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Title: Overlooked and Overshadowed: The Experience of Women with Disabilities...

About the Author:

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Abstract: This research project is based on the inconsistencies in experience between women and men with disabilities at the University of Illinois in the post-World War II era. The paper explores the variances in admissions, policies, housing, and activities of women and men with disabilities after World War II, focusing on the manner in which veteran status and gender affected these areas. All research was conducted in the University of Illinois' archives: the Student Life and Culture Archives and University Archives.

Short Assignment on The Body Silent:

As an anthropologist and ethnographer, Robert Murphy sees the broad, social picture of disability while also understanding the problems facing the disabled due to the fact that he is inside the viewpoint of a disabled person. After having lived as a non-disabled person and then suddenly leading a disabled life, he notices that the disabled are part of “the Other” and feels “a profound sense of removal” from society and as if he is “marching to a different drummer” than the rest of “normal” society (64). Because he has been classified as both a disabled person and a non-disabled person, he generally recognizes the physical and mental challenges presented by his illness and all disabilities because it is all new to him. Suddenly, the tasks that he mentions such as putting on clothing, climbing into the car, balancing his weight in the car, going up and down stairs and to the bathroom, and navigating the Columbia campus are problematic and require a great deal of thought. With his skills as an anthropologist/ethnographer, he can recognize the social implications of the activities that he can no longer perform readily, stating that “most of you” can do them “unthinkingly, automatically” but that
they present “a great challenge to a paraplegic and almost an impossibility to a quadriplegic” (55). By using the phrase “most of you,” he demonstrates that a social line is drawn between the disabled and the fully healthy.

While Murphy’s training allows him to see the wide scope of limitations and everyday troubles facing the disabled, his method of using himself as the primary subject and focus of his book often turns the spotlight more on disabled men similar to himself than on the problems and issues facing the group as a whole. Due to the fact that Murphy is drawing on his own experiences so much of the time, it sometimes seems as if he forgets that other people may have the same outlooks, reactions, and setbacks that he has as an Irish male. After he comes to term with his illness, he states that he decides to live “in the present, each day a lifetime’s work, each birthday a miracle” and that he “no longer feared death” (66–67). To follow up this idea, he states, “It was all very Irish,” which seems to suggest that only Irish people could come to terms with their eventual death in such a manner and draws a line between Murphy, the Irish man, and other people with terminal illnesses or disabilities.

Though Murphy’s opinion is that “disability is a great leveler” and “forecloses an ancient power struggle and puts an end to ‘male superiority,’” he often ties the events in his life to his identity as a man and does not acknowledge that women could share similar experiences (129). At the point in the book that he discusses his fight against alcoholism, he primarily blames the addiction to alcohol on “the fragility of the male identity” (72). Since he believes that the “grasp of masculinity is threatened continually by the urge to fall back into [the Mother’s] folds,” his theory is that men are extremely likely to drink because it is “a means of maintaining and reasserting masculinity” (72). Since alcoholism is not just a problem among men, this example again demonstrates that his method of using himself as a
primary subject is flawed because it is difficult for him to see beyond the problems facing people that are of the same sex or background as he.

Though Murphy is able to write The Body Silent from a unique perspective since he is a inside the group that he is studying, he sometimes falls short of studying the disabled as a group due to the fact that his method involved him directly. While the book has some limitations due to this, his overall approach allows him to see deep into the difficulties of the disabled and allows people that are not disabled the opportunity to do the same.

Campus Map Assignment: Completely Friendly Campus?

Though my regular Tuesday routine started from my apartment building at 10:30 a.m., I could not have started there if I were truly in a wheelchair. I had not realized before, but my building is almost completely inaccessible to a person in a wheelchair. The building is old, a little bit rickety, and does not appear to have had a modern structural update in quite a while. Though the ground floor should theoretically be accessible, the apartments all have narrow doorways, narrow hallways, and a tiny bathroom. Since I live on the third floor with six short flights of stairs leading up to my apartment and no elevator to be found, there is absolutely no possibility of a physically disabled person living in my particular apartment.

From my inaccessible apartment, I walked down sidewalks and crossed streets in the legal manner at places where I found curb cuts. Normally, I cut across Springfield Ave., through a grassy park, and across streets and parking lots in a diagonal direction until I reach Green Street. Since I was following a path that a person in a wheelchair would most likely have to use, I could not use the same time-saving techniques that I normally use. Following sidewalks until I reached a curb cut probably took 3–
6 minutes longer than my normal walking pattern. As I walked along Green Street and across the quad, I didn’t notice any real barriers to a wheelchair and my regular pattern of walking did not have to be changed.

