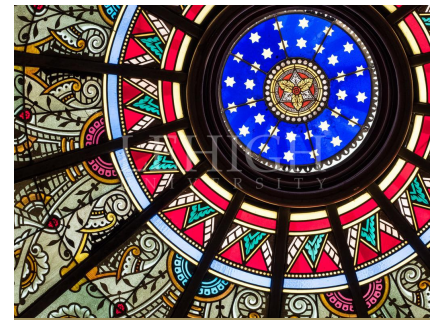


CAN WE DISMANTLE THE MASTER'S HOUSE WITH THE MASTER'S TOOLS?:

*Heather Simoneau, Humanities Librarian
Jasmine Woodson, Education Librarian
Lehigh University*



Using
institutional
history in
information
literacy learning

COEDUCATION AT LEHIGH

“Who needs
brothers
when one
could have a
girl?”

COEDUCATION AT LEHIGH

LEHIGH AND THE PROBLEM OF COEDUCATION:
A STUDY IN DESIRABILITY
AND FEASIBILITY

COEDUCATION AT LEHIGH

(In percentages)
(N=1516)

Do you favor undergraduate education for women at Lehigh?

	CLASS				
	<u>Total</u>	<u>1972</u>	<u>1971</u>	<u>1970</u>	<u>1969</u>
Yes	77	84	75	76	71
No	16	10	20	17	19
Indifferent	6	5	5	7	8
No answer	<u>1</u> 100	<u>1</u> 100	<u>0</u> 100	<u>0</u> 100	<u>2</u> 100



1971

Lehigh enrolls its
first female
undergraduate
students.

COEDUCATION AT LEHIGH

(In percentages)
(N=1516)

Do you think the social life at Lehigh is

	CLASS				
	<u>Total</u>	<u>1972</u>	<u>1971</u>	<u>1970</u>	<u>1969</u>
Very satisfactory	5	2	7	6	7
Satisfactory	21	13	20	26	30
Tolerable	30	32	30	30	28
Dissatisfactory	26	32	26	23	19
Very dissatisfactory	15	18	15	11	11
No answer	<u>3</u> 100	<u>3</u> 100	<u>2</u> 100	<u>4</u> 100	<u>5</u> 100

SOURCES

As to the first question previous campus studies reveal that **Lehigh** students do spend much time and money traveling to "where the girls are" which is indeed a distracting factor. But would the presence of girls on campus eliminate the traveling distraction? Realizing that the answer



One boon to fraternity life may result from the admission of women to Lehigh. But, then, who needs brothers when one could have a girl? At any rate, the coed question has nearly been finalized. The dream of more than a few Lehigh men may be realized in the very near future with the admission of a proposed 100 women.

In August, 1969, the Joint Commission on University Life submitted to the administration its recommendation that Lehigh should become a coeducational institution, eventually to include 800 women in a total of 4000 students.

LEHIGH'S INTELLECTUAL HERITAGE AND HISTORY

BACKGROUND

- College of Arts and Sciences
- Middle States Accreditation
- “Shared academic experience”

BACKGROUND

- College of Arts and Sciences
- Middle States Accreditation
- “Shared academic experience”
 - ACRL Framework for Information Literacy
 - 2 credit course
 - “Lehigh’s Intellectual Heritage and History”

LEHIGH'S INTELLECTUAL HERITAGE AND HISTORY

Unit 1: Lehigh's Founding

Source type
differentiation

Source
evaluation

Unit 2: Coeducation

Primary and
secondary
sources

The scholarly
conversation,
pt. 1

Unit 3: Lehigh's Curricular History

Popular, trade,
and scholarly
sources

Unit 4: Lehigh in the World

The scholarly
conversation,
pt. 2

Unit 5: Bethlehem and Lehigh

News literacy


Data literacy

LEHIGH'S INTELLECTUAL HERITAGE AND HISTORY

Historical Reading

Information Literacy Reading

Course Overview Weekly Units Final Projects by Semester



Coal Breaker and Yards, near Mauch Chunk, Pa. 55.

