They know little or nothing of its traditions and the years of its growth. And I venture to say that they care less. Today's faculty at Lafayette is not hewed from the same oak as those of half a century ago when men like "Sammy" Martin, "Mucker" Hall, "Danny" Hatch, "Mud" Porter, "Frankie" March, and other giants guided the young men of Lafayette toward responsible adulthood.

I am still deeply disturbed by the quoted remark of a latter-day Lafayette professor who said, "The real power at Lafayette should be in the hands of the faculty and the students." The power at Lafayette is and always will be in the hands of the administration which must carry out the will of the trustees. And one of the strongest influences upon the future course of the College should be the alumni body for we are *all* men of Lafayette.

In the early 1950's, when I was serving a term as president of the General Alumni Association, I was named by the trustees as a member of the five-man trustee-alumni Committee to Determine the Desirable Size of the College. The chairman was Donald B. Prentice, then, as now, a member of the board of trustees. The other two trustee members were David Bishop Skillman and John F. Magee of the class of 1913, now both deceased. The other alumnus member was Thomas E. Waters '23.

We worked hard at our job for nearly two years and almost every phase of Lafayette's position was given careful consideration, our finances, the character of the faculty, the efficiency of the administration, the need for a new building program and for increased endowment, but most of all our hope that Lafayette might become one of America's great, small colleges for men and that its growth should lie in other ways than in enrollment. There was much to be done. We finally determined upon 1,500 as the "desirable" limit of enrollment. It has grown a bit since then but this is acceptable. We are now committed to a maximum enrollment of 1,900-1,950.

During the administration of Roald Bergethon, many of our hopes and dreams for the future of Lafayette College have been realized. I do not know how the other two remaining members of that committee feel about the



future, but I feel now as I did then—we should hold the line on enrollment, continue to improve the quality of our teaching, our campus, our athletic teams and facilities, and continue to increase our endowment.

The faculty has recommended a substantial growth in total enrollment with a bigger faculty, greatly increased structural facilities, and the beginning of extensive overall growth. Nothing could be less appealing to me nor, do I believe, to the majority of our alumni.

The suggestion, however irresponsibly made, imposes some very serious problems. There is, first of all, the matter of money. Reliable estimates indicate that the probable cost of land acquisition, construction of women's dormitories and lavatory areas, expansion of our present classroom facilities, and additional endowment for faculty salaries and plant maintenance and replacement would exceed \$20 million and would probably reach \$30 million. We are presently engaged in the largest capital campaign in the history of the College and every cent of this \$27 million is earmarked for physical facilities presently needed and for increased endowment. To abruptly depart from this program, which is the result of deep study and deliberation on the part of the trustees, would be foolhardy indeed. It is inconceivable.

There is also the matter of space. Lafayette's 123-acre campus is already very substantially built up. With the addition of the buildings currently planned it would be impossible to find space for facilities that would be needed for a coeducational college even at the expense of the open areas.

But perhaps most important of all we must ask the question, "Is there a real demand for coeducation at Lafayette?" I think not. Within a short distance of Easton are Cedar Crest and Centenary, both all-female colleges, Muhlenberg and Moravian, both church-related coeducational colleges, four hospitals which conduct nursing courses as well as the Lehigh County and Northampton County Community Colleges which are two-year junior colleges.



And besides all that, there are limitless considerations to be summoned up by a lively imagination and considered by the long maroon line that stretches back more than 50 years. What in the world would we do, for example, if we had to give up even one of our more raucous songs? Although I shudder to do so, I feel obliged to suggest alternate words:

*"If any Bethlehem mean old thing
Don't like my Easton stare,
He can turn around and jump right in
The muddy Delaware."*

Life Has Not Been The Same Since

Dr. Albert W. Gendebien '34, professor and head of Lafayette's department of history, has been teaching at Lafayette since 1948. He was chairman of the Faculty Ad Hoc Committee on Coeducation that recommended that women be admitted to the College.

As the chairman of the Faculty Ad Hoc Committee on Coeducation that recommended the admission of women to Lafayette College, I have been deeply involved in an issue I had assumed this College would never face. When I started to teach here I took segregated education for granted. There was a day, early in the 1950's, when a student asked me how I felt about coeducation. My answer was: "Oh, girls in class. You give a girl an 'F' and she comes into the office and cries."

"Don't think I wouldn't try it if I thought it would work," was the retort. That set me thinking, but neither deeply, nor seriously nor too attentively, about coeducation. I continued to dismiss coeducation as something not for Lafayette.

When, in the spring of 1967, a colleague proposed that the faculty study the educational feasibility of offering degree programs to women, I seconded the motion. I anticipated, however, that after a short study, a non-committal report would be made to the faculty and the subject would receive respectable burial in the faculty minutes. Then to my shock and horror, I was appointed chairman of the committee. Life has not been the same since. I headed a good committee that took its charge seriously. The members included three Lafayette alumni, the head of the department of physical education and one woman. All major branches, arts, sciences and engineering, were represented as were all academic ranks. Our proposal to the faculty, made in the spring of 1968, was, whatever our respective thoughts a year earlier, unanimously in favor of coeducation.

I think, to begin with, it must be appreciated that we approached this assignment, which concerned our profession, our employer, and our livelihood, as any one would grapple with a serious challenge to his job, his firm, his profession, or his investment portfolio. We did not sentimentalize over old practices or traditional methods. Our concern, to put it in non-academic terms, was with the market, with the firm, with the customer and with effective community service. Furthermore, as any sound business practice would dictate, we analyzed all the market data available.

Since we were a faculty committee, we agreed that our primary concern should be the following: "Is it educationally desirable to offer degree programs to women at Lafayette College?" There are certainly many, many more aspects to the problem—housing, costs, size of the College and our sentimental attachment to the past. These issues are of great significance, but we considered our responsibilities to be the intellectual, educational ones. Therefore, we asked ourselves a series of educational questions to assess the relative merits of coeducation and of all-male education for Lafayette College.

Our questions were about admissions policies, the impact coeducation would have on the quality, type, and quantity of applicants from whom we would select a freshman class; about the curriculum, the impact of coeducation on the special arts, sciences and engineering programs we offer, particularly on the relative strength of each in comparison with the others. We also considered the effect of women in the classroom on the intellectual tone and performance level of the student. We were concerned about whether coeducation would mean more or less contented and stable students with more or less active interest in the college program outside the classroom, library, and laboratory.

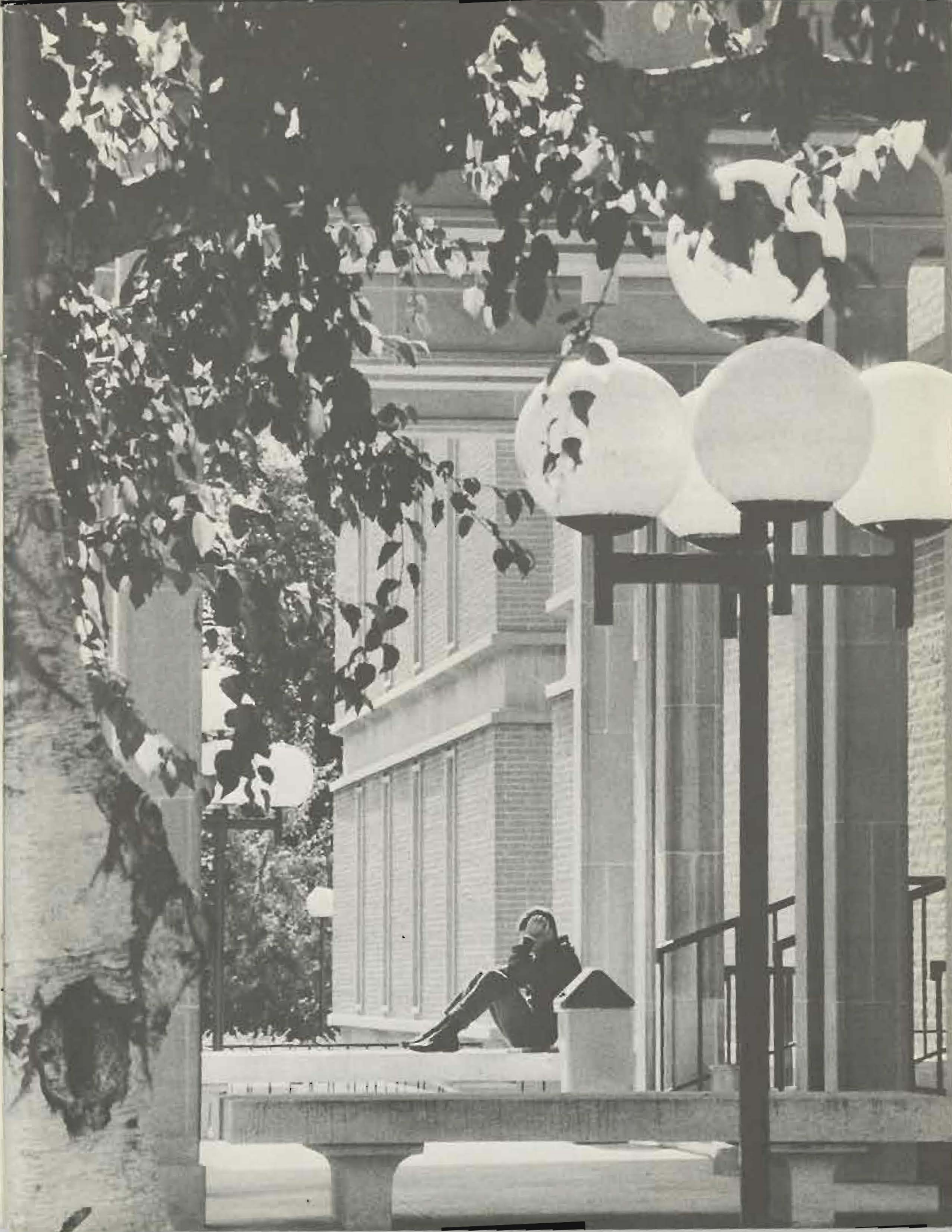
These questions had many ramifications which were not so evident to us when we first started our research. However, after a year's study, the committee concluded that the positive arguments for coeducation far outweighed the negative, and presented the unanimous recommendation to the faculty. It in turn recommended with near unanimity that, since it is educationally desirable to do so, the board of trustees authorize the admission of women to all degree programs at Lafayette College as soon as practicable.