When I arrived at Bevier Hall for my first class, I was able to enter the door that I normally use by using the ramp and automatic door button. The ramp that is connected to the entrance is wide and has a gradual incline, which I thought would be helpful to a person in a wheelchair. My lecture is right by the entrance, so there were no problems with that class.

From Bevier, I again crossed the quad, this time approaching the English Building. Normally, I approach and enter through the left front door, but due to the fact that I needed to use an accessible entrance, I had to circle the building and enter through the handicap-accessible entrance in the back. Since the elevator is nearby and classroom 59A is near the spot to which the elevator descends, I had no problems in the English Building either.

After taking the elevator back up and walking out of the back entrance of the English building, I made my way to Mumford Hall to turn a paper in. Though the building was accessible and had a ramp, I noticed that the ramp was long, steep, and narrow, which seems like it would make entry by wheelchair somewhat difficult.

Following the drop-off at Mumford, I made my way to Bevier Hall for the second time. This time, I needed to find an elevator because I had to go to the third floor. After walking up the ramp to the North Entrance as I had earlier, I followed the sign that pointed to the elevator. When I reached the elevator, I noticed that it had a bright yellow sign on it that read, “SORRY FOR THE INCONVENIENCE. This elevator will be closed until further notice. Please use North or South elevator.” As I looked closer, I noticed that numerous people had left comments on the door, which made statements such as “How long
has it been?,” “got budget?,” “7 years and counting…” “there was nothing wrong with this elevator before they arbitrarily shut it down,” and my personal favorite: “no problem, I’ll just climb the building outside.” Since so many people were disgruntled by the closing of the seemingly working elevator, the elevator must have inconvenienced many people before me. While I had never been bothered by this sealed elevator before, suddenly I was annoyed to have to search for another elevator as well. Following the signs, I finally found the other elevator, which was at the far opposite end of the building. While there is another entrance at the back of the building that is handicap-accessible and closer to the elevator, the driveway is often blocked by delivery trucks for the restaurants inside the building. Due to the fact that this hallway is often really crowded, it probably adds a few minutes to class-to-class travels for a person in a wheelchair. Once I was finally on the elevator, I went to my classroom on the third floor, and I noticed for the first time just how tightly the desks were pushed together and how narrow the walkway on the side of the room is. For a person in a wheelchair to navigate the room, the desks would have to be pushed further to the side and rearranged.

From there, I returned to the apartment that I technically couldn’t approach or enter, then went to work when it was time. To get to work, I just took sidewalks and didn’t have notice any differences from my regular route. Since I work in the tunnels under the Six Pack and there is a lot of construction in the area, I noticed a few potential problems with entering the building. Most of the sidewalks leading to Forbes are covered with fences, and the ones that are left do not have consistent curb cuts, so I had to walk in the driveway/entrance while cars were coming out of the driveway. An elevator took me downstairs to the tunnels to go to work. While the elevator should theoretically grant access to a person in a wheelchair to do my job, I remember that the elevator in Forbes Hall was closed a few times
when I lived there due to tampering with the system. If the elevator weren’t functioning, I couldn’t have gone to work. After work, I returned to the apartment that I shouldn’t have been able to enter.

On the Illinois.edu website, the Illinois facts page states that our campus is #1 ranked “disability friendly.” Though my travels through campus on Tuesday did not require huge changes, the changes and adjustments that I had to make did add more time to my route and add difficulty to my walk in some ways. From these minor problems with entry to class, I wondered: Is our campus really completely friendly for disabled people, and if there are still problems on our campus, what does that mean for campuses that are at the bottom of the list?

