

SPECIAL SUPPLEMENT
AND QUESTIONNAIRE

Lafayette Alumnus

COEDUCATION: Is It For Lafayette?

Introduction

On April 2, 1968, the Lafayette College faculty voted to recommend to the Board of Trustees that "the admission of women to all degree programs at Lafayette College be authorized as soon as practicable." The Board received the recommendation in May and has been studying the matter.

During the current year the question of coeducation has dominated College discussions at all levels. Alumni clubs throughout the United States have met to discuss the subject with speakers from the College, students have conducted a poll and held a rally in support of coeducation, and the Winter issue of the *Lafayette Alumnus* was devoted to a series of pro and con articles by alumni and faculty.

Many considerations affect decision on the desirability and feasibility of the admission of women at Lafayette. The main factors were reported in the Winter issue of the *Lafayette Alumnus*, beginning on

page 37. The article, "Considering Both Alternatives," is reprinted in this supplement for your review.

The purpose of this supplement is to provide information about costs that might affect the issue of feasibility. The materials have been prepared by an administrative committee on educational planning and by Ralph C. Meyer, consultant to the provost.

The following cost figures are estimates made to obtain comparability on possible options for development in the years ahead. They have not been approved by the Board of Trustees. Cost estimates developed as a basis of comparison reflect current conditions and policies. They should not be interpreted as a projection of the College financial posture for the next eight years. Policy decisions made in the future by the Board of Trustees and economic conditions may materially alter these projections.

Construction of Models

Three financial models have been used to project the budget of the College through 1977.

The first one, M-1960, represents current policy with respect to enrollment growth until 1972 and assumes maintenance of that enrollment level indefinitely beyond 1972.

Model C-2300 is a reasoned approximation of the faculty recommendation (namely, 1960 men plus 350 women) in respect to total. However, the ratio of men to women is altered to obtain a generally accepted minimum proportion of women (27%) with the number of men students that will permit con-

tinued viability of engineering programs, varsity intercollegiate activities and fraternities.

The M-2300 model was selected as a control for C-2300 so as to provide a means for evaluating the incremental costs of coeducation.

All three financial models were constructed estimating the need for facilities and operating income for educational and general purposes. Operating income for auxiliary services such as dining operations and residence halls has not been included. It is assumed that, as in the past, fees for room and board will be adjusted to cover the cost to operate auxiliary services.

Considering Both Alternatives

(Prepared for the Committee on Educational Policy of the Board of Trustees)

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:

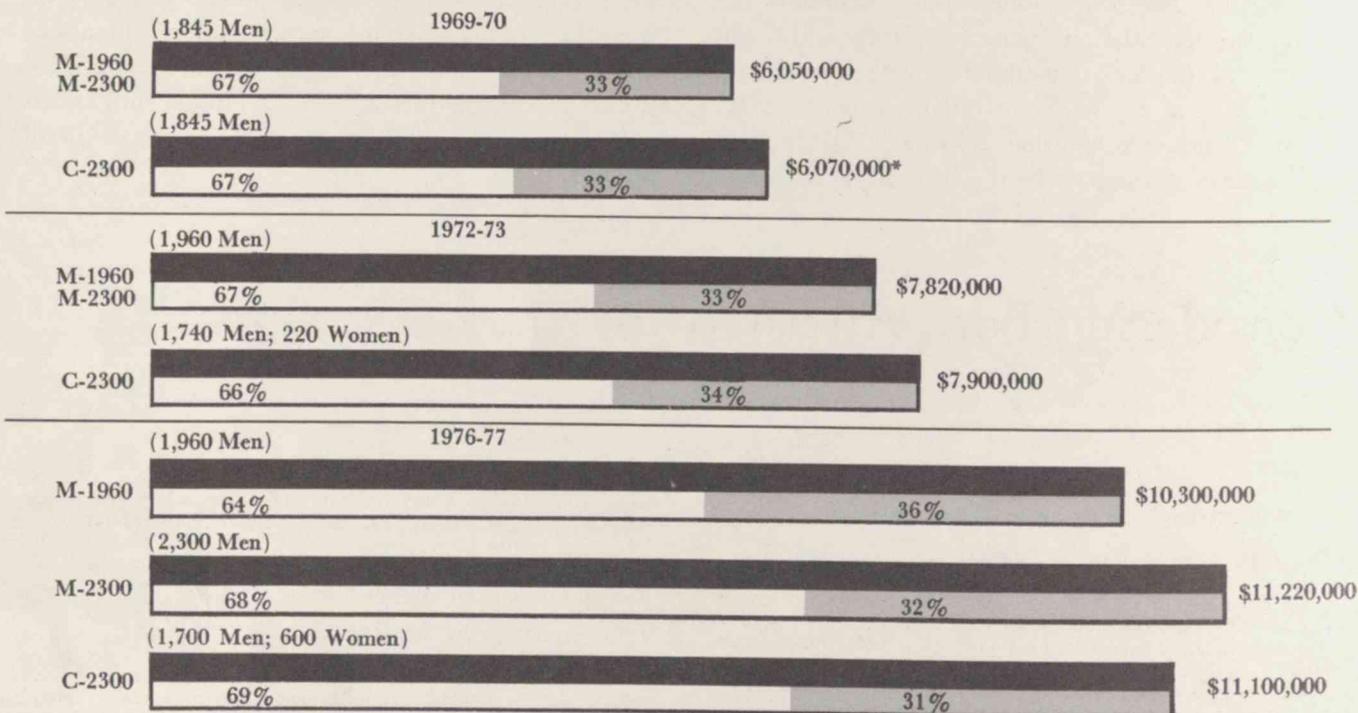
It is not clear that we could significantly upgrade the quality of our student body by admitting women. The more highly qualified women may choose to enroll at other institutions which have traditionally admitted women or at the other schools which have recently decided to be coeducational, that is, we might not be able to compete effectively. Even if more young men desire to go to a college which admits women,
(continued on page 4)