Why did the faculty accept our report with almost complete unanimity? The main reason is a fact that also impressed the committee in the course of its study. We found in the literature on the subject hardly any educator, sociologist, social psychologist or psychologist who advocated the continuance of all-male colleges. There were some defenders of the continuance of women's colleges, preferably in close proximity to men's colleges, but even here the case seemed to be weakening.

The second finding of the committee was that for whatever reasons, since women are certainly no more nor less educable than men, the general level of performance in the classroom of both sexes is higher than would be the case for either in a sexually segregated classroom atmosphere.

Furthermore, our studies indicated that we can achieve a better balance among academic disciplines with coeducation. Women tend to major in certain areas which do not attract many men and men tend to major in certain areas not attractive to women. It would be possible through coeducation to get a better balance both among departments, and within any particular department between elementary freshman and sophomore courses and advanced junior and senior major courses. There were, of course, no absolutes in these areas and we merely recognized tendencies toward better distribution in coeducational colleges.

At Lafayette College probably few women would major in science and engineering courses, but these departments would not suffer adversely. If we phase into coeducation gradually we can see to it that an appropriate number of science and engineering students are admitted. It is also likely, since coeducation has become so attractive to the high school senior that we will



attract more and better men students in science and engineering as well as in the liberal arts.

I think the faculty was impressed with the evidence that single-sex colleges are becoming less and less attractive to the high school graduate. A very small percentage of our own students (who chose to come to an all-male college) voted against the idea of coeducation in the poll taken last spring; our admission office and many of the alumni on the National Schools Committee have, if not statistical evidence, at least strong impressions about the negative reactions to our College among high school seniors because it is an all-male College. Coeducation is the trend. We need not take this step merely because it is the trend, but if we do not do so, we should realize that there is a very good chance that we will be the only small men's college left in the country.

Some people have suggested that this would be a kind of desirable elitism all its own. But only five percent of today's men undergraduates are in all-male colleges and half of them are in Catholic schools. If the trends in high school senior attitudes continue in their current direction, we would probably find ourselves selecting our students from an ever shrinking supply and taking what we could get in the way of a freshman class. Consequently, we would have little control over quality, or over the balance among arts, sciences and engineering, or even over athletic potentiality.

There will be many problems connected with implementation if the board of trustees decides in favor of coeducation at Lafayette College. But none is insurmountable if we are resolved to remain in the main stream of American collegiate education, anxious to make a good college better and determined to fulfill most effectively our educational responsibilities to the community.

Why Study Coeducation Now?

Ralph C. Meyer, an instructor in government and law and consultant to the provost of the College, is studying the desirability and feasibility of admitting women to degree programs at Lafayette. Mr. Meyer joined the Lafayette faculty in 1964.

Last spring the Lafayette College faculty passed a resolution recommending to the board of trustees that women be admitted to Lafayette as soon as practicable. The board of trustees authorized the president to appoint a person to study the desirability and feasibility of the alternative options. The president appointed me to the position of consultant to the provost effective this past fall. To assist me and to review my research and proposals the Administrative Committee on Educational Planning was also established. Its members also included the president, the provost, the treasurer, the director of physical planning and operations, the director of admissions, the director of engineering, and the clerk of the faculty, who is a member of the economics department.

We agreed at an early stage what should be studied. A thorough evaluation of the considerations which would make the admission of women desirable or undesirable was deemed primary.

We have since been studying the effect which the presence of women would have on our ability to attain our educational objectives, the quality of our intellectual and extracurricular life, our departmental balance and offerings, our traditions, and college-alumni relations. Information is being gathered which will permit us to estimate the availability of good women students whose parents could afford to send them to a school such as Lafayette. We are also considering the positive and negative implications of enlarging the size of the College, the desirability of various male-female ratios, and whether coeducation, coordinate education, or some other alternative would be best for Lafayette.

A coeducational institution admits and grants degrees to both men and women. In a coordinate setup men receive degrees from one institution and women from another. The extent to which the two colleges have separate administrative personnel, faculty, classes, and extracurricular programs may vary. In some cases no activity is done in common and their coordinate status is certified only by their close physical proximity; in other cases integration takes place at every level of the educational process.

While considering the issue of desirability we have also begun to study the feasibility of providing for women on the campus. For this purpose various models involving different assumptions are being constructed. These assumptions have to do with ultimate size, the rate of enrollment growth, alternative modes of organization (coeducation or coordinate education), student-faculty ratios, facility needs, administrative requirements, and inflation rates. As the left hand is projecting costs under the various assumptions, the right hand is attempting to determine income over the coming years— income from tuition and fees, the endowment, foundations, business, the state and national governments, and our devoted alumni and friends.

The preparation of alternative long-range plans which fit into previous plans



has been a challenging and exciting task. In preparing our models we are first making precise year-by-year enrollment projections. Then we are breaking this down into yearly registrations per department so as to estimate how many faculty would be needed in the future and to judge what classroom, laboratory, and office facilities would be required. Our next step is to estimate staff needs within the administration. Beyond that, year-by-year dormitory and athletic facility needs are being pinpointed. Only then can we identify potential bottlenecks which might require a further revision of the model.

At present we are still in the process of model construction. We do not yet know what the cost of admitting women will be. Until that time we will not know which program for growth is feasible. The Educational Policy Committee of the board of trustees is weighing the information as we are able to provide it.

Surrender To A Few Pretty Faces?

Phil Eppard '67, now a student at Andover Newton Theological School in Newton Centre, Mass., wrote the following article nearly three years ago during his junior year at Lafayette. It was originally published in Hi Way, a Presbyterian young people's magazine, along with pieces defending the all-male and the coeducational colleges.

Monastic educational life in 20th century America is perpetuated by the small group of all-male colleges. This species appears to be becoming rarer each year as time sees the introduction of coeducation, usually through alliance of the men's college with a coordinate women's school. As the all-male institution comes under increasing attack (more often than not by its own students) its advantages over coeducation are easily overlooked. Nevertheless, they do exist, despite what the dateless freshman who has not seen a girl for a month may say. He tends to be blinded by other concerns.

The chief advantage that stands out above all others is tied up in the simple fact that college is, or should be, primarily for education. Any red-blooded American college male will readily admit that girls form the biggest distraction to a college education. An all-male college, therefore, provides the best possible educational atmosphere by eliminating the most dangerous distractions. Of course, the female can never be entirely removed from the male collegian's mind, but one semester at a relatively isolated men's college will do as complete a job as possible.

This absence of girls also creates a general dearth of social activity except for the three or four big party weekends a semester. On many weekends there is virtually nothing to do. While the lonely weekend may be one of the tragedies of the all-male college, it is also a large reservoir of prime study time, simply because it is so lonely. And then there is always the next party weekend to look forward to.

The social life at the male college is often attacked as artificial because it puts all the emphasis on the weekends. Obviously there is not much opportunity for such coeducational phenomena as midweek study dates.



Admittedly the casual date is the biggest social drawback at a men's school. But, for better or for worse, the big party weekend makes up in every way possible for the social vacuum of the preceding weeks. Nobody on a coed campus can quite experience the thrills of expectation and exhilaration permeating the men's college on the eve of and throughout such a weekend. It cannot be duplicated.

Closely related to the distraction of girls as dates is the distraction of girls as *possible* dates. On the coed campus practically every situation from classroom to extracurricular activity to rioting is a social situation. The collegiate male must feel the pressure to conduct himself in such a way that will be pleasing to his female counterpart. This kind of constant social pressure is absent at the men's college, which is, perhaps, the last bastion of male individuality unhampered by the female influence. The all-male collegian does not feel the need to impress anyone. He need not feel left out if he does not have a date all the time. There is nobody for him to strive to keep up with. And incidentally, he is also spared the mortifying experience of having a girl beat him out in class or on the grading sheet. The male ego can flourish. The relaxed social pressures and the unstrained atmosphere resulting from it make a more natural educational life.

Along with these social-educational factors, we should consider the type of student who attends the all-male college. He is, more than likely a serious student. He made the choice to attend a men's school because he was primarily interested in an education and not in having a date list as long as his arm. Learning is his goal and while he realizes the necessity for social life, he will keep it in a secondary position. Although lacking the valuable intellectual intercourse with the opposite sex, the student body as a whole is able to operate on a higher educational level.

Aside from the purely educational aspects, there is a sense of unanimity, a sense of *esprit de corps*, among an all-male student body. To the coed supporter this may seem to be merely a camaraderie developed from a state of common misery. But there does exist a sort of common fellowship at a men's college that would be utterly destroyed with the intrusion of girls. School spirit can be just as strong when the cheerleaders wear pants instead of skirts. Similarly it is easier to develop closer, more meaningful

friendships at an all-male college. With the opposite sex out of the picture for the larger part of the time, close friendships can be developed free from the divisive influences of women. Relations in an all-male college may also be considered good preparation for the outside world, still essentially a man's world.

In the end, therefore, it all boils down to a question of what the individual is looking for. An all-male college can be definitely wrong for some people. But those who don't need the steady dating available at a coed school and who are interested in studying with less mental and physical distractions should be ultimately satisfied in a men's college. Nearly everyone at the all-male school complains at one time or another about the lack of feminine companionship, and rightly so. But this is the type of thing college students complain about out of habit and it is doubtful whether many would surrender their all-male status for the sake of a few pretty faces in the classroom.

We're 50 Years Behind The Times

Warren F. Lee '51 is associate professor of history at the University of Albuquerque. He is the father of five daughters and three sons.