While at the Student Life and Culture Archives, I found two letters that were directly related to the research topic that I have in mind, which will explore the differences in opportunities and experiences at the University of Illinois between men and women that are disabled. After reading Robert Murphy’s book, The Body Silent, this research idea began to take shape because I started to wonder more about the experiences of women with disabilities. Since Murphy, a man, used himself as a primary subject, he did not give much insight into the struggles of disabled women and often tied the events that were happening to him with his identity as a man. While he did talk about women at some points in the book, he completely ignored the other gender at moments such as the point when he was discussing his fight against alcoholism, which he blamed on “the fragility of the male identity” (Murphy, 72). Due to the fact that women alcoholics and disabled women definitely exist, I started wondering if Murphy’s neglect of women with disabilities was common, and if the problems and needs of disabled women were often treated differently than those of disabled men.
After looking at the statue in the library of Thomas Hopkins Gallaudet teaching Alice Cogswell, I feel as if women with disabilities were and might sometimes still be viewed as weak, delicate individuals. Since Alice Cogswell was leaning against Gallaudet and he appeared to be supporting her weight, she seemed almost incompetent, as if she had to rely on Gallaudet for more than just language. The statue makes me wonder if a male learning from the big, strong–looking Gallaudet would be portrayed in the same passive manner in which the sculptor depicted Alice. Though the protestors at the Gallaudet campus were protesting for deaf students of both genders, Hilbok’s line which states, “Now is the time to… show that we can help ourselves and control our own lives and our futures,” makes me wonder if disabled women in particular have to prove that they are capable of leading their own lives more than males, whether at this University or on some other front (Joseph Shapiro, 80).

The letters that I found relating to the experiences of disabled women at the University of Illinois were at the Student Life and Culture Archives stapled together and placed in the “Changeover: Galesburg to Champaign” file folder (Series 16/16/1 Box #1). The artifact that I chose was easy to find due to the fact that the letters were in the first folder that I pulled from the first box in which I started looking. Even if the boxes weren’t already out on the table, I do not think it would have been very difficult to find them if I had started my search with the boxes that were related to students with disability. The folders and boxes seem to be clearly organized, so searching through the archives does not seem to be a difficult task if the items have already been archived. The folder that I pulled contained documentation assembled from the time period in which the Galesburg campus was closed and the students were moved to the main campus. Since the Galesburg campus was initially set up for disabled veterans and the program there was closed within a few years of opening, the letters were written in the
period immediately following the end of World War II.

The first letter was written by Eleanor Bainum on August 18, 1949 to Professor Robert G. Bone of the Division of Special Services for Veterans. Eleanor Bainum is a 41-year old Champaign woman requesting the opportunity to be admitted to the University in the Special Services Division. She is “confined to a wheelchair as a result of having polio as a child,” has “adequate transportation to and from campus,” but has not been able to complete her education due to her disability and access issues. In her request for admittance, she states that she realizes the program “is primarily set up for disabled veterans” but hopes that there is a chance that she can be admitted. The reply letter to Bainum was written on August 22, 1949 by Director Robert G. Bone. He writes to her that “it is impossible for [her] to come into the Division of Special Services as it is for veterans only and no exception can be made.” However, Director Bone does go on to say that he will talk to the Dean of the College of LAS and will then follow up with her.

Though these letters do not give us details about the actual life and experiences of the disabled on campus, they provide some clues into the situation of disabled women wishing to be admitted to the University when the Division of Special Services for Veterans was first created. Since Director Bone so quickly replies that she cannot be admitted into his program because she is not a veteran, it leads to the assumption that there is no protocol in place for disabled women at the University. However, he does state that he will consult with another Dean, so there seems to be a chance that she could be admitted if special arrangements were made outside of his program for disabled men.

To further explore this topic, I will need to know if any women with disabilities were admitted to the University at all during this post-war time period.
It would definitely be helpful if I could find a response to Eleanor Bainum’s request or find her name in student records somewhere. If she was not admitted, I would then need to research and find out whether any disabled women were admitted during this time period, and the ratio of the number of disabled women that were enrolled to the number of disabled men. If I discover that disabled women were admitted despite not fighting in the war, I would hope to find the reasons that they were admitted so I could gather some sort of criterion for the admittance of women with disabilities. I would also be interested in finding out if disabled women were denied for reasons other than not being of disabled veteran status, such as worries that they would not be able to survive or thrive on campus.

