Women Professors at Amherst

A survey of the professional difficulties and perceptions of women on the College Faculty

The student contacted as many women professors as possible for this project. A total of seventeen granted interviews. The following list is a sample of those interviewed.

Eileen Bright, Assistant Professor of Biology, came to Amherst this year from the University of Connecticut. A graduate of Smith college, Professor Bright is completing the first year of her tenure track.

"The reason I came to Amherst are still valid," she said. "I wanted a smaller school with smaller classes. There is more interdisciplinarity here. At UC, I saw many of my professors at work."

Although Brighty wanted to teach a smaller school, she also needed to advance her research. She feels she has found new opportunities at Amherst. "Research is encouraged here, and I get the sense that space is harder to come by."

Assistant Professor of Fine Arts Lynn Kaufmann is also in her first year at Amherst. Holding a degree in Art History, Professor Kaufmann has a three-year contract with the Fine Arts Department. She previously worked part-time in large universities including the University of Pennsylvania and Temple University. Like Brighty, Kaufmann sought a small college environment for her research, and she decided to come to Amherst.

Carol Kay, Assistant Professor of English, came to Amherst this year from Princeton University. Assistant Professor of Romance Languages Nadia Margolis is also in her first year at Amherst. She came to Amherst from the University of Cincinnati with a degree in Romance Languages. Professor Margolis enjoys the "immediate and stimulating environment." She has a strong interest in teaching and is looking for a "full-time" position.

Susan Millichip, Assistant Professor of Religion, was hired last year for a half-time position. "It's a unique experience," she said. "I get along well with the students, and I always feel like we can do more."

Visiting Assistant Professor of Spanish Maria Rodolfo was hired last year for the same position. "I'm looking for a better position," she said. "I get along well with the students, and I always feel like we can do more."

Jane Taubman has taught for fourteen years at Amherst. After receiving her Ph.D. in 1973, she held positions at various colleges and universities in Connecticut until 1975, when she returned to Amherst. "I had been teaching at Fairfield University and was frustrated by the average number of students," she said. "I wanted to teach at a University with fewer students."

As the first woman professor, Olser was a novelty. "I'm sure I'm the only woman at the university," she said. "I'm looking for a better position," she said. "I get along well with the students, and I always feel like we can do more."

Helene Scher, Associate Professor of German, has taught at Amherst for ten years. "It's been wonderful," she said. "I'm looking for a better position," she said. "I get along well with the students, and I always feel like we can do more."

Marguerite Walker, Assistant Professor of English, was hired in 1974. She holds a B.A. from Cornell, an M.A. from Yale, and completed her Ph.D. in 1978.

What's Inside

Women Professors Discuss

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SPbE SECTION 1

MONDAY, MAY 5, 1980
Hiring Women Faculty

In 1962 Professor Rose Oiler became Amherst’s first female woman. She joined a hiring procedure during her first year, claiming that “like most female, I became agatekeeper.” Often when departments interviewed women someone would casually ask Oiler to meet the candidate. “It was easier,” Oiler explained, “to say no to women the takes female had rejected them.”

Hiring has changed drastically since that time. According to Oiler, “the commitment to hire women preceded the commitment to co-education,” as a significant number of female professors joined the faculty in 1974.

Hiring today

Today, six years later, 35 of the 150 Amherst College faculty are women. The women interviewed share one strongly expressed concern: “They see the need for more female colleagues.” As Kaufman and others pointed out, this is a long-term problem which requires patience for the turnover in professors is far slower than that of students.

The majority of women interviewed who discussed the College’s hiring policies agreed that Amherst’s commitment to affirmative action is genuine. Said Spelman, “They are very equal-opportunity minded. I think they really are trying to get more women.”

Niditch explained, “There is no structured position on hiring women, but a subtle attitude of encouragement.”

The College’s overtly discriminatory faculty and its in advertising, interviewing, and ultimate decision, nor is it obviously recruiting women.

When asked then to explain the wide numerical gap between male and female faculty, in light of affirmative action, comments revealed that the fluctuating job market, the needs of individual departments, and the reputation which Amherst carried in the academic world, that for a variety of reasons, the pool of sufficiently educated women is smaller than that of men. Keyser quipped, “History is strongly male.”

Niditch explained that increasing employment opportunities for women in other fields tend to draw aspiring professionals, creating a vacuum in academe. Spelman pointed out that “graduate schools nationwide have not assimilated women in certain fields in the past...because of this factor, Amherst hasn’t found many qualified women.”

