

AC

232

BOX

19

FOLDER

4

UG Women's Issues Notes likely ~1973
(Rowe + others)

I. Undergraduate Women's Issues

• Someone needed
to administer programs

- Male/Female
- Recruiting
- Women's Group Coord
- Health/Medical/Personal
- Career/Academic

a) Q/O - artificial tensions from ratio

- competition among men visited on women to
- latch on (for protection and security)

Get into Relationships

love means interference with education: escapism

b) Careers etc - Lack of self-confidence

"Can't really expect women have overcome all these problems", No one is tracking it steadily -

Career/Lifestyle questions

No
Knowledge
of Art
Skills

Wellesley invitation: flaunting

Program
not well
advertised

MIT Q feel they are "pioneers"

Men get support from home/job possibilities

Intro.

- L.H., alumna, invited through Donna
- we met ^{to prepare for this meeting} ~~last Wednesday~~ (+ on other occasions)
- ~~p~~ understood meeting was to discuss ~~the~~ plans for a Women's Center OR Office of Women
- prepared to discuss what we think the responsibilities to undergraduate women such an Office or Center ~~we~~ should be charged to fulfill.

①

②

We think that someone is needed, ^{we've called her a coordinator,} full-time, to learn about, understand & care about the problems of undergraduate women at MIT and to work to resolve them. She must be able to work effectively with undergraduates, & interested Faculty, ~~alumni~~ graduates, ~~staff~~ staff and alumnae and she must have resources (place, people, funds) to administrate needed programs.

Based on our exp. as undergraduates + our involvement in various "women's" ~~issues~~ ^{issues on campus,}

③ We're prepared to talk about, and ~~the~~ outline possible ~~sketchy~~ recommendations on these issues:

③ Handwritten notes
 manual
 info

- ✓ 1. ~~M/F~~ ^{Problems caused by transition from} M/F socialization problems
- ✓ 2. Career Counseling Problems. ^{Susie} ~~Annex~~
- ✓ 3. Academic " ^{Problems} ~~Problems~~ ^{Donna} ~~Barash~~
- ✓ 4. Personal Counseling / ~~Academic~~ ^{Personal} Counseling Problems
5. ^{Women's Groups} ~~Coordination~~ ^{The Reemerging Issue /} Women's Groups ^{Coordinator} ~~Problems~~

Lawrence
 Kernman
 Possible contact

This was done before time if it ~~is~~ ^{is} find s.o. whose resp. it will be to resolve these issues by work with u, g, s, f, a

PROGRAM

1. Monitor the academic ~~progress~~ ^{progress} of women students, as freshmen, by department. Investigate discrepancies ~~among~~ ^{among} departments (e.g., E.E./Math and Bio/Urban Studies).
2. Reduce ~~the~~ student's isolation: arrange for tutoring / study groups among women students.
3. Hold seminars among students, ^{staff} + faculty on how to provide the most effective academic support to women students.
4. Actively advise ^{+ help} women students (esp. on 1st year P/F) to enroll in traditionally ~~the~~ "masculine" courses and explore those majors.
5. See to it that supp. faculty are in every department, esp. where women are not doing as well as men, + esp. in "non-female" courses like shop/electronics/eng. labs. We've heard a list exists. We need a ^{coord.} ~~coord.~~ to use it: students need encouragement to go for support and, s.o., ~~it~~ ^{she} needs to follow up on what happens thru these contacts.

3. the fact that most tutors, TA's ~~and~~ instructors and faculty ~~are~~ in our fields of interest are male communicates negative expectations to us.

4. Women have found that they are not treated as academic equals in problem-solving groups (~~Her~~ ^{her} comments are ignored ~~or~~ when she stands up to give her opinion)

5. Women find tutors reinforce negative expectations by either

1) dominating "it's so obvious I don't know how to explain it"

2) being ~~helpful~~ ^{lonesome + helpful} to the point of letting you "get by," which is just another way of saying, "You can't do it."

3) Low exp's comes out in tutor gossip ^{all the times} ^{whatsoever} ^{when women go for help,} they have to keep that in mind or make find out ^{fairly} ^{afterwards}

6. Women don't have access to what goes on in "high cur" frats, which some people feel plays ^{an} ^{unfair} ^{rule} ⁱⁿ ^{our} competitive grading system

7. ~~Women~~ ^{tembly} Many women are ^{reluctant} to be aggressive + take advantage of all MIT has to offer in trad. masc. courses like shop/electronics, and even in their choice of major, for fear of being put-down, looking foolish.

Most importantly NO ONE ^{EVEN} KNOWS (apparently cares) what the extent of ^{the} academic problem of women are; nor is anyone doing anything spec. about them

ACADEMIC

Problems

Why aren't there 50% women at MIT? Because ~~women~~ females are discriminated against in mathematical + scientific education. whether the fault lies in elementary + secondary schools, in "society" or in "the home" doesn't matter. There must be some recognition of this fact by MIT.

To ¹ admit fewer women than men and to ² assume that these women have escaped, or will be able to overcome, the effects of educational discrimination is not an ~~adequate~~ acceptable solution. It is ~~to~~ a mistake to assume that MIT does not perpetuate the discriminatory practices that go on outside MIT.

Since women have traditionally been short-shifted in academic ~~counseling~~ support + counselling in the sciences, math + engineering, inadequate counseling at MIT is acutely felt by them.

The negative psychological effects of academic failure for a woman are compounded by her awareness of ^{many people's} low expectations of her in ~~math~~ engineering, math + science? She needs the support of successful women in her field and doesn't get that support here at MIT.

How are low expectations ^{being} communicated?

1. We ^{still} hear the traditional "women are" non-analytical, non-mathematical, non-scientific" from students + faculty alike
2. It is a well-known rumor ~~that~~ (advice for freshmen) that do well in calculus ^{it is} ~~only~~ required merely that she wear a skirt to the tutored exams.

and her way (or depression) over the possible truth of these expectations.

Solutions

Monitor MIT women's career paths
+ publicize - Support to AMITA

Career guidance - can non-trad'l
depts advertise. Sherry Turkle's work?
~ Cornell "Project Orion"

More contact with ♀ professionals

Resumé books - bought by companies
for summer jobs

Financial issues - women who want to know
Summer job survey

Academic Problems → Inadequate counseling
Neg ♀ effects of failure are compounded
for ♀: Might women not duck out of
scientific careers bec of their early "failures".

Support from successful women
Crying, sex

That most TAs are men is itself a neg reinforcement
♀ TAs not professional
gossip, too much help, too little

No access to mentoring in high cum frat's

- 3) Person to { monitor
manage tutors
bring fac + students together

women are still reluctant to take
advantage of shops etc

STOP

Personal/Medical

Too much
independence

Gyn

- 1) women } wait a month for appts
- 2) Where to go?
- 3) Where to complain?
- 4) Who to talk w. about sex?

Seminars: birth control

services in general + support
people

Counselling in + out

Referrals outside are "lacking"

⇒ No coordin among women students ←

{ WORK - STUDY students
even UROP?