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1972 Report on Women Students

ROLE OF WOMEN STUDENTS AT MIT

Members of the Ad Hoc Committee

Co-chairwomen

Professor Mildred S. Dresselhaus
Associate Department Head, Electrical Engineering

Ms. Paula J. Stone
Undergraduate, Civil Engineering

Dr. Carola B. Eisenberg
Psychiatrist, MIT Medical Department

Ms. Carol Epstein
Undergraduate, Biology

Mr. Jon Hartshorne
Assistant to the Dean for Student Affairs

Dr. Christina H. Jansen
Polaroid Corporation
Member of the MIT Corporation

Ms. Jennifer Logan
Graduate Student, Chemistry

Ms. Lynn Mahony
Undergraduate, Biology

Ms. Michelle Millar
Graduate Student, Chemistry

Ms. Jeanne Richard
Administrative Assistant, Graduate School Office

Ms. Nanette L. Smith
Assistant to the Dean for Student Affairs

Ms. Susan B. Udin
Graduate Student, Biology

Professor Judith Wechsler
Architecture, Art History

Ms. Sandra G. Yulke
Undergraduate, Chemistry

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♀ at MIT*

TABLE OF CONTENTS

	Page
INTRODUCTION	1
UNDERGRADUATE ADMISSIONS AND FINANCIAL AID	4
ADMISSION OF WOMEN TO GRADUATE SCHOOL AT MIT	14
THE ACADEMIC ENVIRONMENT	22
DEAN'S OFFICE	26
STUDENT ACTIVITIES	32
ATHLETIC REPORT	35
HOUSING	37
MIT-WELLESLEY EXCHANGE	39
MEDICAL DEPARTMENT	48
CHILD CARE	51
EMPLOYMENT	54
CONCLUSION	57

INTRODUCTION

The Ad Hoc Committee on the role of women at MIT was established by the Dean for Student Affairs Office in late January, 1972. Charged with the responsibility of reviewing "the existing environment for undergraduate and graduate women students at MIT and to make recommendations for its improvement", the Committee tried to identify and isolate those issues and areas which required examination. We selected eleven such areas which affect the quality of the educational experiences for women students at MIT. Time constraints on the Committee (to report before the end of the semester) limited the extent of the research that could be undertaken. Thus, this report should be regarded as a basis for further investigations.

Given the charge of formulating recommendations to improve the institutional environment, we have necessarily focused on its inadequacies. It does appear appropriate to acknowledge at the outset, that there are many positive aspects of life at MIT for women students and that many of us have been and are happy here. But it is equally clear that attitudes and policies should be and can be improved significantly.

M.I.T., in the matrix of a society that practices sex role stereotyping, cannot by itself guarantee women their full humanity; it can contribute to that goal more fully than it has. If we single out this institution, it is because we are members of this community concerned for its welfare and eager to enhance the quality of its academic life for men as well as women. A discriminatory attitude against women is so institutionalized in American universities as to be out of the awareness of many of those contributing to it. Decisions on admissions, degrees and appointments may indeed be made with no deliberate effort to exclude women - at least at times - but policy must be judged by outcome, not by pronouncement. And here we find inadequate numbers of women at all levels,

most significantly so at senior levels.

The underlying theme throughout all of the included reports is the need for women at MIT to be supported and encouraged in their pursuit of a scientific, technical, or quantitative social science education. Numerous instances were brought to the attention of the Committee where women had encountered either open hostility, lavish or total lack of attention, demeaning and embarrassing comments, or other subtle forms of sexual discrimination.

Although some women possess enough determination to follow their career objectives without being discouraged by the often discriminatory treatment they receive, most women are sensitive to this situation which further, is acutely emphasized because of their conspicuous presence in MIT's male-dominated community. Unfortunately, women who are distressed have few places to obtain the supportive help they need - women students remain a small percentage of total student enrollment, there are few women faculty members, and the woman's influence in the Institute is ineffectively diffuse and/or nonexistent.

In this society, from the cradle on, girls are treated differently from boys so as to socialize them into the roles traditionally allotted to them. Thus, even an eminently fair admissions policy that confines itself to receiving applications passively will not materially affect the ratio of admitted students except as our society changes to a more equitable one. Clearly women will have to be recruited from high school and even earlier if the quality of the applicant pool is to permit an augmentation of the number of women. Even if women were to be admitted in equal numbers, such a policy does not imply that they will be treated equally once they are here. If many people (professors, staff, male students) at the Institute persist on feeling that women jeopardize the quality of MIT's education, that

women do not belong in traditionally male engineering and management fields, that women cannot be expected to make serious commitments to scientific pursuits, that women lack academic motivation, that women can only serve as distractions in a classroom, then MIT will never, and can never, be a coed institution with equal opportunities for all of its members.

This Ad Hoc Committee was charged with recommending policy for women students at M.I.T. and that has been its major thrust. Our concerns with faculty, staff and administration stem from this focus, but we cannot ignore the legitimate concerns of that much larger community of women at M.I.T., secretaries, technicians, nurses, librarians; workers essential to the health of the academic community but inequitably rewarded, rarely considered and often locked into dead-end jobs. In society at large, this is indefensible; in an academic institution committed to human betterment, it is intolerable. There is need for an Institute policy for the creation of a development program for male and female employees alike, that will provide opportunities for the full utilization of their talent and the further development of their potential through education.

Finally, we are concerned lest our emphasis on women's rights be construed as diminishing the concern for minority rights. Each of us whose humanity has been in any degree denied must have no less regard for those others who have been derogated. Indeed, women will not be free in this society until all are free.

UNDERGRADUATE ADMISSIONS AND FINANCIAL AID

MIT has a one-hundred year history of coeducation. The numbers of women students, however, remained very small until the availability of appropriate housing -- the opening of McCormick Hall in 1963. The 1971-72 academic year finds 400 of 4050 of its undergraduates women, a figure just under ten percent. This Committee believes that MIT should have a sincere and active commitment to increasing the enrollment of women students.

Recruitment

The question of special recruiting techniques for women was raised with several people intimately involved with the admissions process. Needless to say, each had his own opinion, running the gamut. We sense that the Admissions Office feels unwilling to initiate a high powered drive to "induce" more women applicants. In fact, a "natural equilibrium, or ceiling" of women admittees is believed by some to have been reached.

I there is such a ceiling, it necessarily includes only those female high school students who, through very personal circumstances, come to know about MIT. What seems vital and appropriate is a campaign to raise the level of awareness about the presence and success of women at the Institute.

A special booklet describing the MIT women, which could have been used as a recruitment device, had been recommended to coincide with the one hundredth anniversary of women at MIT by the Committee on Undergraduate Admissions and Financial Aid. After several abortive attempts, the booklet, as originally conceptualized, was lost.

The extent to which women students are made distinctive in the literature must be examined as we do not want to promote them as a minority group. We support the efforts of Mrs. Cynthia Bloomquist, in the Admissions Office, who is presently rewriting much of the recruitment materials to include entries which emphasize that women students attend MIT.

RECOMMENDATIONS:

1. That a coordinated committee be formed to review the reference to women in the variety of literature on MIT and that some determination be made as to the need and feasibility of some special document being prepared on women at MIT. This document could be used until it has made an impact across the country.
2. That the use of films, as a recruitment device, be seriously considered.

Throughout the year, various faculty members, administrators, and students, visit high schools across the country to meet with students interested in knowing more about MIT.

RECOMMENDATIONS:

1. That MIT, and specifically the Admissions Office, take the initiative in encouraging and providing a wider dissemination of information on women at MIT. Coordination of these efforts - to promote an increase in the number of female applicants - should be by the Admissions Office.
2. That as many women as possible go on school visitations.
3. That each school visitor be reminded to de-mythify incorrect assumptions about women at MIT.
4. That some special visits be made to outstanding girls' high schools.
5. That efforts be made to contact high school women during the junior year in order to give them additional time and incentive to investigate the opportunities at MIT.

Educational Council

The admissions process for any prospective MIT student includes in interview with a local representative of the MIT Educational Council, a body of nearly one thousand alumni. As of March, 1972, there were only 10-12 female EC's. Five years ago there were 3 or 4. As Bill Hecht said, "the coverage is nowhere incredible!", but we must recognize the fact that there will not be large numbers of female EC's anytime soon. Increasing numbers of women have been graduating only since 1965, and the first five years after graduation is often a poor time for alumni to volunteer as EC's. Therefore, as the years

pass, the pool should grow accordingly.

The inordinate lack of knowledge about and sincere interest in women at MIT on the part of the present Educational Councillors make the task of educating and up-dating them difficult and one which must be tackled from several sides, including written communication, visits by MIT coeds, and a visibility of female faculty.

RECOMMENDATIONS:

1. That the serious identification and suggested assignment of prospective female EC's to Regional Chairmen be continued. Further, the continued assistance of female faculty, AMITA, etc. should be sought. Plans to selectively review lists of alumnae from the classes of 1950 onward should also be followed through.
2. That Mr. Hecht's approval be obtained for articles to be written in the AMITA newsletter, explaining the responsibilities of Educational Counselors and referring interested alumnae to appropriate persons.
3. That a mechanism be provided for the annual up-dating of old and inclusion of new information for, by, and about MIT coeds in the EC Handbook. During the summer of 1971, Mr. Hecht had hoped to include an article on coed living.
4. That a questionnaire be prepared to solicit opinions of freshmen coeds about their interview experiences with local EC's. As Mr. Hecht said, "there is a backlog of alumni who are not concerned that we are coed and others who will not express MIT's interest in attracting young women."
5. That a master plan be formulated for coeds returning home for vacations to visit their local EC's and de-mythify the notion of no coeds at MIT. Some alumni do not really understand or accept the new MIT. The Institute they knew had such a subcritical number of women as to make their presence invisible.
6. That a master plan be formulated for coeds returning home to visit their local secondary schools (not only their own school) to make a positive, strong, and favorable case for women at MIT. To gain credibility with high school counselors, coeds must have administrative support.
7. That the administration be encouraged to make it possible for women to travel more extensively for the Institute. For the past few years the EC Office has sponsored a Faculty Lecture Program. A faculty person -- a good lecturer with an interesting bill of goods -- commits himself to about a week of speaking before groups of fifty or more alumni. There has never been a woman "faculty lecturer", in part because of the over-utilization of women. During good years there are six such faculty visitors. Some more special arrangements

could be made for our women faculty to go out into the field, perhaps for 2-3 days, rather than for a week or perhaps in conjunction, for example, with an already planned trip to a conference.