Unit 2 Historical Reading

The initial decision to exclude women:

It is common knowledge that Lehigh was an all-male institution until 1971. But how much do you know about the debate that happened at Lehigh over whether or not to admit women? Last week, we learned about Lehigh's early mission to provide a technical education that did not neglect the liberal arts. To learn more about the history of engineering education, you can search the library's catalog. One good resource for further study is an ebook by Amy Sue Bix called *Girls coming to tech! : a history of American engineering education for women* <https://asa.lib.lehigh.edu/Record/10808616> This resource is a secondary source that includes three case studies. Since we are learning about primary and

Search ...

Recent Posts

- Lehigh FIRST
- Final Project - ilan
- Lehigh Fight's Hate

The Evolution of Evidence and Interpretation: Coeducation as Case Study

What is of the most importance in this course is to not only know what these concepts are, but to think about the purposes of primary and secondary sources, and how you and others interpret them and apply that interpretation. Interpretation is hardly neutral: bias and perspective can play a large role. To wit: we live in a world that is currently rife with misinformation — it's easy to find news articles, websites, or even people in your life who espouse diametrically opposed viewpoints, perhaps even with "objective evidence" to back it up or perhaps not. But what constitutes evidence, and therefore what constitutes scientific fact or "truth", is grounded in a set of methodologies and practices that evolved over time, and thus, what is considered fact or knowledge has itself evolved. Additionally, the nature of scholarship is cumulative; that is, successive scholars build on the work of their predecessors. Sometimes that is augmenting a theory, but other times that is overturning a theory based on new or different evidence.

Think, for example, about your reading for this week concerning coeducation at Lehigh.

Lehigh may have been late to fully integrate women into the school compared to other colleges and universities, but it's hardly unique in having been part of a long tradition of having what at the time was a sound theoretical framework for why women should be excluded from higher education, or enrolled in female-only colleges with female-appropriate curricula. We'll now look at excerpts from a sequence of articles on women's place in higher education, starting from the 19th century up to the 21st century. Each of these is written by an esteemed scholar of the period, and published in well known publications. Links are included to each for you to go back to the source. While skimming through them, consider: What does the author offer as evidence? What primary sources are being analyzed? Is the author inserting their own bias or opinion without any factual basis? (Note: your quiz this week will include questions on the documents from both of your readings, so be sure to familiarize yourself with them.)

Here is a passage from an 1891 [article](#) from the scholarly magazine, [Science](#), which today is one of the pre-eminent publications in science research. The author doesn't necessarily argue against the education of women, but believes that most women are too delicate for the full college experience, and uses a quote from Goethe to help make his point:

Whatever may be the use or abuse of a gregarious life for boys and young men, there can be no doubt that it involves great risks for adolescent girls. All the voluminous literature that has been written on the dangers of "coeducation" for girls really applies to gregarious education with members of their own sex. A girl thrown into a mass of several hundred other students, is subjected to a constant nervous strain, which, indeed, may be borne by the robust and healthy, but to which the nervous and delicate too often succumb. The physical evil of such massive association is beginning to be recognized, and combated by the device of substituting smaller groups of students in isolated houses or cottages, for the vast dormitories of the earlier colleges which resembled ungratified models of the old-fashioned boarding-schools. Still it remains true that a girl placed in an army of her fellows is in a position, peculiarly foreign to her nature, which demands — possibly merely from the influence of immemorial inheritance and tradition — an individual setting, a family life. "It is natural," Goethe says somewhere, "for boys to wear uniforms: it is equally unnatural for girls to do so, for they are not destined to live in

LEHIGH'S INTELLECTUAL HERITAGE AND HISTORY

ARTS 098 Unit Two: Coeducation at Lehigh

Lehigh History Research Guide (page 1 of 2)

Menu 

To the right is a guide to all of Lehigh's digital archives. This guide will point you toward where to find Lehigh archival material, including old Lehigh yearbooks, course catalogs, theses and dissertations, and a wide array of historical documents. You might recognize some of this material from this and last week's readings.