The intrusion of the coed into a portion of the sacred male academic sanctity—Lafayette College—is a very disturbing thought. After all, are not women's best efforts and energies directed towards such pursuits as "*küche, kinder, and kirche?*" Napoleon expressed an interesting opinion on women's place in education when he issued instructions for the curriculum of his new school for orphaned daughters of French soldiers at Ecouen. Napoleon felt that because of the "febleness of the female brain, and the instability of her ideas," a woman must be taught to believe and not to argue in order to prepare her for her role in life, one of constant and persistent resignation.¹

Such ideas as these are familiar to all of us. The truth is, however, that since Oberlin College admitted four women to its classrooms, in 1837 the proponents of separate education have been losing ground. In 1870, 69.3 percent of the institutions of higher education in the United States were men's colleges. In 1880, a little less than half of the colleges in the United States, or 48.7 percent, were men's colleges. By 1890, the percentage of men's colleges dropped to 34.5 percent, and by 1900, the percentage dipped still lower to 29 percent.²

Today, the worn-out and ineffective arguments that mixed classes create serious distractions, corrupt morals, and place women in an environment of unnatural competition appears to be ludicrous. Thus, in contemporary society it is no more valid to have segregated colleges than it is to have equal but separate public facilities for people of different ethnic backgrounds. Lafayette, therefore, as a segregated school is about 50 years behind the times.

¹Robert Ergang, *Europe, From the Renaissance to Waterloo* (Boston: D. C. Heath, 1967), p. 721.

²Andrew S. Draper, *American Education* (Boston: Houghton Mifflin Company, 1909), p. 256.



Inasmuch as the pace of modern life has required the distaff side to become better prepared intellectually to meet greater economic, social, and political demands of the current world, a college career is as important to a woman as it is to a man. If she is single, she is confronted with the necessity of earning her living in a more competitive and increasingly more sophisticated complex technical society. If, on the other hand, she is married, the necessity of an academic preparation in higher education has actually increased. She must often be a thoughtful, helpful, and poised partner for a husband striving to find his place in the world of business or industry. She must be able to acquire sufficient knowledge to stimulate the intellectual curiosity of her children and to keep pace with the increase in subject content offered to her children in our school system. Most important, in a world where more and more material demands are made on the family unit, she must be prepared to assume the responsibility of earning all or part of the family's income sometime during her married life.

It is a phenomenon of our times that the number of women entering the nation's labor force each year constantly increases. In 1890, only one-sixth of all the women worked. By 1900, only 50 percent of the women had ever worked for remuneration during their adult lives. By 1961, however, 75 percent of the single women in the United States, ages 20 to 64, were employed.³ Today, almost all of the adult female members of the family have

³Hortense M. Glenn and James Walters, *Journal of Home Economics*, "Feminine Stress in the Twentieth Century," 58, 7 (September, 1966), p. 104.



worked for remuneration sometime during their adult lives, and it is estimated that as many as two out of five with children must work.⁴ In the light of the above statistics, there is little doubt that a woman needs additional training, and in more and more cases a college education, to enable her to find necessary, satisfying, and rewarding employment.

The place of the coed institution in educating students in a natural environment, that is, in a world of men and women—a world that most people in the United States have actually experienced from their elementary school years on—needs little explanation. Also, it is very obvious that a larger number of women applicants would enable college officials to exercise greater selectivity in meeting a student body enrollment based upon the most efficient per-student-cost in the light of budgeted expenditures available to operate the instructional and the physical areas of the College.

The main consideration in instituting a coeducational program is, indeed, a very practical one—survival. But survival as a recognized major institution of higher learning will require much more than simply providing for a natural student environment or inducing more students to matriculate; it will necessitate an absolute commitment on the part of the College to serve the general public. This service is only partially fulfilled by the College in providing an arena for the expression and exchange of ideas and opinions by inquiring minds. Just as important, whether it is admitted or not, is the need of the College to also serve society by performing a quality manpower supply function by making available to the employing public highly educated and discriminating men and women. This, in turn, would earn Lafayette greater respect and support from the management and leaders in the business, professional, and academic world. More than ever before, all segments of our society are in need of personnel who are highly competent and well-skilled. No longer can discrimination by either the academic or non-academic communities be tolerated for any reason—it is illogical and wasteful. Thus, if society needs highly skilled people, Lafayette must assume the responsibility to do its share to develop and prepare the best minds available. Lafayette, therefore, can no longer afford to indulge in the luxury of serving half of the population while neglecting the other half whose interests in education have long been awakened.

⁴Elmer Winter, *A Women's Guide to Earning a Good Living* (New York: Simon and Schuster, 1961), p. 7.

Coeducation: An Unhealthy Trend

J. Richard Seitz '37, is president of the APBA Game Co., Inc., in Lancaster, Pa. In the following article he discusses some of the reasons why he is strongly opposed to coeducation at Lafayette.

Universal coeducation seems to be the unalterable trend throughout the country, however unhealthy it may prove itself in the long view for the social structure of American life, and I do think Lafayette will become coeducational regardless of a possible negative consensus on the part of the alumni. The die is cast, I think, not only for every educational institution but virtually all social organizations as well. It is part of the trend toward "democratizing" every segment of American society. It's the philosophy that wants to carry the democratic principle to the point of making every human being identical.

Even children now have an equal vote at the "council table" in many of our homes, and of course, in many colleges now the students virtually control certain college policies. In the long run, I believe we'll find grave error in this "unreasoned" reasoning, but I guess we'll have to suffer through it first before we discover that a secure democracy has to recognize the limiting differences in male and in female, in child and adult, and that with their differences they all go into making up society as a unit, contributing in different ways to the whole because they *are* different and nothing ever will erase the differences.

When I read the faculty report on coeducation I was greatly upset by its tone. Such reasons cited therein as, "since it is educationally desirable" and "it would make for a more stable and normal social situation" are so meaninglessly inexplicit that it should be relatively simple to present a sounder argument *against* coeducation, however futile the effort is destined to be.

Why, I ask, is coeducation educationally desirable? Merely tossing off such a statement doesn't make it true. This statement must be expanded upon. I, for one, have not the slightest understanding of why coeducation is educationally more desirable.

And in the face of the libertine conditions existing today, what is meant and where is the logic in the statement that, "it would make for a more stable and normal social situation?" I wonder if this derives from the same anti-Victorian theory which believes the more frequently boys and girls are freely together, the less likely are their libidos to activate? This naive reaction to Victorianism has been carried to many absurd lengths ever since the "intellectual" American has liberated himself from his deep-seated puritanical sexual restraints.

For example, I know of one private school that once proposed to the parents of its boy and girl students, up to and including age eight, that these youngsters take their gymnasium showers together. Their theory presumably being that having one's curiosity about the sex organs satisfied, and concomitantly dispelling the taboo, would transport one into adolescence with a lessened drive for making a more pointed examination. Carrying this idea on to its logical ad-absurditum completion, then if we were all to become full-time

nudists, lechery would diminish so precipitously that the race would be in danger of becoming extinct!

The fact is, I think, that mankind learned the eternal truth about this problem centuries ago and it's a truth that will never change any more than the nature of sex will change. That is, that the only effective way to curb promiscuity and the resultant marital problems that ensue, and which are growing into more divorces with every passing liberated year, is to keep the sexes either apart or chaperoned. Of course, we know this is impossible, now more than it ever was, but why contribute to the movement by giving society one more institution that throws more of them together?

I'll make a prediction that if Lafayette becomes a coeducational college, there annually will be more male students married before graduation and saddled with burdens that deter them from their academic goals and more of them forced to drop out altogether than there are now. There will be more distractions, whether they be simply visual or those of the troubled-mind kind that pervade the atmosphere of romance with its lovers' quarrels and competitions, more than there ever were when these distractions were spawning usually only on weekends or the holidays. And I cannot believe that the quality of those graduates then will be better. I can only believe that the quality will be inferior, if such a quality is in any way measurable.

I am opposed to coeducation in principle. I am opposed to it from the junior high school level on up to, but not including, graduate school. I don't think I am fanatical in my objections. I think I am just bluntly practical. I am not suggesting a crusade for abolishing coeducation in those schools where it already exists. I think the student, or his parents, should have a choice, but we already have an adequate number of coeducational schools to provide this choice, and in graduate school, of course, it isn't even to be questioned. There,



presumably, the student, male or female, is dedicated to an already well-formulated career. The social side of graduate school life is subordinated by the student himself to a level well below his academic pursuits. Moreover, in graduate school there is a common maturity of purpose and personality rarely found in the young college student who is easily enough distracted, off the campus, from his academic objectives without having them diluted even more in the classroom.

Finally, I am opposed to coeducation for Lafayette from a sentimental standpoint. That is, I want to keep the atmosphere substantially the way it has always been. I want to keep it Lafayette. I don't want it to become a stranger to me. If it does, I'll have no interest in returning for any more reunions and I'll have no interest either in lending financial support to an educational cause I don't believe in.

When I was an undergraduate there was a current popular song called, "Anything Goes." Its lyrics decried the frightful changes in the social mores of the day. Such a shocked observation, it is true, might well have appropriately been made in just about any era of our history, yet there has to be a limit somewhere. When complete nudity has been reached, what do you do for an encore?

The growing breakdown of discipline in every area of American life now is truly frightfully evident. Bergan Evans advocates an English grammar that is correct as long as it's understandable. The rules be damned. It's more important to be a free soul. Throw off the shackles of restraint. And by all means give the criminal a break. You might cause some psychic trauma for the poor guy if you punish him too severely. And let's destroy chastity. The sex act is beautiful. We must have no Freudian fears or complexes. Freedom is more important than security. It's the trip that counts. Where you are going doesn't matter. Just be sure you take the trip.

Well, I'd like to feel that my alma mater is making an effort to deter this trend in today's society. If it doesn't make the effort, it's going to be impossible for me to contribute to its support.

Let's Throw Away Our Suitcases

William S. Andrews '71, of Tenafly, N.J., is a government major at Lafayette. He is president of Soles Hall and is a member of the freshman counseling system and the Student Committee on Long-Range Planning for Physical Education Facilities.

Students and faculty members all over the country have worked diligently to make the classroom situation more relevant to the world situation. How can we succeed in this task, if we labor under the burden of representing only half of society in our classroom? One problem every college faces is attracting a diverse group of students. Avoiding a homogeneous student body is even more difficult if we limit applicants to males only. It is easy to see how a student body of both men and women affords a more natural and real environment and that isolating sexes in institutions of higher learning is somewhat contrived and artificial.

There are two features that are common to all-male institutions such as Lafayette. The first I shall call the "weekend syndrome." Because of limited contact with women, a Lafayette man lives for the weekend and is determined to cram everything he thinks he has missed during the week into just two days.