8. That a review be made of the eventual results of the EUROP special project on admissions feedback.

Admissions

Prior to the opening of the first tower of McCormick, female enrollment was limited to about twenty freshmen. In anticipation of more women, the Institute appointed Mrs. Jacquelyn Mattfeld as Associate Dean of Student Affairs in 1963 -- to insure the welfare of the women students. She and Bryce Leggett initially assumed responsibility for reading the women's admission folders. By 1965, that group of interested people included Mr. Leggett, Mrs. Nita Stuller (professional administrative officer in Admissions) and Dean Emily Wick. When Professor Mildred Dresselhaus joined the faculty, then she too read folders. Each participant read folders and participated in special round-up sessions.

For nearly a decade, the only way in which the selection of women has differed consciously from the selection of men has been in terms of what was perceived as adaptability to MIT. For two years now, women have been reviewed for admission irrespective of sex and available space (as in the past) but only on the basis of "prediction of academic achievement, evaluation of general, instead of personal, qualifications, and recognition of truly outstanding interests, activities, or achievements."

Staff and faculty now read the folders of all prospective students, although the team reading of folders continues to be the selection method for women. Furthermore, this somewhat sensitive method of reading folders, as done for the women, is now carried over to at least a certain percentage of all folders.

After consultation with housing officials, a target of men in the Class of 1975 was set at 875 by the Academic Council. As many women as were comparably qualified were to be admitted. For the Class of 1976, a total target of 1025 was established and the makeup is to be irrespective of sex. This information was shared by an admissions officer.

ADMISSIONS OF UNDERGRADUATE STUDENTS

YEAR	APPLICANTS		ACCEPTANCES		ENROLLEES	
	M	F	M	F	M	F
1967	3709	274	1347 (36%)	68 (25%)	862 (64%)	52 (76%)
1968	3956	271	1425 (36%)	90 (33%)	900 (64%)	61 (68%)
1969	4225	360	1377 (30%)	106 (29%)	888 (64%)	69 (65%)
1970	4440	456	1448 (33%)	152 (33%)	856 (59%)	86 (57%)
1971	3367	395	1568 (45%)	190 (48%)	862 (55%)	124 (65%)
1972(to 5/5/72)	3258	407	1547 (47%)	215 (53%)	-- --	-- --

(percent offered admission) (percent of those accepted who enrolled)

EARLY ADMISSIONS

YEAR	APPLICANTS		ADMISSIONS		ENROLLEES	
	M	F	M	F	M	F
1971	302	30	162 (54%)	11 (37%)	102 (63%)	6 (55%)
1972	322	36	220 (68%)	24 (67%)	-- --	-- --

RECOMMENDATIONS:

1. That the names and addresses of coed applicants be submitted to a group of MIT coeds who have volunteered to initiate personal written communication with them and that an assessment be made of any effects the more personal contacts made.
2. That some assessment be made of the variety of reasons why women accepted to MIT do not enroll. Mrs. Dorothy Bowe is about to undertake a review of the overlap of the admissions and enrollment of students at Ivy League schools and MIT. She will review how the student made the decision and to what extent finances played a part. This study will yield valuable data, particularly as it relates to the enrollment of women at MIT.

Foreign Undergraduate Students

During the academic year 1970-71, of 314 undergraduate women, 70 were foreign. The Foreign Student Office sees very few women students. Once a year, each foreign student must receive a renewal of permission to stay, but the mechanics of the process do not necessitate speaking with a foreign student advisor.

RECOMMENDATION:

That the Foreign Student Office send a flyer to all undergraduate foreign students reminding them of the presence of the office and the availability of the staff and encouraging them to visit the office.

Special Student Status

MIT has offered the status of "special student" since its beginning days. The program is intended for students not working toward an MIT degree.

In the late 1800's men and women, involved in work with textiles, took quite specific academic loads. In 1907, there were more special than regular students. This category took on more serious meaning for women, however, during World War II when senior women, from other institutions, completed their last year at MIT while their husbands served in the Boston area in the United States military. Mr. Bryce Leggett has said it was "a convenient, gentlemanly, and obvious thing to do."

The special student category is not MIT's answer to an "open university". There are few special students who have not had some prior connection with the Institute. These students, however, do not usually have access to campus housing or financial aid. (Tuition assistance is sometimes available). A general observation of special students is that MIT seldom becomes the center of their life, as it does for regular full time students. The number of special students is, however, increasing, and they are admitted within the

general framework of regular students. However, all regular MIT students are accepted before a course is open to special students.

The count of second year undesignated special students for second term 1971-72 is 39 male and 31 female. The women special students fall into several categories, including pursuing a pre-medical program; domestic year away; pursuing a program under sponsorship of a job; and taking courses at MIT as the wife of a graduate student or faculty member.

Transfer Students

The number of students transferring into MIT September, 1971 was 90; 10 of whom were women. Presumably, sex remained outside of the selection factors.

The MIT-Wellesley Exchange Program, initiated in the fall of 1968 as a five year experiment, has resulted in several Wellesley students transferring to MIT:

YEAR	APPLICANTS	ACCEPTANCES	ENROLLED
1969	5	5	5
1970	3	3	2
1971	3	3	1

RECOMMENDATION:

That MIT strive diligently to expose itself to and thus attract as transfer students, women, from across the country, who seriously desire to continue their scientific or technical education.

Freshmen Faculty Advisors

There is a process during the freshman year whereby faculty advisor and advisee comments on adjustment and academic progress are shared with local guidance counselors through the Admissions Office. Freshmen advisors should be encouraged to use these forms both to convey the experiences of women students and to increase the awareness of high school guidance

counselors of MIT as a coeducational institution.

Of 215 freshmen advisors, 14 are women. "Femaleness" as an expression of preference is coded and comes forth in the initial sorting. There is the opportunity, therefore, for women freshmen to have women advisors.

RECOMMENDATION:

That these advisors consider planning or joining with the upper-classwomen in conducting a special freshman women's orientation session.

Financial Aid and Student Employment

The Student Financial Aid Office does not consciously attempt to maintain a different award strategy between males and females, and thus, there is no discrimination, on sexual bases, in awarding aid. Certain phenomena, however, are observed:

- (a) Families of women students are more able to pay their daughters' MIT bills. That is, there appears to be less financial need for female students.
- (b) Women students seem to take out fewer short term loans.
- (c) Proportionately more women students are working than men.

About a year ago, an undergraduate, Jim Roxlo, compared the aid of a sample of 100 women students with the averages for the entire undergraduate group of aid recipients for the fiscal year 1970.

	<u>Scholarship</u>	<u>Loan</u>	<u>Total Loan</u>
Average aid to all students	1250	1070	2340
Average aid to sample of women students	1550	708	2258
Ratio S:T - All	53.5%		
Ratio S:T - Women	68.7%		

Mr. L. V. Gallagher pointed out that the award strategy for classes included in this study, 1970-73, followed the "old mode", in contrast to the uniform self-help package implemented with the Class of 1974 and subsequent ones.

RECOMMENDATION:

That there be undertaken in the Student Financial Aid Office, an update of this financial award review.

In October, 1970, Mr. Dan Langdale, Director of Student Employment, gathered some employment data. Although it spans a brief time and has not been updated, it revealed several issues of interest. Please note that 100% of these jobs were on-campus and that only undergraduates were included in the study.

- (1) The student work force included twice as many women as the ratio of women to men in the total undergraduate student body.
- (2) 54% of the total work force, but 73% of the women, earned salaries of less than \$2.00.
- (3) 60% of the studied group, but 73% of the women, selected menial tasks in the libraries, dining services, and residence halls, in comparison to jobs as lab technicians, programmers or clerical positions.

The reader should be reminded that the Student Employment Office serves in a fashion similar to the classified section of the newspaper. Jobs and sometimes salaries are posted, but there is little, if any, follow-up required. Salaries are sometimes negotiable, but that remains between the employer and the student. The average work period is ten to twelve hours a week.

RECOMMENDATIONS:

1. That Mr. Langdale be encouraged to continue collecting such valuable data as contained in his October, 1970 report.
2. That a group of interested women, in conjunction with Mr. Langdale, devise a questionnaire concerning the treatment of women in the MIT job market. A coed sample can be asked questions which would reveal more personal information on (a) their experiences with the job market; (b) reasons for obtaining the lower paid and more menial positions (by choice or by circumstances); (c) their experience with seeking technical versus other jobs; and (d) their experience with job turn-over.
3. That if women students are indeed prejudicially treated, they be encouraged to discuss their experience with appropriate Student Employment personnel.

Summary Statement

There is, unfortunately, a feeling among some women students, that MIT does not support their being here. If this feeling is indeed widespread, then MIT's efforts to recruit more coeds and to encourage them in their academic pursuits must be ineffective, as the necessary commitment is lacking.