Next

[Back](#)

LEHIGH UNIVERSITY LEHIGH UNIVERSITY LIBRARIES - LIBRARY GUIDES

[Lehigh Libraries](#) / [Library Guides](#) / [Lehigh History](#) / [About](#)

Lehigh History: About

Celebrating Lehigh's Sesquicentennial Anniversary, 2015-2016

About	Founding Years	Timeline & Histories	Papers, Records, & Manuscripts	Lehigh Anniversaries	People	Coeducation
Campus & Buildings	Publications	Websites	Audio/Visual	Request Form & Access	Citing Archival Materials	Student Publications

About

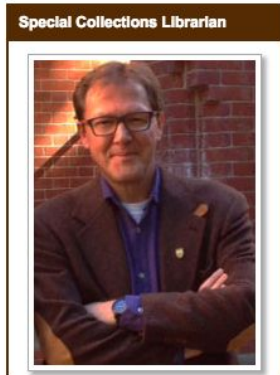
In the 2015-2016 academic year Lehigh University has celebrated its 150th anniversary of founding.

This library guide is being prepared to provide information and resources on Lehigh's role in engineering, sciences, education, arts and humanities, leadership and entrepreneurship. More content will be added to this guide as the resources are processed.

Visiting Special Collections

Contact Us:
Phone: 610-758-4506
Fax: 6190758-6091
Email: inspc@lehigh.edu
Mail: Special Collections, Lehigh University, Linderman Library, 30 Library Drive, Bethlehem PA 18015

Reading Room Hours:
We are located in Room 341 on the third floor of Linderman Library.
Monday through Friday, 1:00 p.m. - 5:00 p.m. Closed on University holidays.
[View Full List of Library Hours](#)



LEHIGH'S INTELLECTUAL HERITAGE AND HISTORY

- Discussion boards
- Quizzes
- Papers
 - Primary Source Analysis
 - Liberal Arts Position Paper
 - Annotated Bibliography
 - News Analysis
- Final Project

ENTER AUDRE LORDE

Can we
dismantle the
master's house
with the
master's tools?

“For the master's tools will never dismantle the master's house. They may allow us temporarily to beat him at his own game, but they will never enable us to bring about genuine change.”

MY EXPERIENCE AS A LOW-INCOME STUDENT AT LEHIGH UNIVERSITY



THE TYPICAL LEHIGH STUDENT



The median household income \$167,000
Way above my own.



almost 70 percent of Lehigh students come from families that are in the top 20%



Back home I never really thought much about class or socioeconomic status. I guess I never had to since most of the people around me were from the same class. When I arrived at Lehigh, the realization of my low-economic background finally hit me. The student's here were brands I never even heard of, drove cars that I've only dreamed of and ultimately experienced the world in a completely different way.

Academic Rigor



One of the most common challenges college students face is adjusting to the rigor required to succeed at the collegiate level. This is especially true for lower-income students most of whom come from underfunded high schools. For example, in high school, I had little exposure to STEM related courses this, in turn, affected my performance in college classes like Chem 30 where having taken an AP level chemistry course is pretty much expected. As a low-income first year student, I struggled to adjust to the rigor and demand of Lehigh University, and at many times I felt like I wasn't cut out to be here.

UPWARD MOBILITY

OPPORTUNITIES

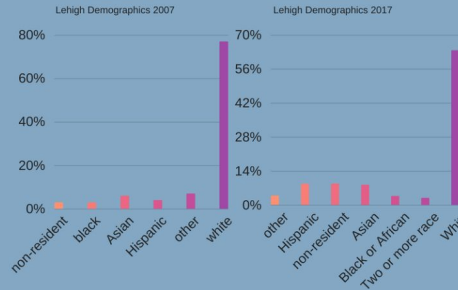
In spite of the vast economic differences on campus Lehigh does an amazing job at providing opportunities for all its student's. Programs like the IACCOCA international internship allow students who typically wouldn't be able to study abroad go abroad. Additionally, Lehigh generous financial aid package that meets 100% demonstrated need helps ease the stress on lower-income student.