The second phenomenon is that of a "suitcase college," characterized by a highly mobile student body. When the weekend arrives, because of the lack of women, cultural activities, and just "things to do," there is a mass exodus on Friday. Many believe that Lafayette is fast reaching this point, but I believe that we have arrived.

Perhaps one of the saddest results of not having women on our campus is the almost complete absence of male-female relationships other than on a date basis. We are denied the opportunity to develop relationships or friendships with women as we now do with men.

Some people insist that women distract men. Fortunately for all of us this cannot be denied. On the other hand, as the *Easton Express* pointed out "The boys spend considerable time thinking about the girls who aren't around." But more importantly, what will the student do upon graduation, in the real world where men and women must work side by side. By maintaining an ivory tower on the "Hill" is Lafayette preparing its students to fully cope with our almost totally integrated society?

The image of Lafayette is also very important to consider. With the overwhelming swing away from the single-sex institution in the United States, (only 35 all-male and 40 all-female schools are left in a total of 2,252 institutions of higher learning), is our image helped or hurt by becoming coed? As an evolutionist might say, the selective pressures now operating would make it advantageous for the change to coeducation to take place. Surely, our tradition and pride cannot be diminished by progressing with the times.

Along with a majority of my fellow students, I believe that the addition of women to Lafayette College is a crucial matter, and as the faculty committee recommendation said, it should be instituted as soon as practicable.

Can Engineering Survive?

William G. McLean '32 joined the Lafayette faculty in 1937 and was named director of engineering in 1962. He is also head of the department of engineering science. He advises the president and provost of the College regarding curricular programs.

If engineers were to consider coeducation solely as engineers, they would probably be against it. However, fairness and a sense of responsibility for the total program of the College demand that one consider the entire picture.

As a member of the faculty committee which considered coeducation, I came to believe that the admission of women was inevitable. The evidence by the committee pointed very strongly to a need to go in that direction. Recent



studies by some of the bastions of all-male education seem to support the evidence collected by the Lafayette committee.

As director of engineering I have carefully studied the possible effects of coeducation on the Lafayette engineering program. I have no desire to preside over the demise of engineering here. We have had an excellent record of achievement for more than 100 years.

At Lafayette the engineering student acquires some knowledge, even if imperfect, of the technological age in which we live. We have not given up teaching in favor of high powered research. The engineering faculty believes that students should be taught to live successfully in our society. We want our students to be cultured professional men.

With this thought uppermost, I conducted a survey of Pennsylvania colleges which have engineering programs accredited by the Engineers' Council for Professional Development. Most of the schools I contacted have women enrolled but they total less than one percent of the student enrollment in engineering. This is significant because a viable engineering program at Lafayette College should have at least 600 students. It is evident that the admission of women will not add significantly to the engineering enrollment. And if women were added on a percentage basis, it could hurt the engineering program.

No matter how much we rationalize, there is not now a significant number of women in science and engineering. Spencer Klaw puts it this way in his book *"The New Brahmins,"*

... prejudice against women scientists is strong. Only eight percent

of the scientists listed in the 1966 *National Register of Scientific and Technical Personnel* were women. According to Bureau of Census figures for 1959, women scientists earn only about two-thirds as much as men with equivalent training, and few women are professors at major universities or hold other important jobs in science. . . . Women scholars are not taken seriously and cannot look forward to a normal professional career, two sociologists reported in 1958 after a careful study of academic hiring and firing. . . ."

What about recruiting students? It is true that we don't get all the engineering students we can handle. However, it is also true that we are not dipping into the barrel as much as some people would lead us to believe.

For example, the office of admissions has studied the respective academic credentials of A.B. and B.S. candidates in the class of 1972. The study did not reveal any significant differences in the academic credentials of the two groups. Class rank figures were almost identical. Scholastic Aptitude Test scores, as might be expected, showed A.B. candidates slightly higher in verbal aptitude, and B.S. candidates slightly stronger in mathematical aptitude.

We work hard to recruit the men we get in engineering. They are about on a par with the A.B.'s as indicated above. What the picture will be five years hence will depend in part on what further developments we make in our engineering curricula. But one fact remains constant. The experience of other Pennsylvania colleges indicates that coeducation will not give us a much larger pool of potential engineering students from which to draw. Girls are not interested in science and engineering to any great extent.

The College must adopt a plan that insures the proper number of students to enable engineering to continue as a strong partner in the triumvirate of arts, sciences and engineering. Lafayette is a good college now. We must be certain that when we change, the change is for the good.

A Chance To Learn Together

Dr. Nils Y. Wessell '34, is president of the Alfred P. Sloan Foundation. The Sloan Foundation was established in 1934 and has interests in science, technology, management, and higher education. Dr. Wessell was appointed a trustee of Lafayette in 1967 but resigned from the Lafayette board last spring because of a possible conflict of interest. He was also president of Tufts University for 13 years.

I like girls.

That plus the fact that I have a wife, daughter, mother, and three sisters add up to proof that I have the credentials to tackle this subject objectively and without bias. I also happen to think that girls are prettier than boys, although I find it increasingly difficult to tell them apart at some distance and this is not entirely a matter of failing eyesight.

I am in favor of coeducation, not only at Lafayette but at all colleges and



universities. The most compelling reason is that the world about us is irrevocably coeducational. Any institution that claims to prepare its students for the world is not fulfilling its job to the maximum if it insists on maintaining a world so unreal as the totally-male world typified by the Lafayette College campus.

Not only is the world irretrievably coeducational, it is getting more so. This is especially true with respect to educated women. Witness the fact that more than 80 percent of women with 5 or more years of higher education between the ages of 45 and 54 are presently employed. Even taking into account that a fair percentage of the working women who fit this generalization are teachers, the figure is an impressive one. Women have minds, believe it or not, and increasingly the world of work and the professions are capitalizing on the trained and educated woman. It does not make sense to train the two sexes for similar goals in insulation and isolation from each other. For the male to understand the female mind, particularly the educated and trained female mind, and vice versa, what makes better sense than to have men and women educated together?

Neither does separate education for the two sexes make economic sense. I am not suggesting that in the case of Lafayette financial survival will depend on the College becoming coeducational, even though this will be true in some institutions. What I am suggesting is that given society's limited resources, the institution which caters to only one sex is a luxury. Given the strong preference of parents for coeducation for their children (65 percent in a recent study), the institution that bucks this growing preference may well find it increasingly difficult to attract the financial support it needs.

The presence of both sexes on a college campus also means that many important academic disciplines, ordinarily attracting a preponderance of one sex or the other, can be made available to both sexes at a much higher quality level and at a much lower per-student-hour cost. A richer academic fare can thus be offered.



In spite of the growing number of areas of employment now being entered increasingly by women, there is evidence that the female mind, or more properly the female brain, is different from the male mind and brain. This fact is not an argument in behalf of the separate education of the sexes, but an argument in favor of coeducation, for learning to understand other male minds will not fully prepare the male mind to understand the female mind. Such understanding comes in situations in which males and females learn together.

I guess my argument in favor of coeducation reduces to a conviction that, in a world that is irrevocably coeducational both at home and at work, it is an important part of the education of one sex to understand the intellectual characteristics of the other sex, and there is no better time and place to acquire such an understanding than the college years and the college campus.

Let's Keep Lafayette Unique

William E. Reaser '30, assistant education secretary with the American Society of Mechanical Engineers, taught in Lafayette's department of mechanical engineering. While at Lafayette he also coached baseball and freshman basketball.

Lafayette College is a unique educational institution. It has been since its inception, and this uniqueness should be the goal of those entrusted to chart its future course.

For almost 150 years, Lafayette has been a highly regarded college for men. After more than a century, students have been influenced by concurrent exposure to the liberal arts, sciences, and engineering—all at the undergraduate level. In classrooms, dormitories, fraternity houses—in every facet of collegiate activity, these disciplines effectively molded the lives of every individual, regardless of his choice of major curriculum.

Over the years, the College has been known for its great teachers. Admissions standards have remained high and students have been carefully selected. Lafayette graduates hold high places in various professions and these alumni attest to the peculiar significance of the Lafayette approach to education.

This approach has achieved for the institution a standing which must never be defiled. When the issue of coeducation is discussed, there should be sufficient pause to reflect upon every conceivable consideration. We should not hurry into a decision we may regret later. The history of past excellence has been a long one and fundamental changes should be instituted only if there is portent of an enhanced mission.

Last year a committee of the faculty started "to explore the possibility of admitting females to degree granting programs at Lafayette College." Subsequently this group decided that the "task would be limited to an exploration of the educational desirability of admitting female students to classrooms and campus." Such a decision is unfortunate because it over-

simplifies a complicated situation. It is not feasible or reasonable to neatly isolate one facet of this multi-sided problem. There are many conflicting interdependent elements that cannot be ignored through wishful thinking.

The faculty report suggests the enrollment of some 350-400 women, to be added to the 1,700-1,750 males by 1975. Until residence facilities are provided, the faculty believes that women should be admitted on a commuter basis. But coeducation at Lafayette will not result just from the alteration of an existing dormitory or ultimately the construction of new ones.

Physical space on campus is already limited and there is little expectation of increasing usable campus area without acquisition of nearby privately owned properties which are often very expensive. I will not attempt here to estimate the initial and future funds necessary to launch and develop a coeducation venture. But there is little doubt that the amount of money required would be staggering when one recognizes that Lafayette must carefully budget its funds to maintain its relatively strong position among private schools.

With an enlarged student enrollment of some 2,200-2,300, as envisioned in the faculty report, what will happen to operating costs? Compared to a male enrollment of 1,700-1,750, the endowment income-per-student would be decreased in the order of 20-25 percent. An already existing problem of low-dollar value of endowment income as compared to total cost-per-student is



thus materially worsened. At the same time, if the low student-faculty ratio is to be maintained, more teachers will have to be employed. If the teaching staff is not increased, one of the unique Lafayette features will be lost.

How will the decrease in income-per-student be counteracted. It must be accomplished by larger gifts from alumni, friends, parents, foundations, business interests, and undoubtedly by increased tuition. There is no reason to expect any proportionate change in contributions from the aforementioned sources. It is conceivable that with a change in the complexion of the institution, contributions could even be reduced. And an increase in tuition could be intolerable—especially to the extent that it causes Lafayette to lose in the battle among “good” schools for outstanding students.