Education and General Operations

Expenditures and Income

The following chart reflects the projections of all operating expenses of the College. The projections take into account the information available to predict anticipated inflation between now and 1977. This information notwithstanding, a factor of four to five per cent might be added to each final projection to provide for unexpected inflationary trends affecting operations.

In addition to the forthcoming year, 1972-73 was selected for illustrative purposes because it represents the end of the approved current long-range plan and the mid-point in the proposed plans. The year 1976-77 was selected since it is the final year of the proposed plans.



*Includes additional personnel to plan admission of women

- Expenditures
- Income from tuition
- ▒ Income from endowment and gifts

Faculty and Staff

Anticipated expenditures for the academic year 1976-77 are least for the M-1960 model because there would be fewer students, faculty and administrators. Model M-1960 assumes a faculty increase from the present total of 159 (for 1825 students) to 170 and an increase in the number of administrative officers from the present total of 47 to 57 by 1976-77 to offer counseling and other services increasingly being expected. Model M-2300 anticipates that there will be 190 faculty and 61 administrative officers by 1976-77, and model C-2300 projects a total of 191 faculty members and 62 administrative officers by the end of the period.

Instruction and Research

The costs for instruction and departmental research (educational materials and laboratory equipment) were computed on the basis of the number of students expected to register for each academic program. Since women are less likely than men

to register in technical courses, expenditures for the C-2300 model are eventually expected to be less than the M-2300 model due to less growth in the higher cost science and engineering areas.

Student Services and Maintenance

Non-instructional expenses such as those for athletic programs and student services were based on an average cost per student without regard to curricular distribution. Costs for the operation and maintenance of the physical plant were estimated as a percentage of the value of buildings, the percentage decreasing slightly as the value of the building increased.

Financial Aid

Since the cost of education borne by the student is likely to increase in the future, all three models contain an increase in the number of students requiring aid from 28% at present to approximately 30% in 1976-77.

Estimated Funds Required

(other than tuition and fees)

1967-1977

"On Lafayette" Campaign (1967-73)	M-1960	M-2300	C-2300
Endowment	\$ 8,330,000	\$ 8,330,000	\$ 8,330,000
Gifts for operations	4,500,000	4,500,000	4,500,000
Construction (biology building, athletic complex, student center, infirmary, housing)	11,110,000	11,110,000	11,110,000
Adjustment to current plans		300,000 a	800,000 b
Sub-Total (1967-73)	\$23,940,000	\$24,240,000	\$24,740,000
Later needs (1973-77)			
Endowment	\$ 5,200,000 c	\$ 5,200,000 c	\$ 5,200,000 c
Gifts for operations	2,971,000 d	2,346,000 d	2,346,000 d
Construction	7,783,000 e	14,073,000 f	14,673,000 g
Sub-Total (1973-77)	\$15,954,000	\$21,619,000	\$22,219,000
TOTAL	\$39,894,000 h	\$45,859,000 h	\$46,959,000 h

NOTE: As of April 10, 1969, the College had received \$7,660,000 in gifts and pledges toward the "On Lafayette" Campaign. This figure can be applied to all sub-totals and totals above.