Response to the Mogged paper:

From Ashley Mogged’s paper, I started to understand the reasons behind wheelchair basketball’s sudden popularity following WWII and the reasons that the sport’s popularity may have declined a bit. After reading that disabled men turned to wheelchair basketball because it increased self-esteem and gave “a sense of normalcy” to their lives, the link between the war veterans at the University of Illinois and the invention of wheelchair basketball made sense to me. I had not realized that patriotism had such a profound effect on the popularity of wheelchair basketball, so I had never considered that support for wheelchair basketball could have declined over time due to a decrease in overall patriotism in the United States. I found it interesting that the success of the wheelchair basketball team seemed to create a more positive outlook for disability, as evidenced by the newspaper articles that she referenced. Ashley’s demonstrates her point effectively by noting that, “nowhere in any of the hundreds of articles I viewed from the University of Illinois Archives did any writer refer to the team as crippled” and words such as “star, famous, and exciting” were used instead.

From a researching standpoint, I really like the way that Ashley started from the beginning: she explained the history of the war and gave adequate background information, then began making her points about wheelchair basketball. In my paper, I will try to
emulate not only that, but also the manner in which she obtained an overall feeling about her subject by reading through a lot of material in the archives. She states that reading the articles allowed her to see “the history of the sport” and “where the wheelchair basketball was heading,” so she was able to capture the emotions and feelings of the time period by reading a high volume of materials. Since I think I can obtain a better understanding of my subject material by reading and researching as much as possible, I plan to follow her example in this way.

**Initial Question:** My initial question: How did the experience of disabled women differ from that of disabled men at the University of Illinois in the post-World War II era?

The manner in which Robert Murphy largely ignored women in his ethnography of the disabled helped contribute to the formation of this question. Though he did mention women, it seemed that he did not spend much time on experiences of the other sex because he did not have personal insights into the lives of disabled women. After reading his book, I started to wonder more about the experiences of women with disabilities. I began wondering if Murphy’s neglect of women with disabilities was common, and if the problems and needs of disabled women were often treated differently than those of disabled men, which I mentioned in my discussion of my artifact. With this idea in mind, I worked toward my question because I wanted to know if differences in experience exist between the disabled men and women of our own university.

When I found the correspondence between Eleanor Bainum and Dean Bone from 1949, I decided that I wanted to research the admittance and experiences of disabled students at the University of Illinois directly after World War II. Since the return letter stated that Ms. Bainum couldn’t be admitted under the present program for students with disabilities because she was not a veteran, I became curious about the requirements for the admittance of disabled women. After finding those letters, I have since discovered that a disabled woman, Shirley Sayers, was allowed to enroll in the University at the same time that the disabled men from the Galesburg campus were transferring. However, in most of the documents that I have found, it seems like she is the only woman that was admitted in the first year, while 14 disabled men were admitted and enrolled in the University, so I know that women were not admitted in the same ratios as men.

After more research, I found a newspaper clipping that gives
descriptions of some of the disabled students that were enrolling in the U of I in 1949. From this article, I discovered that not all of the disabled people that were admitted in 1949 were veterans: Shirley Sayers contracted polio in 1946 which made her a paraplegic, one male student was injured by a corn-picker when he was 7, and a few others suffered from polio, while some of the new students were indeed veterans. This article also lists Eleanor Bainum as a new student at the University, so she must have been admitted, but I have found no other documentation on her educational journey thus far. An annual report that I found also intrigued me and led me to believe that disabled women received different treatment than disabled men. The report states that the activities for the disabled “were quite complete,” and went on to discuss the wheelchair basketball and football teams for men and the swimming activities for the female disabled. Though the women had the single activity of swimming and the men had two competitive sports within which to compete, the author seemed to think that was very fair and well-rounded, since the phrase “quite complete” was used.

Guangyong’s research also helped me to formulate this question, because he raised a valid point about the treatment of non-veteran disabled people. From his question, “why did it take all of thirty years for Congress to realize that all people with disabilities, and not just veterans, required equal education opportunities as part of their rehabilitation?” I wondered again if veteran status could truly be the only reason that disabled women’s enrollment into the University of Illinois was slower than that of males. Laura’s research has also helped me in forming my question. The caption that she found under the DI photo that names Shirley Sayers as “the girl paraplegic” made me realize that Sayers was somewhat of a novelty on campus because she was “the” only disabled female. The thought behind the caption made me think that disabled women were viewed differently than the men, even if only because they were in lesser number on campus. Also, her find of “Bob’s Column” led me to the file folder with the DRES news clippings. The line in the article that caught Laura’s eye, which was the statement, “If she continues to do well, next semester others will be admitted. Judging from her grades, they will get a chance to attend school,” also struck me. Since the decision of whether to allow other female paraplegics is riding on Shirley’s individual success, some parts of the administration must have doubted the probability of a disabled woman to succeed at the University, which could
help to explain differences in programs for each of the sexes.