If the College should decide to maintain the present enrollment of 1,700-1,750 by admitting 400-450 females and decreasing the number of males by the same number, the endowment income-per-student would not change. But such a decision could produce a most unexpected result. Certainly 400-450 women would not give the science and engineering departments the same choice of students as 400-450 men. It is very possible that fewer students would study in these fields, forcing them below the “critical masses” required for successful operation. The effectiveness of the science and engineering programs would deteriorate and another special feature which contributes to the uniqueness of Lafayette would no longer exist.

I conclude with a simple plea to those who must decide this issue—utilize every resource available to Lafayette College to fashion for its future the finest possible educational institution, cut to the same pattern which throughout the past 100 years has caused Lafayette to be an uncommon unit in the academic arena. Let's keep Lafayette unique!

Our Masculine Pride Has To Go

Charles B. Teske '54, is associate dean at Oberlin College where women were admitted in 1837. He has been on the faculty at Oberlin since 1958.

Talking about coeducation with adherents of an all-male college is a bit like discussing married life with a bachelor. One can't really describe the less obvious but solid comforts, the sense of having joined in some vast movement or the every-other-day problems involved. We can however, agree on a single principle: just as marriage will not solve all a man's problems, going coeducational will not solve all the problems of a college. The old problems just won't seem so important.

Despite the moderate irritations, coeducation will probably be good for Lafayette. Having been associated for ten years with Oberlin, the oldest established coeducational college in the country, I am still grateful for having been a part of Lafayette as it was 15 years ago. However, facing the possibility that my diploma may go limp, I still recommend that my alma mater take the step toward coeducation and take it fast. A certain amount of two-fisted, chugalugging, old-sweat-sock, cigar-flaunting masculine pride will have to go. Other, perhaps more reasonable, values will emerge.

In the long run, coeducation will be economically sound. The new living facilities, the new staff of female administrators and instructors, and the other new housekeeping arrangements will cost a good bit. Then, too, there will be the additional energies and resources necessary to provide for feminine interest in literature, foreign languages, history, sociology, music, the fine arts, and other subjects which lie somewhat closer to a girl's concerns than does engineering, no matter how civil. But surely in the future the integrated campus will appear more attractive to foundation and government support than will prestigious programs for men alone. If a certain kind of alumni pride and support deteriorates, I still trust that most of us will have good reason to be proud of a vigorous coeducational Lafayette.

Coeducation will also be socially sound. Anyone who has assigned composition exercises in the reporting of detail, has read an accurate description of the mess in a typical room of a girls' dormitory. I think there is common agreement that some mysteries should remain mysteries. Yet the men of Lafayette should be exposed to women as classmates, not just as sporadic apparitions in a party atmosphere. Few dangerous illusions will remain for those men who have frequently seen girls at breakfast after the girls too have been up until three o'clock writing papers.

Attractive and intelligent girls in the classrooms will keep all the males alert, including the instructors. Given the obvious virtues of Lafayette men and the fact that there will be a majority of men around, Lafayette should be able to enroll bright and personable women. The men, in turn, will be put on their mettle as human beings, not just as dates, prospective mates, and distant heroes of one sort or another. Moreover, in the humanities and more humanistically oriented sciences, feminine ways of looking at the world will suddenly be available.

Most important, coeducation will be sound education, enabling men and women alike to prepare themselves to function vitally in society. Lafayette's decision will not be the humanitarian, abstractly principled gesture made by Oberlin in the 1830's. The decision, instead of helping oppressed woman-kind, will benefit the program of the College as a whole. And it will particularly benefit the men of the College—who, like most bridegrooms, will be getting more than they bargained for and will learn a lot in the process.

It's Still A Man's World

Dr. Alfred E. Pierce, associate professor of economics and business, has been teaching at Lafayette since 1957. He has been an outspoken critic of coeducation for Lafayette and was one of the few faculty members who voted against the faculty recommendation that women be admitted to the College.

As an unreconstructed reactionary of the old schools (Muhlenberg before it succumbed, Lehigh now slipping, and Lafayette in the "good old days"), let me state my position clearly: I am *not* opposed to coeducation! But I am opposed to coeducation at Lafayette.

Coeducation is a most effective and delightful educational program and it is

widely used by over 2,000 colleges. The November 11 *U.S. News & World Report* noted that Lafayette, along with a number of other colleges, is "teetering on the brink" of becoming coeducational. More important, the article pointed out there are only 214 colleges in the United States for men today—and every year there are still fewer all-male institutions.

There is nothing wrong with educating women. I have taught at a female college and coeducational universities and enjoyed and was challenged by the experience. But the educational program and atmosphere are different. It is not a question of better or worse—education and learning are still a matter of and for the individual. Coeducation makes this individual academic development neither more effective or less. It *can* be a distraction, and I have enough trouble keeping the students' minds on economics now. With a cute blonde in a miniskirt in the next seat, I am afraid I might lose the battle for attention.

Some of the arguments which are offered for changing Lafayette to a coeducational college are bewildering to me. What is "normal" about a ratio of 1,850 men and 600 women? I fail to see where this approximates any real world situation. Statistically about 1,900 women should be admitted if we hope to mirror America's population today.

It is still a "man's world" in many activities that occupy a large portion of our lives. There are no ladies in the National Football League and recently the professional jockeys refused to compete with a very attractive and presumably able girl rider. True, our labor force today is 35 percent female and the number and percentage is growing, but the areas and fields of their employment do differ. I do not find the environment at Lafayette much different from that of most other economic aspects of our society. I do not find it obnoxious since I like the separation of home and profession and I think it makes my performance more effective. We are engaged in a very serious business at Lafayette and it requires all the concentration and time we give it—both students and faculty.

But I am not suggesting that life at Lafayette be monastic. We do not want monks or recluses. All that Lafayette requires in this all-male educational enclave is 32 weeks a year, 5 days a week, and 9 hours a day. And that is the maximum, liberally broken up by weekends, holidays, and vacations. The student practically establishes his own working day. That is not asking for much, is it? This schedule leaves more time for private life than will ever be the case again.

Moreover, I am more than mildly offended by the notion that this limited requirement and restriction makes raving sex maniacs and perverts out of college men. Frankly, I have noticed little or no difference in individual behavior at the various colleges where I have taught, regardless of their nature.

There is something about the four years of college life that is difficult to define, describe or express. The tradition, the experience, the spirit, the vast change that takes place as the freshman of 18 becomes the graduate of 22 is private, personal and yet it involves a group, a team, a fraternity, a class, and fellow alumni. It's ivory tower, rah rah, rebelling, cutting, discovering, competing, shooting the bull at the CHT, the guys, the gang. And wedding bells do break it up and should as maturity, responsibilities, and the real

world take over after the too brief stay at alma mater. The four years of college should not be four advanced years of high school. It should be different on all counts if it is to meet personal needs.

I see no signs that the male college prevents or hampers its graduates in finding that perfect mate. I have seen no statistics but the number of alumni sons who attend Lafayette convince me that somehow or other our graduates still manage to "chase that dream girl til she catches you." I would rather see that race take place somewhere other than the classroom and some other time than the four years of college. Time is crucial. Serious pursuit of anything but learning is not really possible or desirable in such a short time span.

But what bothers me most is the demand to change 144 years of tradition by next year or sooner. Are we being stampeded into a decision—wise or unwise—by a small minority? A decision which will not really affect the minority but may have serious consequences for many others in the future. I think we are being stampeded, not only in this situation but in many other phases of higher education today. My old professor of public administration at Syracuse, Paul Appleby, once wrote that in a democracy noses count but so do noises. We must make certain the noises represent all the noses or at least a large majority of them.

The welfare and future of Lafayette is based, I believe, on our remaining distinctive and effective. Being different has advantages—being one of a small group of select male colleges amidst 2,400 coeducational institutions is even more distinctive.

This difference is the crux of the issue. I started by pointing out that I was not opposed to coeducation. Now it seems to me, in the spirit of fair play, that the opposition should extend the same openmindedness and objectivity. There is a role for the male college in the United States today and in the future of our pluralistic society. There are 2,800 potential Lafayette freshmen who apply each year; there are almost 400 seniors who graduate each June; there are over 14,000 alumni to whom Lafayette is alma mater, not to mention our faculty, friends and parents. I think, and fervently plead, that those boys, now and in the future, who want to attend an all-male college like Lafayette, be given the opportunity to do so. That is why I am opposed to coeducation at Lafayette—it must continue to be one of those select colleges that provide that opportunity.

Would Your Daughter Be Interested?

Dick Haines '60 has served in the Lafayette admissions office since 1965. He became director of admissions in 1967. A Pepper Prize winner, he was graduated from Lafayette magna cum laude. He also was an officer of the Maroon Key Society, Knights of the Round Table, Soles Hall, and College Church. He was captain of cross country and co-captain of track.

An increase in the number of younger alumni offering their services to interview Lafayette applicants has me a little suspicious of their motives.

I hope they realize that the College is merely considering coeducation, and the only applicants to be interviewed are young men!

As the College considers whether to remain a men's institution or to admit women, the potential effect of coeducation on Lafayette's admissions program is one of many important areas which must be explored.

It is generally accepted that the admissions situation of a college is strong or weak according to the degree of "selectivity" which the college is able to exercise. By way of definition, it should be pointed out that a high degree of selectivity enables a college not only to enroll students who are academically capable, but also students whose personal qualities are desirable and whose potential for constructive leadership, both in college and beyond, is high.

The private college which is not selective is often forced—in order to fill classrooms and dormitories—to accept anyone who applies and meets the academic requirements. The selective college, on the other hand, can evaluate all applicants who meet the academic requirements, but select only those considered best qualified in a total sense—both academically and non-academically. This explains why acquiring and maintaining selectivity ranks high among the priorities of almost every private college.

Thanks to many factors (some of which were thrust upon us and others of which we have caused), Lafayette is quite selective. There has been no increase in selectivity, however, during the past three years. Indeed, looking to the future, it appears that Lafayette, like most private colleges, will be fortunate to maintain its current level of selectivity, all other things being equal. The main reason for this—to compress a very complex explanation into one sentence—is that the number of spaces in "respectable" colleges is now growing more rapidly than the number of academically well-qualified male college-going students.