- a. Expansion of utility services—light, heat, etc.
- b. Expansion of utility services—light, heat, etc., plus additional facilities for women's physical education program.
- c. Endowment projections are based on the amount of new endowment which is likely in a five-year period, rather than on the amount needed to maintain the present endowment per student ratio.
- d. Gifts for operations for the M-1960 model are projected at a higher level than for the other models since fewer gifts would be required for capital purposes.
- e. Model assumes addition of library wing, classroom building, engineering laboratory building by 1977.
- f. Model assumes addition of library wing, classroom building, engineering laboratory building, two residence halls, dining facilities by 1977.
- g. Model assumes addition of library wing, classroom building, engineering laboratory building, three residence halls, dining facilities by 1977.
- h. Estimates have been made for inflation in construction and operations. Because of the difficulty of making such estimates on a ten year basis, an additional factor of 6-8% may be added to these totals to compensate for unexpected shifts in the economy.

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.

Change And Tradition

FOR ADMITTING WOMEN:

The admission of women would significantly improve the quality of Lafayette. 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. 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.

Questionnaire

All alumni are urged to complete the following questionnaire and return it to the Development and Alumni Affairs Office in the envelope provided by May 23, 1969. The results will be submitted to the Board of Trustees. It is recommended that you read the entire questionnaire before responding.

I. Indicate the statements which express your response to the question "Coeducation—Is it for Lafayette?"

(Note: For purposes of this questionnaire, coed may be defined as men and women attending the same institution; coordinate may be defined as men and women having separate institutional identity but attending classes together.)

A. I have no particular feeling on the question of admitting women to the degree programs of the College. _____

B. I favor Lafayette remaining all-male. _____

C. I favor admitting women:
On a coed basis only. _____
On a coordinate basis only. _____
On either basis. _____

II. Check among the following statements the ones most important to your decision. These sentences are summaries of the statements prepared for the Committee on Educational Policy of the Board of Trustees appearing in this supplement.

1. It is increasingly important for men to learn to interact with women, for women are taking a greater part in business, the professions and public life. _____
2. Society needs a variety of educational institutions and Lafayette should be distinctive as an all-male college. _____
3. Since 80-plus percent of the best secondary school students (men and women) prefer coeducation, Lafayette will attract more of the students it wants if women are enrolled. _____
4. As the number of students going to college increases, there will be enough good students among those who want or are willing to attend an all-male institution. _____
5. The College would lose its small college intimacy if its size were further increased by the admission of women. _____

6. Lafayette should make its education available to qualified students regardless of sex. _____
7. Women would take more courses in fine arts, sociology, philosophy and the languages and thereby strengthen these departments. _____
8. The admission of women would relatively diminish the emphasis on Lafayette's engineering and science programs. _____
9. Social and extracurricular life would be sounder and better if women were enrolled. _____
10. Women on campus are a distraction. _____
11. Lafayette's "maleness" is one of its unique traditions and should be preserved. _____
12. Lafayette's tradition should be for continued improvement regardless of sex. _____
13. The additional cost to admit women is great and the results are not worth it. _____
14. The cost to admit women does not greatly exceed the cost for normal growth, and the benefits are worth the investment. _____
15. Other reasons (attach additional page if necessary)

III. If you have recruited students for Lafayette in recent years, what has been the effect of Lafayette's all-male enrollment?
Increases the College's attractiveness. _____
Decreases the College's attractiveness. _____
Is of no particular consequence. _____

IV. If you have sons who are currently attending college, how many are attending: a men's institution? _____; coed institution? _____; coordinate institution? _____.
If you have sons in secondary school preparing for admission to college, how many prefer: a men's institution? _____; coed institution? _____; coordinate institution? _____.
If you have daughters, would you like them to have the option of attending Lafayette?
____ Yes ____ No

V. Name _____ Class _____
Occupation _____
Are you a member of the National Schools Committee? ____ Yes ____ No