ECONOMIC IMPACT

Lehigh does a great job at improving the socioeconomic status of low-income students. Students that attend Lehigh University have a 57% chance of becoming wealthy that's 45th out of 2,137 colleges right behind Yale and well above other academic institutions. Lehigh is also ranked 24th out of 2,137 as educational institutions with the highest median student salary at 84 years of age. Unfortunately, Lehigh's upward mobility is extremely low due to its small number of low-income students. Only 15.1% of students at Lehigh have family incomes < \$65,000 and the percent of students whose family income is below 20,000 is 2.5. Out of 2,395 colleges, Lehigh ranked 2,323.

MOVING TOWARDS DIVERSITY



Over the last decade, Lehigh has made a conscious effort to increase diversity on campus Hispanic enrollment has more than doubled; however, African American Enrollment has remained the same which begets the question why is this the case.

CAMPUS CHANGES

Lehigh is on a path towards change. In the last four years, Lehigh has increased first generation enrolment by almost 3 percent Furthermore Lehigh's recent partnership with the Posse Foundation is designed to improve recruitment of inner-city kids. Moreover, newly developed programs like LUSI help underrepresented students transition into college by connecting students to faculty, pointing out campus programs, and creating a support network. Additionally, some students on campus have taken matters into their own hands with the creation of clubs like Lehigh F1rst that serves as a support group for first-generation students.



CONCLUSION



Despite the challenges I have faced at Lehigh University I wouldn't trade it for anything in the world. I can honestly say that I'm excited by the changes occurring on campus, and I truly believe that if Lehigh continues on this track, it won't be long before we are leading the pack on upward mobility and underrepresented student success.

STUDENT PROJECT

“My Experience as a Low-Income Student at Lehigh University”

My Experience as a Visual Artist in Lehigh University

Title: My Experience as a Visual Artist in Lehigh University

Author: Francis Akoto

Date: December 13, 2017

Description: A series of pictures I took in Lehigh and Bethlehem, during art events, Lehigh University Productions concert, Superiors Fashion show and regular photoshoot with my friends and a model. These are pictures that I value because they remind me of the activities I have done in the past in Bethlehem, and also motivate me to explore more areas around Lehigh University and Bethlehem.

Format: Video slideshow

Subject: Art, Fashion, Photography, History.

Rights: Anyone has the right to view and share this video, but not edit either the video or individual pictures.

Source: All pictures were taken by me. Other sources related to this work:
><http://thebrownandwhite.com/2017/10/08/lehigh-samuel-uko-kinuko/>

><http://thebrownandwhite.com/2015/04/27/student-clothing-line/>



Students create art collective clothing line featured at Quest

The Superiors – also known as Boys on the Superior Side – is an art collective

STUDENT PROJECT

“My Experience as a Visual Artist in Lehigh University”

Lehigh Experience 🔍 ⋮

- 📍 Maginnes Hall - 4 Classes
- 📍 Sinclair Laboratory - 1 Class
- ... 4 more

📍 **Notable Locations**

- 📍 Zoellner Arts Center - Work Study Job
- 📍 Pi Kappa Alpha - Served as Treasurer
- 📍 Humanities Center - Participated in poet...
- 📍 Broughal Middle School - Volunteered
- 📍 Rauch Business Center - Participated in ...
- 📍 Taylor Gym - Played Club Squash
- 📍 Steel Ice Center - Attended Hockey Gam...

📍 **Dining**

- 📍 Hawk's Nest
- 📍 Perkins Diner
- 📍 Upper & Lower Court Dining Halls
- 📍 Rathbone Dining Hall
- ... 12 more

📍 **Campus Border**

- 📍 Campus Border

Map data ©2018 Google Terms 200 ft

STUDENT PROJECT

“Exploring the Town-Gown Relationship between Lehigh and the Bethlehem Community”

ROUNDTABLE QUESTIONS

- Do we work within the “master’s house”?
 - How do our institutional contexts perpetuate inequity?
 - Does/can the library and librarians function apart from this?
- What, for us, are the master’s tools?
 - Collection development?
 - Classroom experiences?
 - Institutional records, statistics, and documents?
- Can we, as librarians, work against social injustice and inequity within the framework of the institution?