Other women were less forgiving and expressed general dissatisfaction with the college’s hiring record. “What do they mean by ‘qualified women’?” asked Spelman. “Do they mean women who do the same things men have traditionally done?...There will only be a token number of women and people of color on the faculty and administration at Amherst. If Amherst had a large number of women, or people of color, who the people who have traditionally looked at the school would wonder ‘how can Amherst remain a “good school” with so many of these people?...qualified’, she concluded, “it’s a code word for nice white women.”

“I want to dismiss the idea that we are even doing well in hiring,” said Roehrl. She pointed out that she is the only Hispanic faculty member, and that there are blacks and an unusually small number of women. “I am not talking about quotas,” she emphasized, “but a representative number from these groups.”

She strongly urged that the College seek an affirmative action officer and create a more definite hiring plan.

Morgulis, on the other hand, was quick to place herself on the other side of the issue. “They’re hiring as many women as they can. What are they supposed to do? Fire me? Men are the power structure, everyone knows that. We are just starting here at Amherst College.”

Several women expressed the concern that, despite the direct efforts of the college administration, many qualities of the college work indirectly to undermine that effort.

Scher qualified her earlier reference to the dearth of qualified women, calling it “the easy answer.” “There is also an internal reason,” she said. While Amherst is making a great effort to hire qualified women, many of those women get offers from other colleges here don’t accept them because the academic reputation is reputed to be unfriendly and closed.”

Waller indicated that, of the available pool, “the most exciting women professors are working in women’s studies and women and social liberation and that to commitment to that does not exist here.”

Brass pointed out that the Amherst area does not have sufficient employment opportunities to attract two career couples.

Faculty Politics

And A Women’s Lobby

Elizabeth Buss: “People live and think and breathe Amherst.”

SPECIAL SECTION 2

Amherst’s

“There has been a whole school of unhappy women here,” said Professor Margolis, “and it is not because of Amherst College. To be happy you have to go in with a positive and professional attitude. Women who get taken here have to be very strong, stronger than their incumbents.”

Those women interviewed who expressed disappointment with Amherst took issue with sentiments such as that of Margolis. Generally they pointed to the institutional and social atmosphere of the college community as well as its special relation to women and the sororities. The college of Women’s, 1963, said Professor Von Schmitz, “People who are unhappy here tend to be unhappy with the whole political situation — white, male, upper-class.”

Professor Kitzinger, “To some degree what I see as wrong with Amherst is what Amherst sees as right with Amherst.” She described the College’s identity as “a very complex mask which the institution presents. It is created, in part, by history, the composition of the alumni, who they are with the faculty here, the President, the Board of Trus- tees, and the students. I see the institution as defined by both how those elements define themselves and how the world looks at the mask those elements present.”

Kitzinger offered two examples: first, the College looks to its American Studies department with pride. “European Studies doesn’t have the same kind of propagandistic force in terms of how the College presents itself to the world.”

Second. Amherst points to its law and medical school admissions statistics and widely advertises itself as an institution which insures its students places in the best of these kinds of graduate schools.

Amherst’s identity, Kitzinger continued, “has to do, in part, with the person Amherst presents when asking for money. There is a disparity between that person and the reality of the situation.”

When asked if her decision to leave Amherst had any effect on the institution, Kitzinger said, “In so much as the objections have to do with the person, they are irrelevant. I suppose that in so much as my objections have to do with hypocrisy, I would hope that they were effective.”

I examined assumptions go on and shape the College. I don’t think that; rather, I object to the institutional dishonesty which makes the College pretend to be one thing and in its actual functioning be something quite different.

They now advertise themselves as a co-ed institution; how much they have really let women in, in more than a token kind of way? “There aren’t any official policies,” said Professor Speelman, “as a liberal arts college, and yet at the same time have a high percentage of pre-professional students. How much have they dealt with the contradictions in this implicit.”

Professor Scher has confronted a similar institutional identity. “I have had a number of frustrations since I came here,” she revealed, “which came from my lack of knowledge about a place like Amherst. One problem is the degree of elitism here and a lack of awareness of other classes. I have encountered a very limited attitude, and find it difficult to discuss other cultures with people here. I was surprised at the degree to which this close-mindedness existed at Amherst. These attitudes tend to be self-perpetuating, they are disturbing and detrimental, but I felt challenged by them.”

