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## Women in Higher Education - Primary Source Set

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# Women in Higher Education

## Overview

Higher education in America prior to the 19<sup>th</sup> century looked a specific way, white and male, and while there have been many advancements in medicine, and teaching medicine, since the 19<sup>th</sup> century, there has been just as many social advancements for those that are not white men within higher education. An equally impressive jump forward socially for education happened during these time periods. Education as a whole saw drastic changes between the 19<sup>th</sup> and 20<sup>th</sup> century with the increasing enrollment of women in higher education. The evolution of higher education between 1870 and 1930 saw drastic changes to women enrollment within universities, going from 5% to 14% female enrollment at a higher professional degree seeking university. Even with the increased enrollment, not all universities reflected this practices of accepting female enrollment (Parker, 2015).

Even with this large increase in enrollment between this time, not every higher education institution would accommodate women on campus. The 60s marked a momentous time for one university in particular, Thomas Jefferson University, as this decade saw the first graduating class with women. Universities like Thomas Jefferson Medical school would not have its first graduating class with women in it until, 1965 (Czarnecki & Duinkerken, 2015). The sixties started the tangible swing to a more diverse higher education experience.

## Educational Purpose

This set will give students a tangible lens with which to compare and contrast history through, by supplying students with visual aids and classroom insight, that is aided in part by photos of residents and fellows over the course of decades. Students will be exploring inclusion as it happened through the decades at Jefferson University with the aid of inference. Students will also be engaging with textual examples of what a classroom was like both in the demographic sense and the way it was ran. Students will get the opportunity to listen to an oral history from the perspective of one of the first women to graduate from Thomas Jefferson University. Students will explore what it was like being a pioneer for women in higher education.

## Grade Levels

Secondary

## State Standards

8.2.9.B. – Compare the impact of historical documents, artifacts, and places in Pennsylvania which are critical to U.S. history.

9.2.9.C. – Compare and contrast how continuity and change in Pennsylvania are interrelated throughout U.S. history.

8.4.12.C. – Evaluate how continuity and change have impacted the world today

8.3.9.A. – Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.

8.1.12.A. – Evaluate patterns of continuity and rates of change over time, applying context of events.

# Source Set

8



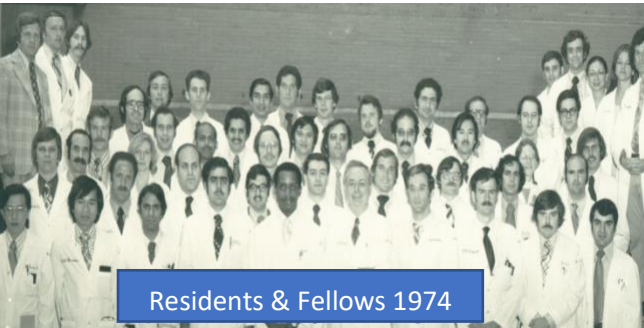
Residents & Fellows 1958

7



Residents & Fellows 1967

6



Residents & Fellows 1974

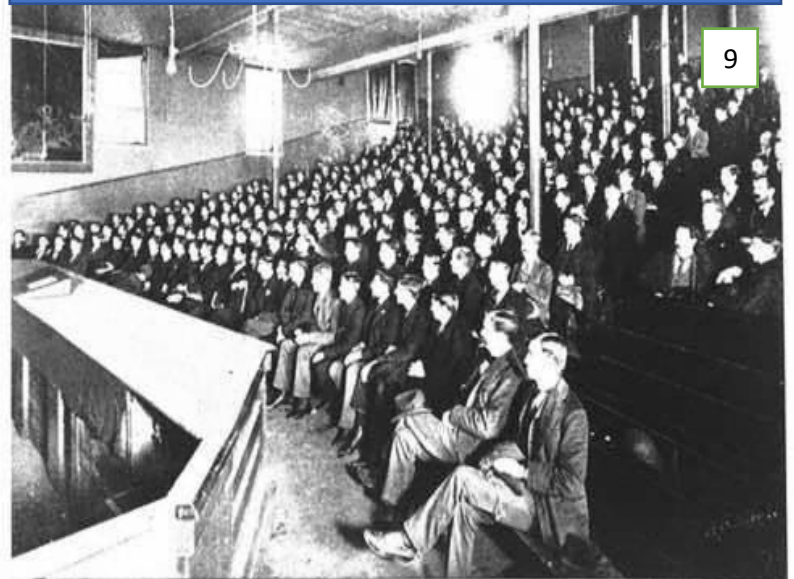
Numbers next to images correspond with the order they appear on the bibliography.

Students listen to lecture, 1979.



5

Students listen to lecture in the lower lecture room, 1889.



9

THE LOWER LECTURE ROOM OF THE JEFFERSON MEDICAL COLLEGE.

## Teaching plan circa 1912.

3

### TEACHING PLAN.

The number of students taught Anatomy and the ancillary branches—Histology and Embryology—enrolled in the Freshman and Sophomore Classes have been:

	SESSION	FRESHMAN	SOPHOMORE	TOTAL
In the College Building, . . . .	1906-1907	158	139	297
	1907-1908	168	159	327
	1908-1909	130	144	274
	1909-1910	126	116	242
	1910-1911	181	113	294
In the D. B. I. of A. . . . .	1911-1912	179	157	336

In addition, the Junior Class, in sections, receives instruction in post-mortem technic (Department of Pathology) and in Operative Surgery (Department of Surgery) at the Institute.