To answer this question as completely as possible, I think I will need to do a significant amount of additional research in the archives. I need to find information about the programs that were available for the disabled, and additional information about the disabled women that were admitted to the University. I think the barriers that I will encounter will be in the form of incomplete paper trails – for instance, the memos that I read concerning Eleanor Bainum didn’t indicate if she was ever admitted. To overcome these types of barriers, I’ll have to use many types of sources to piece together the experiences of disabled women at the University.

Source Annotated Bibliography:

1. Letter from Eleanor Bainum to Professor Robert G. Bone, August 18, 1949, Changeover: Galesburg to Champaign Subject File, Series 16/16/1, Box 1, University of Illinois Archives.

Since the return letter to Eleanor Bainum stated that she couldn’t be admitted under the present program for students with disabilities because she was not a veteran, these letters give insight into the primary reasons that disabled students were first allowed into the University. This source helped me to gain some perspective and actually form my question because it made me realize that the experience of disabled women at the University of Illinois in the post World War II era could not have been the same as that of men due to the fact that the women did not have veteran status. Since the letters are a direct source and the reasons that women had more difficulty with admission were clearly stated by Dean Bone himself, there are no issues with credibility with this resource. Some of the information in these letters was complicated by other sources, but the fact that Dean Bone initially denied Eleanor Bainum entrance to his program due to the fact that she was not a veteran, and therefore not male, is still significant.

2. Photograph of the Cheerleaders for the Gizz Kids, 1956 or 1957, DRES Scrapbook, Series 16/6/12, Box 1, University of Illinois Archives.

This photograph and the caption beneath it contribute to the idea that the activities that were provided for disabled women were not the same as those provided to disabled men. While the women all seem to be enjoying themselves thoroughly in the picture, the fact remains that disabled men were able to compete in physical
activities, and the women only had the options of swimming and cheering for the disabled men as they competed. Beneath the photo, the first line in the caption reads, “A display of cheer and courage took place . . .the other day.” The rest of the language in the caption suggests that the men were representing the courage, and the women only brought “cheer” with them because the men “won a shining victory over misfortune” during their “game struggle.” The writer of the caption seems to be extremely sympathetic and awed by the disabled, so he could just be impressed by the fact that the men can play basketball effectively. However, I feel like the writing and the attitude behind the writing is a reflection of the time period, and not just of that single writer, so I believe that it does make a point about the differences in experience of the men and women.


This newspaper clipping gives descriptions of some of the disabled students that were enrolling in the U of I in 1949. From this article, I discovered that not all of the disabled people that were admitted in 1949 were veterans: Shirley Sayers contracted polio in 1946 which made her a paraplegic, one male student was injured by a corn-picker when he was 7, and a few others suffered from polio, while some of the new students were indeed veterans. This article also lists Eleanor Bainum as a new student at the University, so she must have been admitted, but I have found no other documentation on her educational journey thus far. While this article was enlightening in that it provided the manners in which some of the disabled students became disabled, it does complicate the data that I gathered from other sources. Not all of the men that were admitted to the University at the onset of the program seem to have been veterans according to this source, so the reasoning behind allowing more men than women into the University could not have simply been veteran status.


This article directly addresses my question because it
gives details about the life of the first disabled woman on campus. Though the article could be biased due to the fact that it is an opinion column, the man writing the column did have first-hand knowledge of the situation since he visited with Ms. Sayers on campus. The line in the column that contributes the most to my question is “If she continues to do well, next semester others will be admitted. Judging from her grades, they will get a chance to attend school.” Since the decision of whether to allow other female paraplegics is riding on Shirley’s individual success, some parts of the administration must have doubted the probability of a disabled woman to succeed at the University. If her admittance to the University indeed was a trial run, that fact could help to explain the differences in programs for each of the sexes. Due to the fact that Bob’s Column strongly suggests that Shirley’s education is a trial, this article confirms my other research.


This report helped to validate my question because it proved that there were not only inequities between the experiences of disabled men and women, but that the differences were also considered normal and fair. The report states that the activities for the disabled “were quite complete,” and went on to discuss the wheelchair basketball and football teams for men and the single recreational activity of swimming for the female disabled. Though the women had the single activity of swimming and the men had two competitive sports within which to compete, the author seemed to think that was very fair and well-rounded, since the phrase “quite complete” was used. Since the report came from Mr. Nugent himself, the man that largely built the rehabilitation program for the disabled on campus, it is definitely credible. While the inequity could have largely been due to the time period, it does help to demonstrate the variances in experiences of the disabled on the U of I campus directly after the war.