Under these circumstances, it is clear why at first glance coeducation would seem to be desirable from an admissions viewpoint. It would roughly double the number of qualified students who could be invited to consider Lafayette, which would mean greater selectivity and, in turn, better Lafayette students. It isn't, of course, quite as simple as that. There are two very basic questions to consider in evaluating the potential effect of coeducation on Lafayette's admissions situation.

First, would enough well-qualified women apply? The available evidence indicates that they would. A survey of secondary school guidance counselors was conducted in November, 1968. Counselors polled were those whose students have frequently shown interest in Lafayette in recent years. Over 76 percent had responded as of this writing. Of these, 94 percent reported that they would recommend Lafayette to qualified girls if it were coed; 91 percent felt that qualified girls from their schools would actually apply. Almost as many (88 percent) noted that girls in their schools are increasingly choosing coed colleges rather than all-girl schools.

Current experience at coed colleges supports the general view of admissions officers and guidance counselors that current "market conditions" make it easier to enroll well-qualified women than men of equal academic caliber. The reason, of course, is that the ratio of qualified women to desirable college space is now higher than the ratio of qualified men to desirable college



space. The following data from a representative sampling of 28 coeducational colleges in the Northeast supports this contention:

<i>Percentage of freshmen ranking in the top fifth in high school</i>		<i>Mean S.A.T. verbal score of freshman class</i>		<i>Mean S.A.T. mathematical score of freshman class</i>	
<i>Men</i>	<i>Women</i>	<i>Men</i>	<i>Women</i>	<i>Men</i>	<i>Women</i>
41%	68%	552	586	595	583
(Lafayette) (71%)	(?)	(593)	(?)	(647)	(?)

In interpreting this information, it is well to note that on the average, women outscore men on the S.A.T. verbal, while men outscore women by a roughly equal margin on the mathematical portion. Statistically, the most important single predictor for academic success in college is high school class rank, in which women show a marked superiority in the sampling above.

In short, this and other available information indicates that Lafayette would be able to attract enough qualified women to gradually develop an enrollment of up to 1,000 women at least as well-qualified as the current male students. There is little doubt that they would be far better qualified, in every way, than an equivalent number of additional men who might be enrolled.

The second major question that must be answered is how would coeducation affect the number of well-qualified male applicants? Evidence on this point is less conclusive. Unfortunately, most colleges which have recently decided to become coeducational have not yet implemented this decision; therefore, information on how this affects the number and quality of their male applicants is not yet available. As it becomes available, Lafayette will evaluate it carefully. Facts and impressions analyzed to date, although not as complete as we would like them to be, indicate that coeducation would probably have a favorable effect.

Students who were accepted by Lafayette last year, but who enrolled elsewhere, were surveyed by the admissions office to determine where they went and why. Eighty percent responded. It should be noted that this group was presumably favorably disposed toward men's colleges, since they had applied to Lafayette in the first place. Nevertheless, three out of five reported that they had chosen coed colleges. Among the top 15 colleges to which Lafayette lost accepted candidates, nine are coeducational, and two of the remaining six have announced plans to become coed.

The survey found 15 percent of the students reporting that coeducation was a "strong influence" in their decision to enroll elsewhere, and 23 percent reporting that it was a "moderate influence." The students were asked to comment freely regarding their college choice. None commented favorably about Lafayette's all-male status. Seventeen made comments supporting coeducation, of which these excerpts are representative:

"... The deciding factor was that Bucknell was coeducational."

"The world inside Lafayette (all men) is completely different from the world outside Lafayette." (Wisconsin)

"I was advised by a very close friend of the family of the need for a natural environment, *ergo*, coeducational." (Dickinson)

For purposes of comparison, we also surveyed the students who were accepted by Lafayette and actually enrolled. Our all-male status was a "strong influence" for 9 percent of them, and a "moderate influence" for 29 percent of them. However, only one student, an "Early Decision" matriculant, commented favorably about our monosexual environment ("Keep Lafayette all-male"). There were eight comments from students who indicated that they picked Lafayette in spite of a preference for coeducation.

Guidance counselors, responding to the survey mentioned earlier, supported the contention that Lafayette would increase its attractiveness to potential male students if it were coed. Here are their replies to applicable portions of the questionnaire:

	Yes	No	Makes no difference or no response
Would Lafayette be <i>more attractive</i> to your students if it were coed?	70.5%	8.1%	21.4%
Are your current male students increasingly choosing coed institutions?	67.6%	22.9%	9.5%
Do you think a <i>greater number</i> of your male students would apply to Lafayette if it were coed?	59.5%	22.9%	17.6%
Do you think Lafayette would enroll <i>better qualified</i> male students from your school if it were coed?	26.6%	38.2%	35.2%

With reference to the final question, it should be noted here that many counselors answered "no" or "makes no difference," and then noted that Lafayette is already enrolling some of their best qualified students.

The institution which thus far has performed the most comprehensive study of the coeducation question is Princeton University. The Princeton report is rather emphatic in its contention that coeducation would improve Princeton's "competitive position" (which is already quite good) in its effort to enroll highly-qualified young men. The director of admissions is quoted as follows: "I believe that there is no single step the University could take that would increase our recruiting potential more than the addition of women students." His predecessor ventures: ". . . I simply state it as a fact that able, sensitive boys take it for granted that they will sit in class with girls. I found this to be true in both public schools and independent schools, and all too often found myself falling back on ancient arguments to defend the monastic life at Princeton. The old arguments simply don't sell."

A Princeton survey of students who declined admission during the past two years revealed "lack of women students" as the primary drawback to Princeton. Surveys of Princeton undergraduates, high school seniors and

guidance counselors are also cited in the Princeton report, and likewise support coeducation.

Although Lafayette is not Princeton, Lafayette is in the market for many of the same students Princeton seeks; therefore, these observations from the Princeton study would seem to have some relevance. Less detailed reports from various other colleges which have shared their conclusions with us generally confirm the Princeton viewpoint.

It would seem, then, based on evidence currently available, that Lafayette could enroll well-qualified women, and would increase its appeal to well-qualified men by doing so. At Lafayette coeducation is not, however, necessary for the survival of the College, as it may now be at some institutions. The impact on admissions, therefore, can be considered along with the effects coeducation would be likely to have on all other important aspects of the College. Only after this is done will Lafayette's best answer to the coeducation question emerge.

Is The Price Tag Important?

It is not yet possible to state with any certainty how much it would cost Lafayette to admit women.

The Lafayette board of trustees, with the assistance of the Administrative Committee on Educational Planning, is presently evaluating all of the factors related to cost and income to determine whether it is feasible for the College to admit women in some capacity. For this purpose the Committee has at its disposal confidential reports from Wesleyan, Hamilton-Kirkland, Franklin and Marshall, and Colgate as well as an analysis published by Princeton. Information from other colleges will also be available to assist the Committee in its evaluation before a decision on feasibility is made.

Yale has estimated that the additional cost of admitting 1,500 women to its undergraduate male enrollment of 4,000 would be \$55 million. Princeton officials believe that at present levels of costs and tuition, the additional operating expenditures attributable to the admission of 1,000 undergraduate women would exceed the corresponding additional income by between \$215,000 and \$380,000 per-year, and that capital costs, again at present prices, would be between \$24.2 and \$25.7 million. Wesleyan, which plans to admit around 850 women, has announced no overall cost for their program, but it is clear that they will spend around \$9 million for dormitories and \$8 million for an arts center.

It should be noted that such figures have limited relevance to Lafayette since Lafayette has characteristics quite unlike those of the schools mentioned. The assumptions under which Lafayette plans must be quite different. Lafayette's needs are special.

In some areas other institutions may have more excess capacity, but for other purposes Lafayette may not have to spend as much to serve the additional number of students. For this reason comparing the cost of admitting women

at other institutions should be done carefully and with knowledge of the particular problems of each school. In the first place, if women were admitted, it is likely that the total number would be somewhat smaller than at many of the other schools considering coeducation. Even if women were admitted, it is highly unlikely that Lafayette would admit 500 women during the first year as Yale has decided to do. The Lafayette program is distinctive. The College has different facility needs and the endowment per-student-ratio is not always comparable to other schools.

A host of factors must be considered in devising a plan for Lafayette. How many women could the College effectively serve? What would be the most desirable ratio of men to women at a college with a strong engineering program? If the experience of other schools is a guide, Lafayette may not be able to attract a large number of women to engineering. Therefore, the overall ratio of women to men must be smaller than in a liberal arts college. Otherwise women could outnumber men in many classes.

How many additional faculty members would be needed? The academic preferences of women surely necessitate an increase in the number of faculty in some departments. For instance, Lafayette's small art and music department would probably have to be expanded to effectively serve women. Much will depend upon the student-faculty ratio deemed necessary for Lafayette to maintain excellence in the classroom.

What of the administrative staff? How many new personnel might be needed in the deans' office, the admissions office, and the registrar's office to handle the additional work? Quality health services and athletic programs can be provided only if trained personnel are available.

To what extent would Lafayette have to engage in additional capital expenditures? Pardee Hall has been recently renovated and provides more classrooms and offices than before, but only a careful study of their utilization will indicate if this capacity for expansion of enrollment beyond our currently planned growth to 1969 students by 1972 is sufficient. The new biology building, which will be used for the first time in the spring of 1969, should provide sufficient room for a sizeable number of additional students, but will the other science laboratories have enough space to serve women?

The construction of the new athletic plant should avert the spending of additional sums for recreational facilities. However, the planned amount of dormitory space would be insufficient for any marked increase in enrollment. Depending upon the type of dormitory erected, the cost could run from \$8,000 to \$12,000 per-new-student. In determining the cost of such expansion, one must also consider how much more would be needed to pay for the larger maintenance staff, the additional maintenance equipment, student aid costs, dining facilities, the revised athletic program, and other general expenses.



Considering Both Alternatives

The following considerations form the basis for studying the desirability and feasibility of the admission of women at Lafayette now being conducted by the Committee on Educational Policy of the board of trustees. Only through further research can one be confident about which statements on each side are deemed to have the greatest validity.