Some students have asked for a statement of policy to the effect that there is a place for women at MIT. Only when such a statement has been made in support of women already here, can effective recruitment of women students begin.

Several techniques must be used; first, to let it be more known that women are at MIT pursuing a variety of academic programs and performing in competition with men. Only then will more high school coeds from across the country feel more free to apply. Secondly, somehow the environment, the attitudes and the feelings at MIT must gradually change in order that the existence of women can become more natural.

Women must take the lead. Our already over-utilized female resources must continue to press for change through personal and written contact within the MIT community and without. There is a vicious circle which must be broken: If high school coeds do not know about MIT, then they will not apply. If they do not apply, the assumption grows that there are few coeds qualified to gain MIT admission. If few women are enrolled, the quality of the total experience at MIT is seriously affected.

Perhaps through some serious consideration of recommendations contained herein, can the cycle be broken.

ADMISSION OF WOMEN TO GRADUATE SCHOOL AT MIT

The high quality of graduate education at MIT is well known. However, the fact that women are welcome to take part in this graduate study is not as widespread as it could be. During recent years, the enrollment of women in the Graduate School has increased from a total of 201 women students in the Fall of 1967 to 297 in the Fall of 1971. This latter figure represents a total of 9% of the graduate school enrollment at MIT, although women represented 20% of the graduate student population throughout the United States. The number of applicants has also shown a gradual increase during this period. A comparison of data concerning women applicants with those admitted and accepting admission as well as those for men is as follows:

	Total Appl.	Total Adm.	Adm. & Cancel.	Adm. & Reg.
<u>WOMEN</u>				
Fall 1971	608	148 (24%)	56 (9%)	92 (15%)
Fall 1970	545	106 (20%)	42 (8%)	64 (12%)
Fall 1969	501	152 (31%)	60 (12%)	92 (19%)
<u>MEN</u>				
Fall 1971	5388	1660 (31%)	814 (15%)	846 (16%)
Fall 1970	5565	1671 (30%)	859 (15%)	812 (15%)
Fall 1969	5138	1886 (36%)	955 (18%)	931 (18%)

It is also evident that of the total women applicants accepted to MIT, there is a large fraction of women who refuse admission after being accepted. This year the Graduate School Office, in collaboration with the Admissions Office, will send out questionnaire-postcards to all students who refuse admission to MIT to determine the most frequent cause for these refusals. Data from women applicants should be carefully scrutinized and recorded.

Admission to graduate school at MIT is determined by Departmental Graduate Admissions Committees. A careful analysis of the data in the accompanying tables indicates that the number of women enrolled in some

departments does not correlate with the number of applications received. Therefore, attempts must be made to increase applications and the enrollment of women in all graduate programs at MIT.

RECOMMENDATIONS:

1. Women at MIT should be made more visible in serious pursuits through literature distributed to prospective graduate students. Women faculty, students, and staff should be consulted in writing and putting together these brochures.
2. Graduate alumnae should be sent names of prospective women applicants in their geographical area so that these alumnae could contact them and inform them of opportunities for women to pursue graduate study at MIT as well as career opportunities thereafter.
3. Where possible, women faculty members should be included on departmental graduate admissions committees. For those departments who have no women on their faculties, we recommend that women graduate students be included on these committees.
4. To encourage departments who have been reluctant to accept women graduate students in the past, data could be presented to show that the academic performance of female graduate students and the percentage of women who complete their degree programs is comparable to that for men.
5. Data obtained from replies from women applicants who refuse admission after being accepted for graduate work should be compiled to determine the underlying causes for their refusal.

It is difficult to compare the total enrollment of women at MIT with the number of degrees awarded to women because many students receive multiple graduate degrees. However, data show that only 3.3% of the total graduate degrees awarded by MIT went to women from 1967-71. More significant is that 60% of the total degrees awarded to women were Master's degrees and 37% completed doctoral degree programs. National statistics list 38% of the women enrolled in graduate school aspire to Master's degrees and only 11% to the doctorate. Women graduate students at MIT show a strong commitment to pursue doctoral study, but the data show that in some schools at MIT no doctor's degrees have been awarded to women.

RECOMMENDATION:

That a survey be made of the degree program preference of women at time of entrance to graduate school. Follow-up data should be presented to determine the reasons for not completing an indicated program (included in these data should be academic performance while attending MIT and whether or not the degree was obtained at another university).

Enrollment statistics of women show that a larger number of women are registered as Special Students (students not enrolled in a formal degree program). During the Fall of 1971, 13% of the women were so registered, while only 9% of the men were so designated. There are various reasons why women must pursue graduate study on a part-time basis, particularly women with children. Therefore, departments must not discourage women from participating in graduate study on a part-time basis, and departments should make provisions for part-time degree programs and financial aid so that women may receive advanced degrees.

RECOMMENDATIONS:

1. That departments make provisions for part-time degree programs with part-time financial support for women truly unable to pursue a full-time degree program.
2. MIT should grant maternity leave to those women who leave to have a child and assure them of readmission to their previous degree status, provided they were making satisfactory progress toward this degree at the time they left MIT.

Most graduate students would not be able to attend MIT without some financial support. During recent years about 90% of the graduate students at MIT have received at least partial financial support. Data further show that 22% of this support is provided through fellowships and traineeships with 46% receiving research or teaching assistantships. Records in the Graduate School Office show that in the Fall of 1971, 45% of the fellowship support was held by women. On the other hand, there is no data available about the distribution of research and teaching assistantships, and, in some cases, an assistantship might represent a higher take-home stipend than a

fellowship.

RECOMMENDATION:

Since financial aid is allocated directly by individual departments and is dependent upon resources available in each department, data be collected in a central location of all fellowships, research and teaching assistantships awarded to graduate students. Thus, it could be determined whether women graduate students receive equal compensation, as well as equal consideration for prime support available in each department.

In conclusion, I should like to point out that MIT is rated among the top six universities in the United States for excellence in its graduate programs and faculty. There is no doubt of MIT's commitment to graduate education - the encouragement of women to pursue advanced degrees at MIT should be part of this commitment.

WOMEN GRADUATE STUDENTS
(Includes Special Students)

	1967-68	1968-69	1969-70	1970-71	1971-72
<u>School of Architecture</u>					
Architecture, IV	17 (93)*	18 (82)	20 (97)	30 (135)	30 (141)
Urban Studies, XI	21 (88)	26 (112)	30 (138)	29 (129)	36 (149)
	<u>38 (181)</u>	<u>44 (194)</u>	<u>50 (235)</u>	<u>59 (264)</u>	<u>66 (290)</u>
	20%	23%	21%	22%	23%
<u>School of Engineering</u>					
Aeronautics and Astronautics, XVI	-- (152)	-- (226)	-- (242)	1 (213)	3 (189)
Chemical Engineering, X	2 (139)	-- (117)	3 (127)	3 (149)	3 (141)
Civil Engineering, I	1 (211)	2 (191)	6 (197)	10 (213)	14 (227)
Electrical Engineering, VI	12 (579)	28 (583)	16 (583)	15 (514)	17 (514)
Mechanical Engineering, II	-- (262)	4 (260)	2 (253)	4 (246)	4 (221)
Metallurgy, III	4 (171)	3 (169)	4 (151)	4 (146)	5 (133)
Ocean Engineering, XIII	-- (151)	1 (145)	2 (147)	1 (128)	1 (144)
Nuclear Engineering, XXII	1 (137)	1 (130)	2 (128)	2 (114)	1 (120)
Center for Advanced Eng. St.	-- (29)	-- (50)	2 (38)	-- (31)	1 (25)
	<u>20 (1931)</u>	<u>39 (1871)</u>	<u>37 (1866)</u>	<u>40 (1754)</u>	<u>49 (1714)</u>
	1%	2%	2%	2%	3%
<u>School of Humanities and Soc. Sci.</u>					
Economics, XIV	10 (121)	14 (125)	18 (129)	10 (103)	8 (107)
Foreign Lit. & Linguistics, XXIII	6 (34)	12 (39)	18 (45)	14 (39)	15 (40)
Philosophy, XXIV	5 (26)	5 (25)	11 (34)	10 (38)	7 (27)
Political Science, XVII	19 (90)	15 (87)	15 (91)	15 (82)	11 (74)
Psychology, IX	7 (29)	6 (29)	8 (30)	8 (25)	6 (30)
	<u>47 (300)</u>	<u>52 (305)</u>	<u>70 (329)</u>	<u>57 (287)</u>	<u>47 (278)</u>
	15%	16%	21%	19%	17%
<u>Sloan School</u>					
Management, XV	6 (344)	14 (353)	14 (393)	20 (355)	19 (346)
	1.7%	4%	3.5%	6%	6%
<u>School of Science</u>					
Biology, VII	22 (115)	29 (115)	38 (119)	41 (118)	37 (112)
Chemistry, V	27 (286)	7 (295)	31 (275)	31 (251)	26 (214)
Earth & Planetary Sciences, XII	3 (84)	3 (90)	5 (106)	3 (97)	8 (99)
Mathematics, XVIII	7 (145)	9 (134)	13 (149)	6 (134)	7 (123)
Meteorology, XIX	-- (62)	-- (69)	2 (65)	2 (58)	3 (60)
Nutrition and Food Science, XX	19 (101)	20 (93)	28 (113)	24 (103)	27 (102)
Physics, VIII	12 (324)	10 (290)	10 (300)	7 (258)	8 (242)
	<u>90 (1117)</u>	<u>78 (1086)</u>	<u>127 (1127)</u>	<u>114 (1019)</u>	<u>116 (952)</u>
	8%	7%	11%	11%	12%
<u>Totals</u>					
	201 (3873)	227 (3809)	298 (3950)	290 (3679)	297 (3580)
Overall %	5%	6%	7.5%	8%	9%

*Numbers in (--) indicate total registration figures.