Another Professor, who asked that he name be withheld, stated, “This is a small town and acts like it...I would do anything I can to undermine the elite structure.”

Professor Speelman, “Amherst lives off its appeal to middle and upper class white students and the approval and proceeds of those while upper class graduates.”

Professor Jane Taubman, however, feels, “Amherst is less closed a community than when I first came here. The young faculty think they’re missing something, but they’re not, because nothing is missing.”

The women professors saw varying degrees of this elitism manifest in different ways at the College.

Amherst is still a club, according to code words and slingshots, said Speelman, “as long as there is an economic crunch, the traditional concerns and interest —
Tenure Evaluation

The question of tenure is a complex and disturbing one to many at Amherst. Two women who were to be returning to Amherst next year for reasons relating to tenure, Professor Vicki Spielman was denied tenure earlier this year on the grounds that her work was "not valuable," in her words. According to Spielman, her work was accepted without question in 1975, when she was being evaluated for reappointment. In 1978, however, she claims that she was told "with no explanation" that the same piece was "worthless."

"The only papers I wrote that they thought were alright were the ones that didn't mention anything about women," she said. "They didn't like the ones which raised questions about the implications for women of certain lines of thought."

"What does it mean to be a woman at Amherst when you're likely to be penalized for teaching courses or doing research having to do with women?" she questioned. "I do want to point out that, for women who do stay here, they pay an enormous price for the drain on their lives."

Professor Rachel Kittenger has decided not to return next year, as she declared, "I wanted some way of making a statement about what I perceive the problem of the tenure decision to be."

She added that she wants to "make them appear in the context of the College as a whole."

Kittenger would have been up for tenure this year, and she perceived the situation she had two choices: not to refuse tenure if granted, or to refuse to stand for a tenure decision. "Over the years I came to realize that decisions I was continually making about involvement in the community and my intellectual pursuits indicated to me that I would not get tenure," she said.

Like many others, Kittenger feels that the criteria for tenure evaluation are not clear. "What I see as most pernicious about the tenure process l济南市 that the criteria are left purposely unclear," she said. "The segment goes that this leaves the most flexibility. But a whole set of criteria which no one talks about (are present). Those criteria work towards not flexibility, but the opposite, a kind of exclusivity of the most pernicious sort."

She cited such considerations as whether a person discussed protean presence or the presence of the proper functions, and the extent to which the professor is involved in the community as examples of this criteria.

"We are operating within a system that is telling you what you should be in terms of who you are, but in terms of what men of comparable age are doing."


discussion

Women Preve Discrimination

These two women are not the only ones who feel that tenure is discriminatory. "Women are at a disadvantage because they are not in the core subjects," said Professor One. "They either tend not to train for the popular departments, or they take an unusual slant in their research of a well-known area," said Kittenger. I think that's what one should extend to tenure decisions. The question should be taken into consideration the fact that women have been at a disadvantage."

Professor Keynesa stressed that consideration for tenure over the past years has been to emphasize public research without assuming that. "The criteria are unclear," she said. "Public research that is publicly acknowledged has become, if not bad, but that hasn't been made officially clear."

"A professor must be a published scholar in order to receive tenure," said Professor Braas. "The problem is, with new subjects, it can be hard to develop and brilliant ideas. I'm afraid this might hurt less developed and new trends of fields of study," Braas added that these problems are ones in which most women are working.

Professor Scher, "The College does not consider discrimination (in consideration for tenure). The factors involved discrimination are subtle. The most important of these is that the subtle discrimination is that women are questioned about whether they can handle a heavy workload and family life. This question is never asked of a man: men are assumed to be able to separate their families from their jobs. Women are assumed to allow their family lives to interfere with their professional lives."

The most important concern is that tenure evaluation is discriminatory because it is not flexible enough to allow for varying female lifestyles. "The structure was set for men, and it cuts off a woman's childbearing years," she said. "The same years that you are supposed to be in the prime of your life as a professor are when you are also the most likely to want to have children."

"It is a case of structural estrange-ment," she continued, "and we are operating within a system that is telling you what you should do in terms of what men are, but in terms of what men of a comparable age are doing."

"With very, very few good women, there is no problem with."

Professor Taubman. "However, few tenure cases are cut and dry."