I think that this memo is significant to my research project because it discusses the housing of the disabled and confirms the unequal ratio of disabled men to disabled women at the University of Illinois following World War II. From the memo, I understand that the housing at the Parade Grounds, which was solely for disabled men, had 5 spots left for residents sometime around 1950. While the housing for the men was almost at maximum capacity, Lincoln Avenue Residence Hall still only housed one woman, Shirley Sayers. Dean Bone states that a “few more women paraplegics could be housed” at LAR, which he does not seem to think is a problem because he does not provide any greater detail. From the line “even a slight increase in men paraplegics would necessitate preparing another Parade Ground unit,” it seems that he views this as a major problem that must be addressed as soon as possible. Since “a few” spots in LAR seems to be plenty of room for disabled women for the present time, it is clear that many more men are expected to enroll, while women are not. This information confirms the idea that the program for disabilities seemed to be more oriented towards men, and it comes from a credible source, as Dr. Bone was the Director of the Veterans Program.

Revised Question: My initial question was: “How did the experience of disabled women differ from that of disabled men at the University of Illinois in the post-World War II era?” While my question has not experienced a drastic change as I’ve conducted further research, I have decided to revise it slightly so that it drives toward a more clear point and can guide my research more effectively.

At this point in my research, my question is as follows:

How did the experience of disabled women differ from that of disabled men at the University of Illinois in the post-World War II era and what were the main ideologies behind these differences?

My question changed to incorporate the reasoning behind the differences in disabled women and disabled men based on the feedback of others and further research. Laura and Brooke both made comments on my page that reflected the need to examine the societal norms of the time period that I am researching, which
reminded me to consider reasons beyond the veteran status of the enrolled disabled men. Though the programs for the disabled women may not have been the exact same as those of the disabled men at the University of Illinois, able-bodied women at the University in the late 1940s/1950s probably did not have the exact same opportunities as able-bodied men, either. Since I am doing archival research, I also have to consider my points from a historical, time period perspective. If I had failed to realize that important point, the paper that I would have written would have been much weaker. By considering reasons and ideologies, I think that I can avoid the list paper and actually analyze the position of the female disabled at the University after the second World War.

A newspaper clipping that I found also clouded the ideas that I had for my paper and made me think that I needed a slight revision in my question as well. The newspaper clipping gives descriptions of some of the disabled students that were enrolling in the U of I in 1949. From this article, I discovered that not all of the disabled people that were admitted in 1949 were veterans, which definitely complicated my thought process because I had originally thought that admittance in that year was more clear-cut: if you weren’t a disabled veteran from the Galesburg campus, there was no place at the University of Illinois for you as a “normal” disabled person, and especially not for a disabled woman. Since the reasoning behind allowing more men than women into the University could not have simply been veteran status, I know that I have to look for deeper reasons and not make quick assumptions about the pieces and clues that I am finding.

To fully answer my question, I still have to uncover and make sense of the experiences of disabled women as they relate to the experiences of able-bodied women and disabled men in the years following the war. Since I have uncovered a lot of information about the men’s teams and the reasons that the disabled men were here, I just need to find more information concerning the women to better understand the situation. I need to uncover information that will give me a better idea of the reasons that women were admitted or decided to come to the University of Illinois, why they participated or didn’t participate in activities, and their day-to-day experiences. I will not necessarily need to know all of the
details of their experiences here, but I still do not feel like I am seeing the whole picture, so I do need to spend more time in the archives to get a better feel for the situation.

Upload Draft of Paper:  First Draft of Final Paper

Upload Final Paper:  Final Paper

Recommendations to Campus Honors Program:  To correct the holes in the history of women and ensure that more records of disabled women at the University of Illinois are not lost, I recommend that the administration funds research to study the history of women with disabilities at the University of Illinois. At the same time that research is being conducted to fill the gaps and complete the history of women with disabilities at the University as much as possible, the administration should take care in the present to make sure that the activities, accomplishments, and experiences of disabled women are archived at the same rate as those of disabled men, regardless of veteran status or any other distinguishing factor.