WOMEN GRADUATE APPLICATIONS & ADMISSIONS*

	<u>Fall 1967</u>		<u>Fall 1968</u>		<u>Fall 1969</u>		<u>Fall 1970</u>		<u>Fall 1971</u>	
	<u>Appl.</u>	<u>Adm.</u>	<u>Appl.</u>	<u>Adm.</u>	<u>Appl.</u>	<u>Adm.</u>	<u>Appl.</u>	<u>Adm.</u>	<u>Appl.</u>	<u>Adm.</u>
<u>School of Architecture</u>										
Architecture, IV	14	1	15	4	26	10	39	9	38	5
Urban Studies, XI	36	6	75	9	96	13	127	10	127	15
	<u>50</u>	<u>7</u>	<u>90</u>	<u>13</u>	<u>122</u>	<u>23</u>	<u>166</u>	<u>19</u>	<u>165</u>	<u>20</u>
<u>School of Engineering</u>										
Aero. & Astro., XVI	--	--	2	1	1	--	2	2	2	1
Civil Engineering, I	2	--	6	2	5	3	7	3	9	4
Chemical Engineering, X	2	--	2	--	6	2	3	2	5	3
Electrical Eng., VI	5	1	11	--	12	1	25	--	27	5
Mechanical Engineering, II	1	--	3	1	2	--	4	3	1	--
Metallurgy, III	4	1	1	--	4	1	2	1	6	3
Ocean Engineering, XIII	--	--	1	1	1	1	1	--	--	--
Nuclear Eng., XXII	1	1	--	--	2	1	--	--	--	--
	<u>15</u>	<u>3</u>	<u>26</u>	<u>5</u>	<u>33</u>	<u>9</u>	<u>44</u>	<u>11</u>	<u>50</u>	<u>16</u>
<u>School of Humanities & Soc. Sci.</u>										
Economics, XIV	32	3	28	6	30	4	34	1	42	2
Foreign Lit. & Ling. XXIII	13	2	24	6	25	4	22	3	34	4
Philosophy, XXIV	3	1	12	2	16	7	14	3	15	2
Political Sci., XVII	31	6	44	4	45	2	32	4	24	5
Psychology, IX	22	--	28	1	36	3	36	1	24	3
	<u>101</u>	<u>12</u>	<u>136</u>	<u>19</u>	<u>152</u>	<u>20</u>	<u>138</u>	<u>12</u>	<u>139</u>	<u>16</u>
<u>Sloan School</u>										
Management, XV	12	3	12	4	17	3	24	7	41	9
<u>School of Science</u>										
Biology, VII	43	3	35	7	46	12	49	6	62	10
Chemistry, V	33	9	39	10	41	10	34	5	35	6
Earth & Planetary Sci. XII	3	--	4	1	8	4	6	--	13	4
Mathematics, XVIII	39	2	43	3	42	3	38	--	55	2
Meteorology, XIX	1	--	--	--	3	1	--	--	2	2
Nutrition & Food Sci, XX	13	3	20	6	18	6	30	3	23	5
Physics, VIII	18	8	23	3	19	1	16	1	22	2
	<u>150</u>	<u>25</u>	<u>164</u>	<u>30</u>	<u>177</u>	<u>37</u>	<u>173</u>	<u>15</u>	<u>212</u>	<u>31</u>
<u>Totals</u>										
	328	50	428	71	501	92	545	64	607	92
Total Applications	(6592)		(5515)		(5639)		(6110)		(5996)	

*From Admissions Office records

WOMEN GRADUATE APPLICATIONS & ADMISSIONS *

	<u>Fall 1969</u>				<u>Fall 1970</u>				<u>Fall 1971</u>			
	<u>Appl.</u>		<u>Adm.</u>		<u>Appl.</u>		<u>Adm.</u>		<u>Appl.</u>		<u>Adm.</u>	
	<u>♀</u>	<u>Total</u>	<u>♀</u>	<u>Total</u>	<u>♀</u>	<u>Total</u>	<u>♀</u>	<u>Total</u>	<u>♀</u>	<u>Total</u>	<u>♀</u>	<u>Total</u>
<u>School of Arch.</u>												
Architecture	26	232	10	43	39	285	9	44	38	326	5	50
Urban Studies	96	409	13	35	127	507	10	34	127	516	15	46
	<u>122</u>	<u>641</u>	<u>23</u>	<u>78</u>	<u>166</u>	<u>792</u>	<u>19</u>	<u>78</u>	<u>165</u>	<u>842</u>	<u>20</u>	<u>96</u>
<u>School of Eng.</u>												
Aero. & Astro.	1	186	--	60	2	177	2	57	2	170	1	47
Civil Eng.	5	273	3	66	7	313	3	74	9	304	4	67
Chemical Eng.	6	178	2	37	3	231	2	63	5	175	3	43
Electrical Eng.	12	759	1	112	25	802	--	100	27	734	5	130
Mechanical Eng.	2	389	--	96	4	373	3	77	1	308	--	66
Metallurgy	4	127	1	34	2	99	1	31	6	102	3	36
Ocean Eng.	1	37	1	18	1	31	--	11	--	58	--	27
Nuclear Eng.	2	94	1	39	--	98	--	30	--	81	--	32
Operations Res.									<u>1</u>	<u>43</u>	<u>--</u>	<u>2</u>
	<u>33</u>	<u>2043</u>	<u>9</u>	<u>462</u>	<u>44</u>	<u>2124</u>	<u>11</u>	<u>443</u>	<u>51</u>	<u>1975</u>	<u>16</u>	<u>450</u>
<u>Sch. of Hum. & Soc. Sci.</u>												
Economics	30	341	4	30	34	375	1	23	42	335	2	28
For. Lit. & Ling.	25	73	4	11	22	65	3	9	34	70	4	12
Philosophy	16	49	7	20	14	85	3	15	15	81	2	8
Political Sci.	45	191	2	20	32	187	4	18	24	173	5	18
Psychology	36	81	3	8	36	96	1	5	24	82	3	8
	<u>152</u>	<u>735</u>	<u>20</u>	<u>89</u>	<u>138</u>	<u>808</u>	<u>12</u>	<u>70</u>	<u>139</u>	<u>741</u>	<u>16</u>	<u>74</u>
<u>Sloan School</u>												
Management	17	814	3	127	24	936	7	105	41	943	9	118
<u>School of Science</u>												
Biology	46	106	12	23	49	157	6	17	62	220	10	26
Chemistry	41	295	10	66	34	237	5	45	35	241	6	46
Earth & P. S.	8	88	4	37	6	124	--	20	13	156	4	16
Mathematics	42	346	3	44	38	335	--	30	55	364	2	27
Meteorology	3	23	1	10	--	35	--	14	2	25	2	13
Nutr. & Food Sci.	18	85	6	23	30	96	3	24	23	90	5	18
Physics	19	463	1	64	16	466	1	30	22	399	2	54
	<u>177</u>	<u>1406</u>	<u>37</u>	<u>267</u>	<u>173</u>	<u>1450</u>	<u>15</u>	<u>180</u>	<u>212</u>	<u>1495</u>	<u>31</u>	<u>200</u>
<u>Total</u>	501	5639	92	1023	545	6110	64	876	608	5996	92	938

*From Admissions Office statistics

GRADUATE DEGREES AWARDED

1967-1971

	<u>Total</u>	<u>Women</u>	<u>% Women</u>
<u>School of Architecture</u>			
Master's	281	50	19%
Doctor's	19	0	0%
<u>School of Engineering</u>			
Master's	2127	18	.8%
Engineer's	617	2	.3%
Doctor's	827	6	.7%
<u>School of Humanities & Social Sciences</u>			
Master's	49	7	14%
Doctor's	202	25	12.5%
<u>Sloan School of Management</u>			
Master's	704	11	1.4%
Doctor's	70	0	0%
<u>School of Science</u>			
Master's	331	41	12%
Doctor's	744	46	6%
Master's without specification	170	4	2%
Total Master's Degrees	3662	125	3%
Total Engineer's Degrees	617	2	.3%
Total Doctor's Degrees	1862	78	4%
Total Degrees	6141	207	3.3%
<u>% Master's/Total Degrees Awarded (Women)</u>		60%	
<u>% Master's/Total Degrees Awarded (Men)</u>		60%	
<u>% Doctor's/Total Degrees Awarded (Women)</u>		37%	
<u>% Doctor's/Total Degrees Awarded (Men)</u>		30%	

THE ACADEMIC ENVIRONMENT

Introduction

The MIT woman is committed to the pursuit of an education in the sciences. However, this committee feels that the academic environment at MIT does not always assist a woman in attaining her goals. Two major factors can be cited as being responsible for this situation: (1) the attitudes of the MIT community toward the women students and (2) the dearth of women faculty members.

I. Need

There is a definite need to change the attitudes of much of the MIT community towards the women students. This includes not only the attitudes of men but the attitudes of women as well.

Traditionally, women's role in society is that of the wife and mother. When a woman finishes high school, the most socially desirable option presented her is that of marriage. If circumstances are such that marriage is not an immediate possibility, she is placed in a situation such as college or a temporary job which will hopefully lead to marriage. Consequently, college and job training for women are looked upon as temporary solutions to her problem and not as meaningful goals in themselves.