The Old Boys

Among the traditional institutions perceived as sexist at Amherst is the Old Boy Network, a web of professors of predominantly high quality colleges and universities. This professional activity is not to promote the careers of its members, through institutional stimulation or protection. Though potentially very beneficial to those in its circle, this "predominantly white male" institution has often been charged with being sexist and exclusive by many women. "I would rather call it the Little Boy Network," quipped Professor Spielman, "because a friend said to me once. "Those guys sound like little boys in men's suits.""

I don't think that legallyistically it is discriminatory," stipulated Professor Keynesa.

Another professor stressed that the Old Boy Network was "so overt," with men "doing the College group" all to frequently.

Other women feel less strongly about the network itself. "Women are trying to take a leaf from that notebook and create an Old Girl Network," Professor Walter said, adding, "There is nothing wrong with friendship. It is only pernicious when it is discriminatory."

Both Professors Scher and Taubman feel that they have been involved in it, too, and are quick to emphasize its ineffectiveness. "It has affected me negatively," I have a Ph.D. from Yale," Scher said. "It has en-abled me to communicate effectively with others."

"However," she continued, "I tried to keep a sense of humor about it. It is disruptive, and I hope it has seen its best days."

"I sometimes have the feeling that it's trying to involve me in it," said Taubman. "I feel a part of it, but not all women have felt this way. I feel uncomfortable by the extent to which I've been included in it. On the other hand, it has given me some good ideas and contacts."

Professor Margolis feels closer to the Old Boy Network as well, "They have been nice to me," she said. "One of the reasons I get along with them is that I meet them halfway. You respect them, they deserve it, they've gone through hell. It is4infuriating to look at them as a bloc. To approach them apriori is not good—you ignore them as (individual people). Part of being professional is getting along with people you don't agree with."

For most of the women, though, the Old Boy Network at Amherst has done little to its advantage. "The Old Boy Network was at work when my grievance was going on," claimed Spielman, referring to her protest against her denial of tenure. "I know it exists because there are men on this faculty who refuse to challenge the Philosophy Department publically. It makes me sick."

SPECIAL SECTION

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Rose Oliver: "Like all token females, I became a gate-keeper."

Atmosphere

which are white and male — are the ones which will be taken on. The others will be told to wait," she said. "Specifically, she said: "The College is becoming less open to abstractive work, research, and courses which stand apart from the traditional concerns."

Professor Keynesa pointed to a "kind of conservatism, subtle fears about being a sexual person," which appear in the curriculum and classroom. She often tries to raise issues of sexism and racism in connection with class material, but finds students hesitant. She expressed a desire to see the curriculum make more sensitive to these concerns thus focusing important conversations which may at present appear tangential.

Professor Scher saw evidence of elitism in the fraternities. "They perpetrate the close-mindedness: They are merely a place for groups to get away on their own terms."

Several women also saw a general lack of communication at Amherst, though, as one woman pointed out, "We, the women, need things open and above board."

Said Spielman, "President Gibbs tells everyone to be civil when you're first trying to grab the other one for the first time. It gives a chance to stab you in the back. They will. I would advise distributing those who talk about civility — what's lurking under is that there's plenty of nasty business going on, but they don't want to call it by that name."

Professor Rolfal said there is "A lack of dialogue. Real dialogue. Here. When you're engaging in real dialogue, you hear things that are unspeakable, and at Amherst you hope to be civil. In real dialogue there is room for anger and emotion. When you get to that level, people here are turned off."

"Amherst College should be more human and understanding," summarized Margolis. "That will come with evolution. Amherst is professional: people come to dump their personal baggage."

Nevertheless, many women feel that their professional and social lives are closely intertwined. As Professor Braas pointed out, "People live, think, and breathe Am-herst!"

Amherst Community Exclusive

Relating a tale from an earlier era, Oliver said that when she first came to Amherst, she found that many of her male colleagues were uncomfortable with her as the result of purely professional circumstances. This tension came to light when the Board of Governors of the Faculty Club searched their by-laws for a means of excluding her. They found none but asked a senior member of Oliver's department to recom- mend that she refuse the forthcoming invitation. Oliver did so her first year, but joined the second, when "the men had become more comfortable with the idea of a woman in their midst. It was imperative to become a full faculty member that she join and meet her colleagues on a informal basis."

The Faculty Club was part of the intellectual life of the College. Some women felt that this kind of exclusivity still persists, though in a far more sophisticated and subtle manner. Said one unmarried woman, "I have been told that most of the college policy gets made on Woodside Avenue. If you don't have a house and are single, you are at a disadvantage. A lot of important professional relationships form from similar social interests."