As a private institution amidst a burgeoning system of all-purpose public institutions, Lafayette College can be effective only by offering a distinctive alternative and service. It must offer outstanding opportunity in the academic area. It must offer especially favorable circumstances for personal growth. The former requires selectivity of staff and students with the inevitable corollary of high cost. The latter requires a broadly representative student body, curricular and extracurricular programs that demand participation and foster growth in leadership capability. An important ingredient of efficacy is the identification of individual with institution and this requires a well-defined institutional personality or sense of purpose and status.

Service To Society

FOR THE ADMISSION OF WOMEN:

An all-male environment excludes daily growth in capacity to deal with half the population of any normal heterosexual environment. It is increasingly important to offer men opportunity to grow in skill in interacting with women because women are playing increasingly important roles as companions and partners in marriage and parenthood as well as colleagues in enterprise and participants in public affairs.

Lafayette should assume the obligation to do what it can to augment opportunity for women seeking education at the higher level. There are inadequate opportunities for quality education for women in the geographical areas served by Lafayette. A quality college such as Lafayette can play a valuable role in promoting the capacities of women as wives and mothers and as participants in our economic and public life.

Furthering the growth of the kind of women who would study at Lafayette could constitute a valuable service to society at least equal to that which would be provided by offering education to an equal number of men who might be added to the current student body.

FOR REMAINING AN ALL-MALE COLLEGE:

Our society needs a mixture of educational institutions to meet the various needs. If our society needs more highly educated women, there are a sufficient number of other schools which can perform this function. In any case, the contribution of Lafayette towards these ends would be modest. Becoming a coed institution might make Lafayette less distinctive in the total mix of institutions and therefore, in time lower the ability level of students in attendance and diminish the power of institutional personality to augment the effectiveness of instruction. The admission of women under any conditions which would lower the capacity to select the highest possible level of male students and maintain the highest possible level of faculty and teaching and

learning conditions would endanger the most basic contribution Lafayette can make to society in coming years and might indeed endanger its capacity to survive.

The Quality Of Our Student Body

FOR ADMITTING WOMEN:

Coeducation or coordinate education would improve Lafayette's ability to attract the student it most wants. Through the admission of women we should be able to recruit higher quality students. During the past three years, Lafayette has found it difficult to improve the overall intellectual quality of our student body—as measured by their high school records and S.A.T. scores. The score averages would have increased only slightly if we had not shown greater interest in the recruitment of underprivileged students. The available women seem to be more highly qualified and the number of quality women seems to be increasing at a more rapid rate than the number of quality men. Furthermore, the demand among high school students for places in colleges which admit both men and women seems to be increasing. According to a Princeton study, about 80 percent of the students in the upper 40 percent of their classes at selected secondary schools indicate a preference for attending coeducational colleges, but only around 4 percent of the high school students of similar quality prefer all-male or all-female colleges. This makes it even more likely that a larger number of quality men would be attracted to Lafayette. The graduation of brighter students should enhance the reputation of the College since they are more likely to contribute to and be successful in society.

FOR REMAINING ALL-MALE:

It is not clear that we could significantly upgrade the quality of our student body by admitting women. The more highly qualified women may choose to enroll at other institutions which have traditionally admitted women or at the other schools which have recently decided to be coeducational, that is, we might not be able to compete effectively. Even if more young men desire to go to a college which admits women, there will still be a sufficiently large number who will be interested in an all-male institution such as Lafayette. Since fewer and fewer colleges are remaining all-male institutions, we might be better off if we attempted to serve the 4 to 20 percent who might be interested in attending an all-male college. Even if the pool of qualified male applicants were smaller, Lafayette should be able to attract enough to fill each class. Finally, we should not be overly concerned with getting the brightest students since they do not necessarily contribute the most to society or to the College.

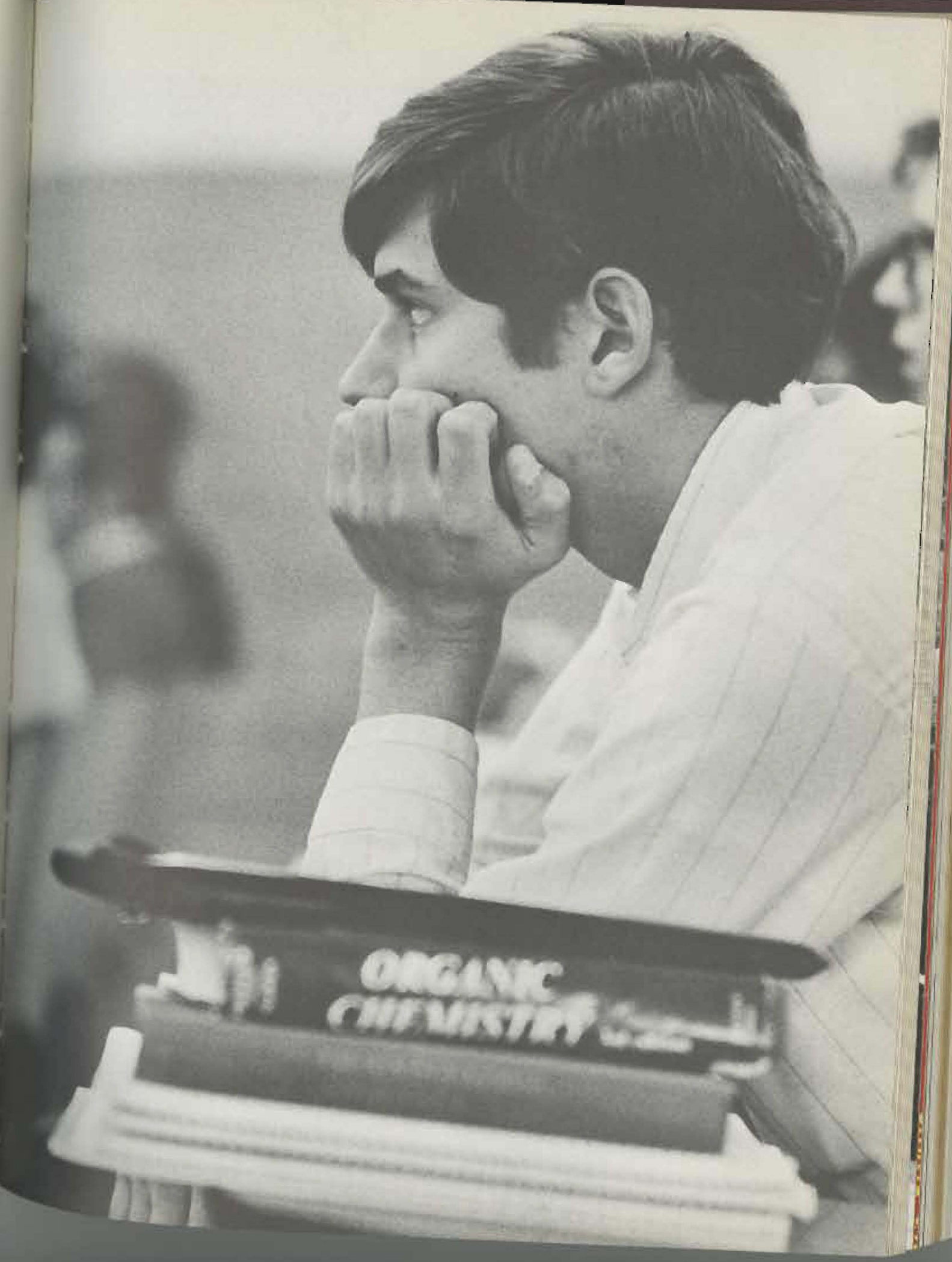
The Size Of The College

FOR ADMITTING WOMEN:

The addition of 600 or more women may not necessarily alter our status as a small college. Many colleges considered small would still have a larger enrollment than Lafayette. Intimacy between students and faculty may be more a function of our student-faculty ratio than it is of our overall size. Furthermore, since men and women do not compete for identity and status at every point, the eventual overall total would not necessarily alter the sense of smallness in every respect.

FOR REMAINING ALL-MALE:

Let us remain a small college. If we add 600 or more women, we will lose a



degree of the intimacy of a small college. This intimacy which students enjoy with faculty and with one another may be a more valuable element of the educational experience than that which can be provided by the addition of females to the campus.

The Quality Of Academic Life

FOR ADMITTING WOMEN:

Lafayette should be able to promote higher academic achievement by admitting women. Most faculty prefer to teach at coeducational or coordinate institutions; therefore, we should be able to recruit and maintain a higher quality faculty. The admission of women could strengthen some of our academic programs, such as the languages and the fine arts, yet there should be no adverse effects upon our present programs. Mixed classes tend to be more lively and interesting. The unique perspectives of women would enhance everyone's education in such fields as literature, religion, philosophy, and sociology.

FOR REMAINING ALL-MALE:

Lafayette might better promote high academic achievement if it stayed all-male. Graduates often do best if they are associated with an institution which has a special personality. Lafayette can probably recruit and maintain a quality faculty whether women are admitted or not. The admission of women could adversely affect the strength of our engineering and science programs. Some departments, such as English, could become primarily women's departments. Whether mixed classes are more lively is questionable; many males might be able to learn better in an all-male environment. In most classes women might merely provide an additional point of view in the discussion rather than a different point of view which would be educationally beneficial.





The Quality Of Extracurricular Life

FOR ADMITTING WOMEN:

Programmed extracurricular activities, such as College lectures, church services, the newspaper, the theatre, and the orchestra would stir greater student interest if women were admitted. The presence of women would probably provide a more natural atmosphere for social adjustment. Perhaps more men would stay on campus on weekends thus enhancing community spirit.

FOR REMAINING ALL-MALE:

As a result of the admission of women social strains might be heightened rather than diminished thus creating new social problems. The quality of some extracurricular activities might decline since the presence of women could be a distraction. It may be that the same proportion of men would still leave the campus on weekends.

THE REPUBLIC



Change And Tradition

FOR ADMITTING WOMEN:

The admission of women would significantly improve the quality of Lafayette College. All institutions must adapt to new needs if they are to be relevant to society. Since the number of males is not likely to decline significantly there should be no serious adverse effects upon the fraternity system, for example. It is questionable that Lafayette's traditional "maleness" is the most important factor which binds our alumni to the College and encourages their support. Lafayette's alumni seem to have the same institutional loyalty as that at many comparable colleges which are coeducational.