This attitude is carried over into the MIT community where women students do not feel that they are always taken seriously as students, and ultimately this attitude manifests itself in the form of both subtle and blatant discrimination. For instance, at the undergraduate level, there is the advisor who recommends that the woman student pursue a more feminine field of study; the professor who comments on what nice distractions "his girls" are for his male students; the professor who singles out a woman in the classroom and makes her feel conspicuous and out of place; and the TA who patronizes the coeds in the lab. At the graduate level there is the

research director who finds it undesirable to accept women graduate students and says so; the professor who points out the fact that very few women are successful after they acquire their degrees and implies few women are capable of attaining proficiency in their field; and the male graduate student who does not think a woman should compete for a job traditionally held by men.

Although we realize that the majority of the discrimination is not intentional, it nevertheless does exist. The outcome is that some female students at MIT feel that they are not being taken seriously, that they are not being treated on the same basis as the male students, and that they are being educationally shortchanged. A variety of measures can be taken to alleviate these problems.

RECOMMENDATIONS:

1. Members of the MIT faculty and staff should be encouraged to be more aware of and sensitive to the problems encountered by women students.
2. Research directors and undergraduate advisors should encourage their female students, as they do their male students, to continue to pursue fields of study in all areas, as well as encourage women to realize their full potential and to seek professional careers. When "the going gets rough" for a woman student, the research director or advisor should continue to display his positive attitude toward her prospects of success.
3. Women at MIT should realize that the academic environment will not change without their help. It is desirable for women to discuss problems of particular interest to them as well as to investigate possible solutions to their problems. Women should be encouraged to create discussion groups within their individual departments as well as within the Institute.
4. That MIT promote the preparation of a film and use of other media which depicts the problems women encounter at the Institute.
5. That MIT make a commitment to increase the number of women students. As long as the usually one woman in a classroom is expected to present the viewpoint of "all womankind", special burdens will be placed on her as an individual. Further, until women become more numerous, the conspicuousness, lack of support, and awkwardness surrounding the woman's presence will be emphasized.

II. Need

There is a need for an increase in the number of women faculty members at MIT. It is desirable for women students to have the opportunity to observe and to communicate with women who have been successful in their field of study. Not only does the presence of such a woman give the student a woman to look up to but it also gives her something to look forward to after she receives her degree and a conception of what the future can be like. Such role-models are therefore necessary if women are to be encouraged to seek careers. In addition, women students find it comforting to know that there is someone on the faculty who probably has had similar experiences and who will be sympathetic to their problems. It is also desirable for men (both faculty and students) to see women succeed in a position of responsibility. Hopefully, as women fill more faculty positions, their presence will become less of a novelty and more natural and socially acceptable. Unfortunately, at MIT, the number of women faculty members is low (2%).

RECOMMENDATIONS:

1. Individual departments should be encouraged to hire qualified women faculty members. We realize that a certain amount of positive effort might be involved in encouraging these women to apply for positions at MIT.
2. Each department should keep a file of their former women undergraduate and graduate students whom they feel are capable of handling an academic job at MIT or at other universities.
3. The faculty members should ask their colleagues at other universities to recommend women students who are qualified for academic positions at MIT. Likewise, each department should be encouraged to send brief resumes of their women students seeking academic positions to universities throughout the nation.
4. Individual departments should encourage women to apply for job openings which they have advertised in professional and scientific journals.

COURSE ENROLLMENT OF WOMEN BY SCHOOL⁽¹⁾

	% of under- graduates enrolled(2)	% of graduate students enrolled(2)	% of total MIT students enrolled(2)	% of under- graduate women enrolled(3)	% of graduate women enrolled(3)	% of total women enrolled(3)
School of Architecture and Planning	7.05	7.0	7.0	12.3	21.8	17.8
School of Engineering	40.0	48.0	44.4	22.0	16.3	18.7
School of Humanities and Social Science	9.2	7.7	8.1	11.9	15.6	14.0
Alfred P. Sloan School of Management	5.05	9.6	7.0	2.2	6.3	4.5
School of Science	38.7	27.7	33.5	51.6	40.0	45.0

(1) figures exclude freshmen and undesignated students

(2) Office of the Registrar, 10/15/71

(3) Office of the Registrar, 1971-1972

DEAN'S OFFICE

A preliminary report was submitted to Dean Nyhart on February 28, 1972. (See appendix). The following is a summary of that report in light of events that have transpired since February.

Women students desire and deserve services above and beyond those currently offered at MIT. Women, like men, face academic, financial and personal problems. However, the fact that there are so few women at MIT results in an additional risk of personal distress. There are many men (male professors, T.A.'s and others) with whom male students can converse, but this is not true for females. Secretaries and technicians are often helpful, but they tend to be young and transient.

The women students also expressed a desire for an advocate within the Dean for Student Affairs Office. Input from students would allow her to influence policy on a wide range of issues.

RECOMMENDATION:

The hiring of a woman by the Dean for Student Affairs Office who would have primary (but not exclusive) responsibility for women students. Her day to day duties would include not only individual counseling, but also serving as a women's advocate within the Dean's office.

The implementation of this recommendation began in mid March. Over seventy-five applications have been received in response to a letter to faculty wives and alumnae. Other candidates have also been considered. A committee, consisting of two deans and two students, is in the process of interviewing the candidates.

The second recommendation of the preliminary report concerned the "appointment of a woman within the highest levels of the Institute administration". During January, the Women's Forum began consideration of a large number of topics relating to the lives of women at MIT, and

later drafted a proposal concerning possible support structures for women within the MIT administration. A joint committee then consolidated the two proposals into one that will be submitted to the MIT administration in the near future.

The Ad Hoc Committee supports this joint proposal. We would like to emphasize the importance of the advisory committee, and feel strongly that this committee should continue to work on the long range problems that the Ad Hoc Committee, the Forum and other groups have discussed.

APPENDIX - PRELIMINARY REPORT
February 28, 1972

NEEDS:

The Committee has seen clearly that women students desire services above and beyond those currently offered by the Dean of Student Affairs Office. In the past, Dean Wick's office in 5-108 provided such services. This special kind of need results from the fact that there are so few women at MIT. The need for this office can be divided into two major areas.

1. Concerning women as individuals

Women are treated differently from men in MIT classes - often they are not even taken as serious students. Dean Wick's office often became a third party between a woman and her male advisor, professor or T.A. Members of this office also sat in on admissions, financial aid and CAP meetings.

In addition to this, women used the office in other ways. Dean Wick and Mrs. Bowe assisted in the day to day running and policy making in McCormick Hall. Perhaps most importantly the office was a sounding board for personal problems regarding matters such as friends, academics, roommates or family.

It can be argued that men face many of the same problems as women, but there are many men (professors, T.A.'s and other male students) with whom male students can converse. Since there are so few women on campus (in terms of faculty and students) there is a need for an office where they can find women who will listen and discuss. Secretaries and female technicians are helpful for some problems (especially those concerning friends and family) but they are usually young and transient. Although the number of women students is increasing, it is still difficult to find an adequate number of mature women with whom to discuss academic and career related

problems. Several women said that they were comforted by the mere existence of the office even though they did not use it regularly.

While some women did go to speak to members of the DSA counseling group most said that they felt inhibited about going there. They felt that their problems were not significant enough to warrant the hassle of making an appointment, showing up at a specific time, having a record pulled from the file etc. In addition to this, there was no guarantee that a student would see the same dean twice. The open door policy of Dean Wick's office encouraged students to drop in even if it was only to say hi. Not everyone who came to this office had a problem and no problem was ever considered insignificant.

2. Concerning women as a group

The other major function that Dean Wick's office performed was that of representing the women's viewpoint in administrative decisions. Many women feel that even the most sensitive men (let alone the others) do not consistently consider women's attitudes and ideas. A large number of women visited the office and expressed their opinions on issues such as coed living, compulsory commons and the Wellesley exchange. Armed with this input, Dean Wick and Mrs. Bowe attended meetings concerning topics such as these and spoke on behalf of the women. When the Dean's office and MIT women did not agree, the support of Dean Wick and Mrs. Bowe was invaluable. The lack of such support at the present time is extremely discomfoting.

RECOMMENDATIONS:

On the basis of the above needs the following recommendations are made:

1. The hiring of a woman by the Dean of Student Affairs Office whose primary responsibility would be advising women as individuals. Preferably this woman would be at least thirty years old and would know the Institute well. It is important that she be friendly and approachable, one who would be trusted by the MIT women. If possible, she would be given a separate office in an accessible area. It would be most beneficial if she could maintain an open and relaxed atmosphere in the office.

2. The appointment of a woman within the highest levels of the Institute administration. Her major responsibility would be the affairs of women as a group. In this position, she would maintain an overview of the education and professional development of all women at MIT and would be involved in all planning and decision making concerning women.

It would be preferable if this woman was an MIT professor. However, this may not be possible at the present time because of the small number of female faculty at MIT. In any case, this woman should have an educational or professional background. In addition to being intelligent, she must be somewhat aggressive. Experience indicates that men are not going to ask women what they think - in fact, more often than not, some men will try to ignore the women's viewpoint unless it is forcibly expressed. Some aspects of this woman's job will result in her becoming a sort of advocate of women's attitudes. Therefore, a part of her time will necessarily be spent talking and meeting with women so that she can represent their opinions on various issues.

It is unlikely that a professor would be able to devote all her time to such a job. For this reason, the committee also recommends the hiring of a full-time female administrative assistant who would handle the more routine work. In this way the professor would have time for academic, professional or other administrative duties in addition to her work involving women's affairs. Furthermore, it is not expected that a professor would wish to serve in this position for more than two to three years. Thus, the administrative assistant would provide continuity as each female administrator took office.

The female professor would be chairwoman of a standing committee that would include representatives of the female faculty, students, staff and employees. In this way, women who are busy with their jobs and could not work full time would have an opportunity to contribute. This committee would continue to work on the long range problems that the Ad Hoc Committee and other groups have discussed. Since all problems are not equally relevant to all the

groups of women represented by the committee members, it is expected that one or a small group of members would be responsible for individual issues or problems.