Professor Taubman, however, feels, "Amherst is less closed a community than it was when I first came here. The young faculty think they're missing something, but they're not, because nothing goes on."

Many of the married women complained of difficulty in balancing their job and family, particularly when appoint- ments are often scheduled with the assumption that a pro-fessor's spouse handles the bulk of household and parental duties.

Said Professor Walter, "If you make it so difficult for a woman to have a career and a family, you will lose the best people from the profession. Why are you taking the best women and putting them in an impossible bind? It is ridiculous that men and women have to fit families around jobs instead of vice versa."

Vicki Spielman: "Amherst is still run like a club house, complete with code words and slingshots."

Rachel Kittenger: "To some degree, what I see as wrong with Amherst is what Amherst sees as right with Amherst."
Burdensome Committee Workloads

Committee workload is a frequent major concern of faculty members who must serve terms on various committees, yet also wish to use any spare time for preparing classes and doing research. Unfortunately, because of the small number of women in the faculty, a heavy committee workload often falls to the women, leaving behind some, if not all, in their research.

One professor in her first year foresaw that she will be appointed to a major committee because she is a woman, while her male peers will be able to "steak" away with being on committees of lesser importance, thus concentrating on their special research. "The committee workload is repressive on women," confirmed Professor Taubman, explaining that "Amherst hired women, they wanted a woman's voice. Unfortunately, there are only so many women to go around. Many men really want to be on these committees."

"The problems are all created out of an excess of good intentions," she added.

Professor Oliver recalled the extent of her committee work since she came to Amherst, assessing the amount as "a little more than men who came at the same time." She attributes it in part because she is female and because the woman's perspective is desired in general. "In a way, I approve it," she said, "but it is a burden."

Professor Braus had had one of the heaviest committee workloads among the women on the faculty because she was one of the first women. "I was literally a physical wreck after my first year," she recalled.

"Women, many are grossly over-worked. They are put on committees to "be the woman on the committee," she noted. That the same situation is true of men.

Professor Nuditch, who was appointed to the Affective Action Committee, asserted, "I probably wouldn't be on it if I wasn't a woman." She fears that she'll be 'appraised to more committees, and feels that the committee work will take away from work in her profession.

Professor Roloff also at present serves on four committees, claims that the major committees have too few women in their membership. "I see certain powerful committees, such as the Committee of Six, the Committee on Educational Policy -- which have only one woman on each," she further noted that the new Long Range Planning Committee, which had no women on it. Roloff serves on the Copeland Committee, EUROstudia, the Five College Latin American Council, and WPCR Advisory Board.

How Should Amherst Change?

When Professor Oliver joined the faculty in 1962 as the only female professor, prejudice and restrictions on her were numerous. She was asked not to become a member of a Faculty Club; her colleagues were fearful that she would become pregnant, and didn't want a pregnant woman teaching men. Amherst has obviously improved since those days, Professor Oliver's first days, and the women feel that there are many more improvements to be made.

There are certain substantive indicators of improvement," commented Oliver, citing maternities leave and the hiring of more women as two of these indicators. "Large numbers of female faculty and students will solve the problems," said Professor Nuditch.

Another professor agreed. "There is a need for more women," she said, adding, "but there shouldn't be a quota."

Some of those who have been at Amherst for several years notice the increase in the number of women. "Originally, there were just single, divorced women -- no support systems," commented a professor.

"Now there is more mingling together. Fewer women are feeling depressed and beaten down," said Professor Scher. "For very many years, very few women taught at Amherst. There are still very few. Any beginning professor has a tough time, and any ordinary problems here are compounded by a feeling of isolation. Women have really only recently come into the mainstream of Amherst life. It'll take a couple of years before we've used it.

Other women believe that the men of the faculty are afraid of any show of strength by the women. "If men weren't so frightened of women working together, talking together, and being together, it would help," said Professor Scher.

"It has helped if the curriculum will take women into account. To bear a bearing on women's work and lives, and try to understand ways in which our society is sexist." She pointed out that fact pre-meds are "not at all" encouraged to study the treatment of women as an example of this sexism.

Professor Taubman feels that sensitivity among the senior faculty members is a necessary improvement. "It's lovely and very nice to be on trial for six years," she said. "A mentorship of the young faculty is needed, to help them along. We need a sense of collegiality, with the exchange of support and ideas, and this duty doesn't seem to be being used.