Experience has shown that the methods in vogue in the Department of General Anatomy at The Jefferson Medical College during the past five years discourage the unworthy from continuing to pursue a course for which they prove unfit, and each year a score or more Freshman students drop out of the class before the mid-year examinations take place. The discouragement imparted to these delinquents comes from the odium of failure to keep up to the set standard in the exercises and rigid requirements of laboratory work, in dissecting as well as in Histology and Embryology. This process of natural elimination has for its result an exceedingly small percentage of failures among members of the same class in their Sophomore year. Although a definite program of work exists, one with which at least all students must keep pace, an able student is not debarred from surpassing such a fixed, perhaps arbitrary, schedule. A student who proves clever with scalpel, microscope, the brush and pencil, is given relief from the tedium of mere routine and is allowed sufficient latitude to do advanced work. The proportion of such talented and ambitious students has gradually increased with the raise of entrance requirement standards, but a sane limit has now been attained, and should not be over-reached.

Kelsey Duinkerken recording an oral history with Dr. Czarnecki, first woman to graduate from Jefferson Medical College.

2

["Nancy Szwec Czarnecki" by Nancy Czarnecki and Kelsey Duinkerken \(jefferson.edu\)](#)

## Dr. Keen leads a Surgery Clinic in the 1873 Hospital Amphitheater.

10



## Excerpt describing the new hospital, 1908.

1

### THE NEW HOSPITAL.

No part of the history of the Jefferson Medical College is more interesting than the evolution of its great Hospital, which is now under the skillful management of Professor Coplin, who contributes the remainder of this sketch. In May, 1825, several months in advance of the opening of the first session of lectures, an Infirmary had been organized within the walls of the building in which was to be inaugurated the infant medical college. On May 9, 1825, Dr. George McClellan performed the first operation in the amphitheatre and in the Infirmary administered to the first patient. From this modest beginning, involving a single room, a small lecture amphitheatre and an outlay of but a few dollars, was laid the foundation of the movement which nearly two-thirds of a century later culminated in the erection and equipment of an institution at that time the best of its kind on the continent.

## Discussion Questions

1. Looking at images 1-3 discuss how the higher education classroom has changed since 1958? In what ways did these changes impact their universities?
2. Compare and contrast the two images, 4 & 5, of lectures going on. Do you think the two teachers have the same approach to teaching? In what ways are these images comparable and what ways do they differ?
3. After reading image 6 in what ways has education changed? Do you believe these changes are for the better?
4. In what ways are images 7 & 8 related to each other?
5. In what ways has adding women into the university benefitted the men within the university as well? Does having added perspective benefit others as well?
6. After listening to the first six minutes of the interview with Dr. Czarnecki, what are some of the difficulties a woman may have had to face at other universities?

## Classroom Activities

1. Recommended Essay Question: Compare and contrast the images of fellowship and resident students from 1958, 1967, and 1974? How would an image of your very classroom compare and contrast with the three images from 1958, 1967, and 1974? In what ways does a diverse (gender, age, race) learning environment impact learning?
2. Conduct a guided listening with the students on Dr. Czarnecki interview listen to the first ten minutes. Prior to starting the guided listening ask students what they know about oral histories and why they are important. Below are some stopping points and questions to ask students of the interview.
  - a. Stop and discuss at the 2:55 minute mark, **what societal factors that pressured women not to pursue a higher learning degree?**
  - b. Stop and discuss at the 4:40 minute mark, **what were some challenges women faced on campus that were unique to them?**
  - c. Stop and discuss at the 5:05 minute mark, **how did the male students and faculty receive the female students? What are some reasons a man might not want to give women the same opportunities?**
  - d. Stop and discuss at the 6:05 minute mark, **why would a man say that (reference the oral history) to Dr. Czarnecki?**
  - e. Encourage discussion during breaks in the guided reading, if comfortable allow students to break away into groups to discuss the questions posed throughout the interview.
  - f. For bonus activity if time remains: listen to the 28:00-minute mark until 29:00-minute mark and ask students, **what image from the source set is she describing? When was the picture taken of the room? Do you think it looked like that when Dr. Czarnecki attended?**

## Additional Web-based Resources

- First Women at Jefferson Oral Histories: [First Women at Jefferson Oral Histories | Oral Histories | Thomas Jefferson University](#)
- Title IX act of 1972 [Education Amendments Act of 1972 | DocsTeach](#)

## Citations:

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10. Thomas Jefferson University. *William Williams Keen, M.D. (Center, Left Side of Patient) Leads a Surgery Clinic in the 1873 Hospital Amphitheater. John Chalmers DaCosta (JMC 1885) Stands at the Head of the Patient.*, 1899, [jdc.jefferson.edu/historical\\_photos/414/](https://jdc.jefferson.edu/historical_photos/414/). Accessed Nov. 2021.