STUDENT ACTIVITIES

There are over 100 student activities at MIT in which coeds, contrary to the belief of some, are involved. Furthermore, given the number of women students at MIT, proportionately more women students participate in extracurricular activities than male students. Nevertheless, the participation of coeds is often difficult and discouraging when they must cope with second-class citizenship, male oriented leadership, teasing, and other barriers, both formal and informal.

For example, because the number of women at MIT is so small, activities to which women are a necessity, e.g. Dramashop, **increase** the size of the pool of women from which they can draw by holding open auditions for female roles, while they require that all male leads must go to MIT students. Since any coed who would try out for a role will be competing against drama majors, etc. from other colleges (something which the men don't have to deal with), they often feel discouraged from the beginning, and don't even bother to audition. The pool of women at MIT is small, but if preference - not the guarantee of a role - were given to all MIT students in MIT productions, coeds would be encouraged to try and would benefit greatly.

In many instances, coeds who participate in student activities find themselves in uncomfortable situations in which they are expected to clean up the office, do the typing, take notes, arrange social events, etc. They are often taken no more, and in some cases, even less seriously than a male staff member's girlfriend who is also the victim of patronizing attitudes. Several cases were cited when coeds, who because of their seniority and the amount of work and time they had put into an organization, should have been seriously considered for official leadership roles in that activity and were not.

There are some activities which have a high attrition rate of coeds. One, although not the only, reason is that the attitudes and behavior of many members of activities are offensive to the coeds who participate in those activities. Attitudes which stereotype women are not limited to MIT - they pervade society - but this does not mean that they should not be challenged and changed. Activities should examine more carefully the unique contributions of their women members.

It should be noted that there are several activities, notably APO, where, due to the sensitivity of the male members, coeds have very successfully been integrated into a previously all-male activity. There are coed officers in the chapter, and there seems to be a great deal of harmony between members of the activity regardless of sex.

RECOMMENDATIONS:

1. That student activities funded by the Institute as an MIT student activity, give priority to MIT students, regardless of sex, over other members of the MIT community, and also over people not part of the MIT community. At present, no policy about priorities exists.
2. That activities themselves examine what having women as members of that activity involves, and if changes are necessary for the inclusion of women in these activities (i.e. changes with regard to expectations of women, encouragement of and appreciation for the contributions that coeds have made, etc.) these changes be made in order to promote coed interest in them.

Student Activities

- Orchestra - 28/80 are women (this is from the September roll, there are less now)
- approximately 10% of the women are coeds
- members taken on the basis of quality, not affiliation, MIT students will be rejected in favor of outsiders (esp. in the woodwinds)
- Jazz Band - I - the better one, 0/20 are coeds
II - the other one, 1/20 are coeds
- they would rather have MIT affiliates, but will accept others

Choral Society - 10/50 women are coeds, 80 total members of society

Glee Club - no coeds

Musical Theater Guild - 80-100 people per show, of which about 40 are
cast: 4/35 are coeds

orchestra: 38 in all, 4/12 girls were coeds

crew: 20 in all, 2/4 were coeds

- preference is given to the MIT Community, regardless
of sex

Drama Shop - coeds have no priority, this is claimed to be due to the fact
that there are so few to choose from

- there is, however, a rule which says that all male leads must be
given to MIT students

Modern Dance Workshop - 10-15/30 are coeds; there are 5-7 men in it

Student Art Association - 25% women, but the majority of these are Wellesley
students. 2/3 to 3/4 of the SAA are students, the
rest are MIT Community

- 10% coeds

The Tech - 5/25 are coeds

- they will take all the help they can get, and one member of the
board (1/4) is a coed

Technique - staff of 25, 3 are coeds, none of them are editors, though one has
editorial rank

- there is a high attrition rate due to breakups with boyfriends on
the staff

- the atmosphere in the office is often in bad taste

WTBS - there are at present 2 women on the staff of about 50, neither of them
is a coed. In the past, however, there have been many more coeds

Alpha Phi Omega - a service fraternity - approximately 80 members, 18 of which
are coeds

- despite the fact that the national is very discriminatory,
and will not admit women, in fact our chapter has been to
the national convention for the last two years now trying to
persuade them to do so. The women here are granted full
privileges despite the fact that they are officially only
auxiliaries: they vote and hold offices, etc.

Technology Community Association - 24 members of which 3 are women, 2 of
which are coeds

Lecture Series Committee - 20/120 are coeds, there are no women officers

ATHLETIC REPORT

There is one major problem that coed athletes at MIT encounter; they are often not taken seriously by the Athletic Department. This, however, is merely a reflection of the attitudes which pervade society in general with regards to women athletes. Rather than providing positive motivation, as for men, which involves tangible rewards, e.g. varsity letters and recognition, women athletes must overcome a negative social image, that is, one of being competitive and unfeminine.

Despite these barriers, approximately 50, out of 700 women students, still participate in athletics at the intercollegiate level, and even more participate in Physical Education classes. These numbers show that there is a definite interest in athletics among women, and this interest must be reciprocated on the part of the Athletic Department and at MIT in general.

The number of women students at MIT has increased quite dramatically in the last several years. This increase is reflected in a need for more physical facilities, specifically for an expansion of athletic facilities and programs. On a very general level, there are simply not enough locker facilities at the various locations (Dupont, the pool) to permit women to have a locker or basket on a permanent basis. Even if a woman uses the facilities every day, she must always bring her equipment and clothes back and forth. This year, for the first time, coeds who participate in intercollegiate sports have been assigned permanent lockers, and this has helped to alleviate the strain.

It has been pointed out many times that there are other facilities, for example the sauna and some of the squash courts which, due to their location in the men's locker room-complex, are inaccessible to women. This is another physical problem which needs to be remedied.

Another problem faced by women participating in inter-collegiate sports is that they are given non-optimal times and places to practice and work out.

This is because MIT has so many male varsity teams, as well as a large and formal Physical Education program. Efforts have been made to change this situation on an ad hoc basis, but more fair scheduling and additional facilities are needed.

RECOMMENDATIONS:

1. There is the need for a full-time advocate for women in the Athletic Department. There is one part-time employee, who has done an excellent job in this direction, but she cannot be expected to keep track of all women at MIT.
2. The Athletic Department has some excellent plans for increasing the locker facilities and making the Sauna and trainer etc. accessible to women. It is recommended that, as the number of women students increases and as more women become involved in Physical Education classes and athletic programs, this expansion of facilities be given top priority. In the meantime, more immediate, but temporary solutions, should be investigated, e.g. the use of the lockers in the women's room on the 3rd floor of the Student Center.

Many objections have been brought to the attention of the Athletic Department in the past, and we support their current efforts to include women in their planning and programs. With the introduction of a physical education requirement for women students, we hope to see an increase in support for women's participation in athletics.

Although the entire Institute community is suffering from the strains of overcrowding, due in part to the increasing size of the freshman class, as well as to increasing Cambridge living costs, there are particular housing issues related to women students.

The transition to existence at MIT, a predominantly male institution, is difficult for a sizable number of women. We support the majority of women students in their belief that women must be given the option of an all-female dormitory.

In the past, the possibility of making one tower of McCormick Hall coed has been examined. If and when this happens, every precaution must be taken to ensure that no woman is forced to live in the coed tower because of space constraints.

RECOMMENDATION:

A careful survey of freshmen women, and their parents, should be conducted over the next several years to determine attitudes toward coed living.

As many upperclass coeds in the recent past have moved off campus and into coed dorms, McCormick is, percentage-wise, largely inhabited by freshmen. Although cases were cited where upperclass women have tried to move into McCormick, they were not allowed to do so. Efforts, including a change in priorities, should be made to encourage more upperclass coeds to stay in or move into McCormick. Their experiences at MIT enable them to give freshmen valuable advice and support.

Before any more dormitories become coed, the proportion of women to men residing in any one coed living group must be increased. The small number of women in male dorms has not only placed some of them in token situations, but has caused subtle problems which can only be remedied as the ratio becomes more favorable. For example, because the number of women in any one dormitory

is small, only isolated sections of that dormitory are affected, leaving the predominant atmosphere male-oriented. Furthermore, since some male students are used to behaving towards a woman as either their or someone else's girlfriend, they will often ignore a coed resident rather than try to deal with her as an equal member of the living group.

RECOMMENDATION:

The number of women living in the present coed living groups must be increased before any more dormitories or fraternities become coed.

All women who do not desire to live in a coed dorm must be guaranteed places in an all-woman's residence, although the Housing Office should not assume that all women will want to live in an all-female environment. Freshmen women should be encouraged to investigate and select coed living groups.

At present, McCormick is still considered as the MIT women's living group. Announcements and notices pertaining to women's activities are therefore often made in McCormick to the exclusion of women in other dormitories. Many women now living in coed dorms feel isolated from other MIT women.

The implications of an increased size of the freshmen class should be examined in terms of MIT's housing shortage. We advocate a constant total number of freshmen, whose composition (sex-wise) is determined only by personal qualifications.

MIT-WELLESLEY EXCHANGE

"The MIT-Wellesley Exchange Program was established to extend and diversify the curricula available to students at each institution."

(Wellesley-MIT Exchange Guide for MIT Students, spring 1971). Started as a 5-year experiment in the fall of 1968 and later extended to a residential exchange in the 1971-1972 academic year, the exchange program has since more than tripled its number of participants.

MIT has a responsibility for the education of women in science and technology, and it must reaffirm its commitment to foster this process. We advocate a college exchange program as one means of encouraging and supporting all women who seek a scientific-technical training.