Taubman pointed out that "we need to make the faculty more responsive to unconscious omission," referring to the senior faculty's all too common refusal to help younger colleagues.

"The attitude of some departments is 'okay, baby, we hired you and now you're the smartest thing on wheels. Now prove it.' People just aren't comfortable with that kind of attitude.

Amherst Problems In Perspective

"Though many of the women interviewed were candid in expressing their complaints, many hastened to defend their individual departments and to guard against sweeping generalizations," said Professor Sprankie. "I have received personal support from men and women on the faculty for which I am very grateful."

Others qualified their statements by viewing Amherst in the context of other institutions. Professor Scher called Amherst's troubles "growing pains," and said, "The problems here are not particular to this college, nor are they particular bad."

"As long as women do not have to work so unceremoniously, people haven't relaxed yet."

Professor Ray emphasized the term "civil rights" as a "phrase that has never been put to use."

"There are differences in style exist at Amherst," said Professor Scher. "I have never perceived any difference between the men and women in the Computer Science Department.

Most of the women interviewed, however, admitted that there is a certain stereotype, and that this stereotype can be constraining and oppressive. "There are differences in style between men and women, although there is a great deal of overlap," said Professor Oliver. "The style that is most appreciated at Amherst is the macho stereotype. If you can't or won't use this style it may hurt. In relation to tenure, it's the whole context of Amherst rather than something that occurs in one's office."

Although Scher has not witnessed any evidence of a disparity in professional styles, she admits that the men are much more formal. From hearsay, I understand that students generally perceive male professors to be aggressive; they supposedly have a reputation for not being tolerant of any difference of opinion," she said.

"Women, on the other hand, are supposed to be more flexible, and not as aggressive. I personally don't like to ridicule or bully students in class. I don't think that's sound educational policy."

Added Professor Waller. "The same style in a man and a woman will be seen completely differently. If you're tough and aggressive, that is cool and strong in a man; it is aggressiveness in a woman."

"I do have different values," asserted Professor Braus. "I think that women are brought up not to be competitive, and that a great deal of self-censorship can exist in women."

Although Scher is a female profes sor, and someone's stereotype, yet, like Scher, hasn't seen much of it. "It goes back to Judeo-Christian typology," she explained about the original separation of styles. "I don't know how much of it really exists or is a figment of imagination."

Scher said of her own stylistic preferences, "I don't exhibit a difference. I have modeled myself on male professors."

Male and Female Professional Styles

"There has long been a stereotype of male and female professional styles that exist in the world of academics. Men have been categorized as aggressive and demanding, women submissive and less formidable. So is the stereotype. Do these differences in style exist at Amherst?"

"The style that is most appreciated at Amherst is the macho stereotype. If you can't or won't use this style it may hurt. In relation to tenure, it is the whole context of Amherst rather than something that occurs in one's office."

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Men Counseling Women

Most of the women professors agree that they see equal numbers of men and women outside of the classroom for counseling, but that women more frequently came to them with personal, as well as academic problems. They say that this is a positive part of their job. Said Professor Margolis. "The beauty of Amherst College is the chance to spend time with students."

"I do a great deal of counseling in all areas -- academic, personal, emotional, etc." said Roloff, "and often it is the women who feel that they don't have anyone else to turn to. I remember that I went home a couple of Fridays last week and I wondered if it hasn't been that I was representing womanhood and Hispanicidad."

"I went home a couple of Fridays exhausted and I remember wondering if it hasn't been that I was representing womanhood and Hispanicidad."

Roloff was quick to note that the support is mutual. "My saving grace has been the contacts I have had with students. If this had been solely an academic job, I would have found it very unpleasant. If I had not had any influence at the college or departmental level, I have had influence at the personal level, and I can be happy with that."

Said Professor Kusnetz. "Female students are more comfortable with me and feel easier being familiar. I serve a different purpose; I can function as a role model. I can serve as a role model to fewer men and less convincingly."

Another professor noted a difference in the academic problems of male and female students. "The men tend to be under-achievers," she said, "while the women are more conscious and come in to stay on top of their courses." She also feels that the men feel more comfortable during office hours genuinely don't understand the material, while the women may underestimate their knowledge because of "a problem of confidence."

Professor Taubman has exclusively women advisee. "They have different problems and different perspectives than the men," she summarized. "It's hard sometimes to forget you're a female."

SPECIAL SECTION 4

MONDAY, MAY 5, 1980