FOR REMAINING ALL-MALE:

The admission of women would not significantly improve the quality of Lafayette College. Some of the traditions of the College would be changed. For instance, the fraternity system might be altered if women were admitted. The experience of "maleness" which all alumni shared may have been part of the total experience which binds them to the College and which in turn helps in their support of the College. The alumni associations of male institutions are generally stronger than those of mixed colleges.

Efficiency, Costs and Funding

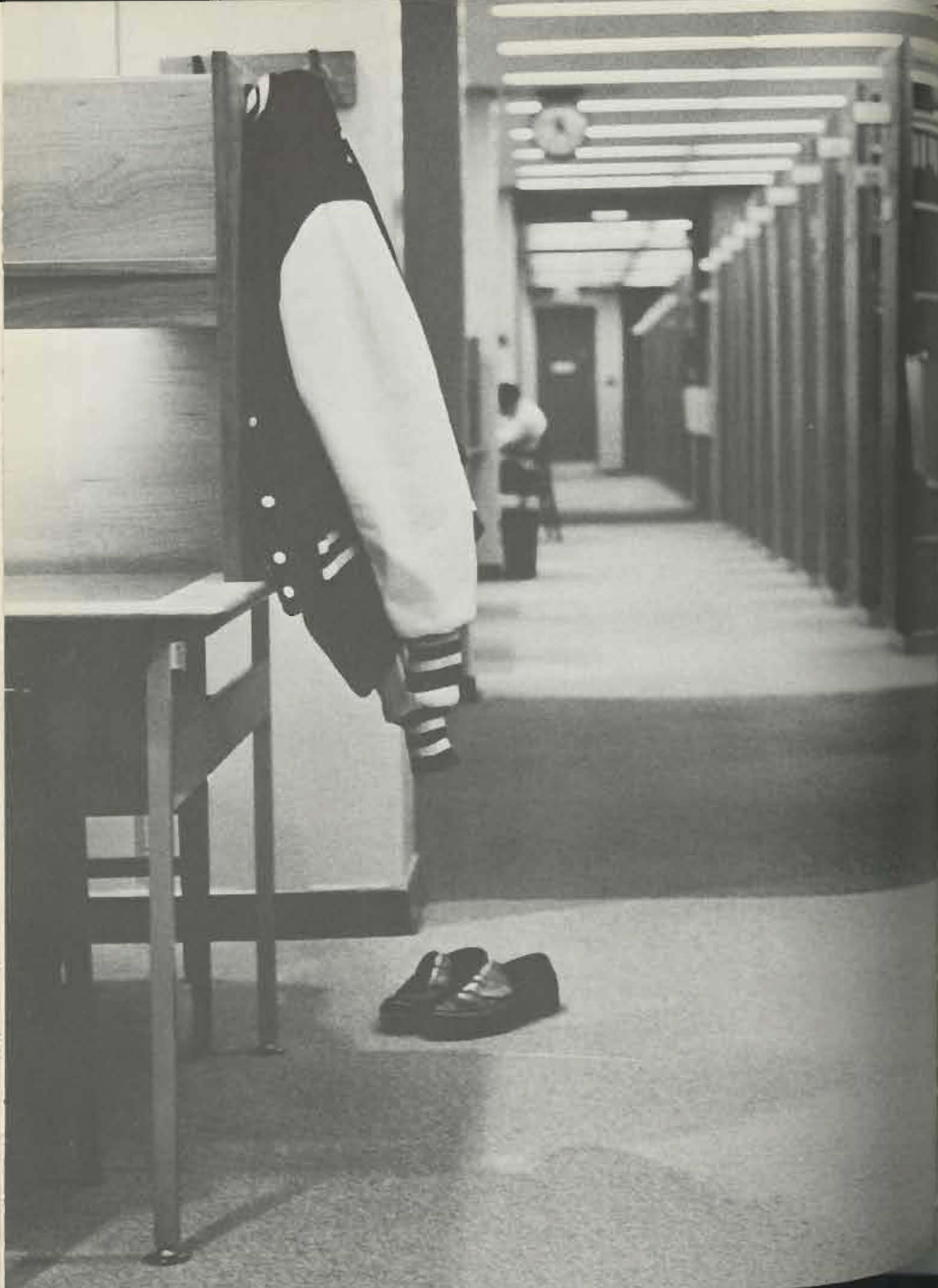
FOR ADMITTING WOMEN:

The growth of the institution beyond 1972 is inevitable because of increased disciplinary specialization and the need to get more efficient use of our resources per capita. It can be assumed that by 1976 we will have to reach a total enrollment close to 2,300. The admission of women would probably allow us to make a more efficient use of our faculty and facilities, such as in the fine arts and the languages, than if we admitted more men. Also by admitting women the cost-per-student would probably be less than if we added men because women tend to study in fields which require less equipment.

Once the alumni understand the educational desirability of recruiting women they may be expected to give strong support to the College. The expected rate of growth may not require us to raise tuition fees at an undesirable rate, or to apply serious pressure upon our endowment. Indeed for the above reasons the admission of women may assist rather than hinder us in balancing our budget.

FOR REMAINING ALL-MALE:

If Lafayette were to remain all-male there would be no need to raise enrollment beyond that programmed for 1972. Even if expansion costs were less if women were admitted, our financial resources might be better used if we stayed approximately the same size and invested them in a better faculty, improved facilities, and superior programs for men, thus making Lafayette one of the very best men's colleges in the country. In order to admit a sizeable number of women to the campus within a reasonable period of time we would have to increase our rate of growth. Rapid growth often results in unforeseen imbalances, and would force us to take new risks at a time when the future of private education is uncertain. Our alumni may not be willing to contribute sufficiently to so heavy an investment at this time. Nor are gifts from corporations and foundations likely to increase. Thus if we admit women, we will probably have to lower our endowment-per-student or raise tuition and fees to an undesirable level.



on campus

Machinery For Change Works At Lafayette

Why demonstrate? At Lafayette it is face-to-face confrontations that bring progress, not demonstrations.

For example, last fall two major confrontations occurred. In mid-September a representative group of alumni, students, faculty and staff members, and trustees met to discuss future educational policies of the College. The second meeting, in October, was billed as a student-trustee forum with members of the board of trustees answering the questions of more than 200 students and faculty members.

The first meeting included 40 participants representing all constituencies of the College community. The agenda included a discussion of the future size of the College and various questions concerning coeducation.

Peyton Cole started the discussion of the size of the College by reporting that in his judgment, Lafayette

could educate 2,000 students with current facilities. He also noted that it would be possible to increase enrollment gradually by 20 percent in the next ten years without any diminution of academic quality.

Jonathan Reitman '70 spoke in favor of maintaining a small college and asserted that Lafayette could increase student enrollment by 500 students, increase faculty correspondingly, and still maintain intimacy.

President Bergethon expressed the opinion that a college was too large when the dean of students is no longer a familiar figure on campus. He suggested that 2,400 students represented the highest enrollment within the limits of a small college.

Dr. Albert W. Gendebien '32, chairman of the history department and the Special Faculty Committee on Coeducation, introduced the discussion of coeducation. He noted that the Committee was aware of trends in education philosophy and had not

detected one source of support which did not reflect the desirability of coeducation.

Ross Unruh '69, president of the Student Council reported on the results of a Student Council sponsored poll on coeducation. He noted that the poll showed that the majority of students favor the establishment of a coordinate women's college with a separate administration. He said the majority also favor the admission of women only if the necessary funds to cover the costs could be obtained from new sources.

He concluded that the main student concern is the social aspect and that the life of the student could be enriched through daily contact with women. He said that the coordinate college plan represented a compromise and would insure the autonomy of the all-male college. He indicated that the student would select the most expedient means of admitting women to the College whether this would be coeducational or coordinate education.

Gary Evans '57, director of development and alumni affairs, noted that most alumni probably do not support the view that the admission of women would enhance the quality of the educational program. However, most would agree with the student response that the addition of women would improve social conditions.

Trustee Thomas W. Pomeroy, Jr. '29 spoke on behalf of the board of trustees concerning coeducation. He emphasized, that the trustee position "... could be defined as determining the best way to strengthen and maintain excellence at Lafayette."

In conclusion he noted that there was a major question of feasibility in terms of "... just how fast we have to run to stay where we are and try to maintain academic excellence."

Ralph K. Gottshall, president of the board of trustees, warned against translating coeducation into sex. He suggested that there are many good reasons for admitting women. He pointed out that some trustees are opposed to coeducation but that they are all open-minded individuals.

The second meeting, the first open forum between students and trustees in the history of the College, occurred on October 31. During the two-hour session, discussion was held on coeducation, financing and tuition problems, present curriculum, the ROTC program, student life, student participation on the board of trustees, and College-community relations.

Coeducation again generated the most interest. Mr. Gottshall reported that the board would consider the subject and its financial aspects, noting that the

earliest coeducation could become a reality would be in three to five years. He indicated that even then women would probably attend Lafayette only on a commuter basis.

Trustee George C. Laub '33, secretary of the board, said the basic problem is financial. He pointed out that at the present time there are no donors for a coeducational fund.

Responding to a charge by Nicholas Grabbe '71 that the Lafayette student is "not scholarly and intellectual," Mr. Laub replied that the test of an institution is the performance of its alumni. He said that the record of Lafayette alumni is spectacular.

The *Easton Express* had high praise for the College's efforts to consider the opinions of the entire College community. In an editorial the *Express* noted,

"In the face of continuing unrest frequently evolving in physical disorder on the nation's college and university campuses, the residents of this community, the student body and others intimately concerned with orderly and effective continuity of the education program at Lafayette College have been served well by the administration's policies on student rights and responsibilities. "... Cooperatively, the faculty and administration at Lafayette obviously are making every effort to avoid at Lafayette the oppressive or careless restrictions on assembly, petitions for grievance and free speech which have caused massive problems on other campuses. The College has tried to minimize the chafing paternalism which has obstructed the development of young men and women in other schools.

"In doing so, it should have earned the respect and cooperation of young men of reason who want their school to emphasize education, not revolutionary social activism with its chaotic impact on the academic system."