Several difficulties have arisen, however, from the Wellesley-MIT course and residence exchange, in particular with respect to women students at MIT.

RECOMMENDATIONS:

1. That both the residence and course exchange programs between MIT and Wellesley be re-evaluated and examined with the formulation of specific statements concerning philosophy and goals.

Why is an exchange program desirable? What should and can it hope to accomplish? What benefits can be gained from technical-liberal arts interactions? Is complementarity and/or overlap desirable? Does MIT have a responsibility to expose participating Wellesley women to the technical, "professional" resources for which it is known? At present, the feeling held by many men and women is that the exchange serves a primarily social function, established for the benefit of the men of MIT and the women of Wellesley; the social component of the exchange program must be made explicit and handled in an honest, open manner, lest any woman studying at MIT not be considered seriously as a student.

2. That procedures of the MIT-Harvard Exchange be examined for their applicability to the MIT-Wellesley Exchange so that selection occurs according to
 - a) academic credentials, and
 - b) a demonstration of the desire and need to participate in the program (e.g. subject not offered by home school, etc.).

At present, for both the residence and course exchange, potential participants find few, if any obstacles to their selection. For example, a residential exchange candidate must only list those courses presently or previously taken at the other school, must take at least one-half of his or her term load at the other school, and must obtain his or her faculty counselor's signature.

No formal guidelines have been established for selection, in part because of the manageable numbers for the residence exchange and because of the unrestrictiveness of course enrollment. Wellesley College, however, has begun to place restrictions on some of its science and language students by not awarding credit for specific courses in those fields taken at MIT. (Again, a re-evaluation of the exchange program's goals is urged if Wellesley students are to be denied access to physics and math classes at MIT).

More formal selection procedures could serve one important function: a woman's influence in the classroom, whether she is from MIT or Wellesley, is seriously jeopardized as long as the patronizing impression remains that women "need to be taken care of" and are "there for fun". A more careful scrutiny and specification of motivations for exchange participation could help to dissipate these feelings and help to better integrate exchange women into the MIT community. We also recommend that applications be reviewed by the receiving school, i.e. that MIT including women students and/or faculty, selects women from the Wellesley applications and that Wellesley selects those MIT students it feels would profit, in terms to be clearly specified, from the exchange experience.

3. That the exchange program be extended to include women, on a nation-wide scale, who desire an exposure to the special educational resources, approach to scholarship, and professionalism offered by MIT. These women, of which Wellesley students are a part, would be selected on a competitive basis after demonstrating their intent and desires and after providing academic credentials. MIT must strive to interest, attract, and expose all women at all levels - undergraduates, graduates, faculty, those interested in continuing education programs - into the engineering-science-quantitative social science fields. We believe that MIT can and should assume national leadership in this innovative program.

In reference to the course exchange, most Wellesley students are not enrolled in science or engineering subjects and are felt to be taking many of MIT's "easier" courses. This situation results partly from faculty discouragement in enrolling in technical courses. Wellesley students are quoted as being "afraid" to take 14.04 or courses with elementary math or physics prerequisites, and they are not being encouraged to do so. This failure of support on the part of the faculty and advisors, as well as the images of the MIT "brain child who got all 800's", fosters and perpetuates the "inferiority" of women in science, reinforces the lack of academic commitment in the exchange program, and dilutes the effectiveness of those women who have selected the science-engineering career route. Women must be encouraged and supported in their academic pursuits.

4. That an investigation be made of possibilities for MIT-Wellesley faculty exchanges to offer courses not available at the other school to as many students as possible.
5. That a uniform policy be established regarding the admission of any exchange student to limited-enrollment classes. Although we recognize the necessity for MIT to participate in the exchange program on good faith by allowing such students to have a chance to take these subjects, exchange students should not be given special priorities over MIT students.

Because entrance into limited-enrollment classes by exchange students is determined by the individual instructor, inequities often arise, especially in the required or more popular courses. Cases were cited, in particular by women students at MIT, where instructors, in their explicit eagerness to have

nearly equal proportions of men and women, use Wellesley as their source for women students while coeds are not considered and are often forced out.

The Committee also recommends that a careful study be conducted of the number of course exchange participants who actually finish their courses and why students drop their courses, i.e. data is available only in terms of the number of students registered, not those receiving final grades. For example, in the fall of 1971, 224 of the 238 (~94%) of the Wellesley students registered in MIT subjects received final grades, whereas 23% of the MIT students dropped their courses.

6. That members from all constituencies on campus be appointed to the Wellesley-MIT Exchange Committee and the Residence Exchange Subcommittee and that a frequent (at least bi-monthly) review be made of the programs. This includes a "re-tuning" to receive feedback, positive and negative, from both participants and non-participants; and the Committee should serve as an active judicial board for complaints.

Failure to include coed representation in the planning stages of the exchange program contributed to an unfortunate continuing hostility between MIT and Wellesley women. Although, McCormick explicitly expressed its desire to accommodate science-oriented women who favored interaction within the living group, and to be consulted on selection, they were not contacted. This Committee strongly feels that, especially as women become a larger percentage of the MIT Community, they must be included in the decision-making processes affecting student life and environment in more than a token capacity.

Because of the hostility that presently exists between Wellesley and MIT women, decisive steps must be taken to dispel false images and promote meaningful interactions. These steps may be most properly initiated within the specific living groups affected, for example, by the residence exchange. All women at MIT share many of the same problems and must work together for solutions. It is hoped that the recommendations made in this Exchange Statement will reinforce the right of all women to seek the type of education

MIT offers.

7. That procedures for the residence exchange be explicit and adhered to, to insure all applicants equal opportunities. For example, all students who participated in the residence exchange program last term and requested to remain were allowed to do so, thereby preventing some new applicants from participating.
8. That although we recognize the need to increase the numbers of women on campus, we nevertheless advocate the attraction and recruitment of women to MIT as the only way to achieve a meaningful "coed environment". The exchange program is in no way a substitute for academic responsibilities and environmental commitments of the home institution (i.e. the exchange program must not be used as a "backdoor" into the other school); and "probably the most consistent observation made by the most enthusiastic endorsers (among Faculty coordinators) turns out to be an argument for coeducation itself (Report on Faculty Evaluations of MIT-Wellesley Exchange, 1972)".
9. That the residence exchange be re-examined in terms of space occupancy. Are undesirable demands being placed on academic facilities and on the housing to which students are being assigned? Have the receiving living groups, as well as the exchange participants, expressed their willingness to absorb spacial strains, and under what circumstances? Are spaces being reserved for exchange students that could be filled by prospective or full-time students at the receiving school? Wellesley exchange women should have the lowest priority among all full-time MIT constituencies for housing facilities using the rationale that their dedication to MIT and its living groups is of finite duration.
10. That an examination be made of the additional strains to MIT's housing situation caused by fraternity participation in the residence exchange as there can be no one-to-one correspondence with beds. Also, what is the effect of Wellesley's ruling that Wellesley students receiving financial aid may not live off campus but may live at MIT, i.e. are students only coming to MIT because they cannot move into an apartment (move off campus) without sacrificing their financial aid?

WELLESLEY RESTRICTIONS ON PARTICIPATING WELLESLEY STUDENTS*

The following Wellesley departments feel that the following MIT courses are not appropriate for majors and non-majors, as designated:

Biological Sciences	majors and non-majors - 21.97; will accept 20.37, 20.43, 20.80
French	majors and non-majors; 23.51, 23.52, 23.53, 23.54, 23.451, 23.571, 23.572, 23.573, 23.574, 23.58, 23.61, 23.62, 23.63, 23.64, 23.65, 23.66
German	majors; 23.141, 23.15, 23.16, 23.171, 23.172, 23.173, 23.174, 23.19, 23.20, 23.21, 23.22, 23.24, 23.26
Mathematics	majors or prospects; 18.01, 18.012, 18.014, 18.02, 18.022, 18.024, 18.03, 18.031, 18.100, 18.171, 18.700, 18.701, 18.702
Physical Education	Riflery, sailing, skating
Physics	majors and non-majors; 8.01, 8.011, 8.02, 8.021, 8.03, 8.04, 8.05, 8.06, 8.07, 8.08, 8.211, 8.231, 8.272

Any course that will apply to the major or to a distribution requirement should be approved by the department at Wellesley.

350 Research or Individual Study is a Wellesley course and may not be pursued at MIT, with an MIT faculty member supervising.

Students will need the signature of their department chairman or advisor on the application if the course is to be counted in their major field.

Wellesley may take up to two courses per semester at MIT.

MIT RESTRICTIONS ON PARTICIPATING WELLESLEY STUDENTS

Freshman Humanities	21.011, 21.012, 21.013, 21.014, 21.015, 21.016, 21.017, 21.018, 21.019, 21.020, 23.011, 21.021
Sophomore Humanities	21.03, 21.04, 23.031, 21.07, 17.02, 21.05, 21.051, 21.06, 21.061, 23.051

* As of September, 1971

WELLESLEY-MIT EXCHANGE: Profile of MIT Students Participating in the Program*

	Fall 1968	Spring 1969	Fall 1969	Spring 1970	Fall 1970	Spring 1971	Fall 1971
Number of MIT students participating	80	96	100	225	152	270	176†
Number of MIT departments represented	15	15	15	17	17	18	
Distribution of departmental majors							
Architecture and Planning	5%	3%	1%	3%	2%	8%	
Engineering	36%	26%	28%	31%	26%	29%	
Humanities	19%	27%	11%	8%	12%	7%	
Social Science	6%	13%	6%	5%	7%	5%	
Management	3%	4%	6%	8%	10%	6%	
Science	26%	22%	31%	27%	32%	28%	
Undesignated	5%	15%	17%	17%	11%	17%	
Number of Wellesley subjects taken by MIT students	82	119	114	274	187	340	261
Number of Wellesley departments represented	18	21	18	20	22	22	
Distribution of subjects taken							
Humanities	43%	42%	53%	42%	47%	50%	
Foreign Language	17%	10%	10%	3%	6%	7%	
Social Science	23%	37%	35%	46%	38%	37%	
Science	17%	11%	2%	9%	7%	6%	
Other					2%		

* compiled from registration data.

† Of the 176 MIT students who registered for courses in the fall of 1971, 136 received final grades (23% dropped their courses).

WELLESLEY-MIT EXCHANGE: Profile of Wellesley Students Participating in the Program**

	Fall 1968	Spring 1969	Fall 1969	Spring 1970	Fall 1970	Spring 1971	Fall 1972
Number of Wellesley students participating	91	197	127	225	270	319	238†
Number of Wellesley departments represented	16	20	17	24	22*	23*	
Distribution of departmental majors							
Humanities	39%	39%	46%	37%	31%	26%	
Foreign Language	1%	2%	2%	3%	2%	6%	
Social Science	37%	30%	35%	38%	30%	27%	
Science	16%	11%	13%	16%	21%	18%	
Other					6%	14%	
Undesignated	7%	18%	4%	6%	10%	9%	
Number of MIT subjects taken by Wellesley students	99	235	143	272	370	419	
Number of MIT departments represented	12	13	17	18	16	19	
Distribution of subjects taken							
Architecture and Planning	31%	12%	27%	11%	24%	21%	
Engineering		8%	5%	8%	3%	7%	
Humanities	29%	49%	41%	51%	33%	34%	
Foreign Literatures and Linguistics	1%			1%	2%	4%	
Social Science	21%	24%	17%	22%	24%	23%	
Management	7%	2%	4%	1%	1%	1%	
Science	11%	5%	6%	6%	13%	10%	

*Plus several individual and combined majors.

** compiled from registration data.

† Of the 238 Wellesley students registered for courses at MIT in the fall of 1971, 224 received final grades (23% dropped their courses).

SOME STATISTICS ABOUT STUDENTS AT M.I.T.

Enrollment of Women Students 1949-1971

<u>Year</u>	<u>Undergraduate</u>	<u>Graduate</u>	<u>Total</u>	WC-MIT <u>Exchange</u> (# WC participating)
1949	28	37	65	
1953	65	38	103	
1954	67	38	105	
1955	67	39	106	
1956	69	60	129	
1957	63	59	122	
1958	62	63	125	
1959	68	87	155	
1960	78	77	155	
1961	84	84	168	
1962	98	110	208	
1963	122	126	248	
1964	143	148	291	
1965	175	162	337	
1966	200	202	402	
1967	199	180	379	
1968	238	222	460	{ F 91 S 197
1969	263	280	543	{ F 127 S 225
1970	313	280	593	{ F 270 S 319
1971	~ 390	288	~ 678	{ F 238 S

Total Institute Enrollment (9/16/71).

7450 students of which approximately 3296 are graduate students.

MEDICAL DEPARTMENT

The general health care offered to women at MIT is excellent - far better than that given by other colleges in the Boston area. Specifically, the stand of the Medical Department on birth control is highly commendable. We support the practice of nurses in channeling women to the proper physician in relation to the specific gynecological or related medical needs.

However, instances of condescending attitudes by physicians toward women patients have been reported to the Committee. One patient was advised to marry as a solution to her gynecological problems, another was given little information about the nature of her medical disorder and treated as though she lacked the intelligence to understand a serious explanation. We have no way of establishing the frequency of such unsatisfactory experiences but regret to note that there are any at all.

The physician-patient relationship has been a problem for women students away from as well as at MIT and we do consider it important that the Medical Department consider what steps might be undertaken to improve this aspect of care. Physicians all too often offer little or no information during the course of a gynecological examination that may be frightening to a young woman. She may fail to ask the questions that are on her mind unless the doctor assumes an educational role as part of his or her professional responsibility. Students may be told what form of birth control to use without having the options set forth and the pros and cons of each explained so that they can make an informed choice.

The advantages of an obstetric service at MIT should be examined. During the normal course of pregnancy, each woman makes an average of 15 visits to her obstetrician. If an obstetric service were available, the loss of working time could be considerably reduced for faculty, staff, employees and students, which should adequately compensate the Institute for the hiring of

a part-time ob-gyn physician. Actual fees might be covered by outside or optional MIT-offered insurance, or by charging the patient directly.

There is a great need for sex-education at MIT as was indicated by the tremendous turnout in response to the series of excellent lectures sponsored last spring by the Medical Department. Efforts in this direction should be continued, in the areas of both reproductive physiology and human sexuality. Questions have been voiced by both sexes like "What is 'normal' sexuality?" "What do men/women expect of me?" "What are men/women really like - how do they differ from me?" These types of questions need to be answered, especially since these concepts influence not only sexual (i.e. formal dating) relationships, but casual (classroom, living group) relationships as well. Bull sessions involving equally ignorant people can only perpetuate misconceptions, and the Medical Department could be most helpful to change this situation. While the initiative should, ideally, come from the students, it must be recognized that most students, especially those who need sex education most, either do not realize that the Medical Department can be a resource in this field, do not realize that they need it, or do not consider themselves to be in a position to approach the Department to organize such an effort.

The establishment of a committee which will act in an ombudsman-type role is to be commended. We strongly recommended that this committee always include women, at least one of whom has an interest in women's concerns.

RECOMMENDATIONS:

1. All persons must be encouraged to be participants in, rather than simply recipients of, health care. Printed material should be made available for educational purposes, and in regard to women, this should include information about self examination for breast cancer.
2. We encourage the Medical Department to sponsor additional sex education lectures and seminars throughout the year.
3. The confidential nature of all sex related matters, especially regarding pregnancy tests, must be stressed at all times.

4. The insurance booklet Student Health Program at MIT should state specifically that the women who take out the optional policy qualify for aid in case of interruption of pregnancy, as defined under surgical treatment.

CHILD CARE

Information about existing child care programs and facilities at MIT is difficult to obtain. There are two major reasons:

- 1) There is no single obvious place or person to start asking.
- 2) Most of the people responsible for the program are volunteers busy with other jobs, and are not always available.

Therefore, there is no easy way for these people to know about other programs. As a result of this communication problem, there are occasionally empty places in some programs while there are large waiting lists for others.

The high cost of child care is particularly burdensome for students. As women have traditionally cared for the children and/or worked to support the family while the husband finished school, their opportunities for education and advancement were limited. To avoid unfairly penalizing women, child care expenses must continue to be considered when assessing financial aid for students.

A very popular form of child care with students and employees is cooperative child care, because it is a very inexpensive form of full-day care. In these programs, parents take regular turns caring for their children with the children of other parents in their group. Typically, each parent is required to care for the children for four of the forty hours in each work week. Allowing parents to adjust their work schedules so that they can join cooperative child care programs is an important way to permit those who cannot afford more conventional child care programs to continue working or studying.

Much of the information necessary for establishing a comprehensive child care program at MIT has been collected. A detailed study of the current status of child care at MIT has been made in the Planning Office.

The report of this study, which will be available soon, includes data on: current programs, projected needs, costs, etc. Careful study and consideration of that report leads one quickly to an understanding of the problems and potentials of MIT's child care program.

RECOMMENDATIONS:

1. The Institute assume the responsibility for providing facilities and administrative support for a wide variety of child care services. The facilities provided should include space and janitorial services.
2. That these child care services should include center care, family day care, cooperative day care, play groups, nursery school, and before and after school care. (See Appendix for definitions of these terms). There should also be a service to help parents find sitters for emergencies and for other types of child care arrangements (live-in help au pair girls, etc.)
3. That there be an administrator, with adequate support staff, whose responsibility would include all child care programs. That there be a child care advisory board including representatives of all Institute programs for children. All day care programs, the Nursery School, pediatric service, summer day camp, ERC, the Social work department, etc., should be represented. Some members should be parents of children in the programs.
4. That child care expenses continue to be considered in assessing financial need for students.
5. That the work schedules of employees, staff, and faculty members be open to change to allow time for parent participation in cooperative child care programs. (eg. 4 or 4 1/2 days/week) Pay would be reduced proportionately, but benefits and status would continue as before.
6. That the Planning Office report on child care at MIT be carefully studied, particularly with regard to the financing of child care programs.

APPENDIX - DEFINITIONS OF TYPES OF CHILD CARE PROGRAMS

Day Care Centers - Day Care Centers offer full-day services and may be open from eight hours to twenty-four hours daily rather than morning care only, which is typical of Nursery Schools. In addition, because of the length of the day the nurturing function is even more important than in Nursery Schools, the daily activities are more varied, and nap facilities and lunches, which are usually hot, are provided. Centers may serve children from ages 2.9 to 6 years. Special permission is required from the Cambridge Health Department to serve children under 2.9 years. This type of care costs about \$40/week for 40 hours of care.

Family Day Care Homes - This program centers around a person paid to care for the children in his or her home. The Family Day Care Home or Homes may serve five pre-school-aged children. The Family Day Care Parents receive training and advice from a director and a team of field workers who also distribute a pool of toys and educational equipment, provide special programs, and act as substitute sitters for emergencies. Parents usually pay about \$1 per hour per child for this kind of child care.

Family Infant Care Home - One trained Family Day Care parent may work with two infants only and up to 4 other children who must be 5 years or older. This is an important way to provide for infant care since infant care centers would be very expensive.

Cooperative Day Care - Parents alternately serve as both directors and teachers in the program, with possibly one hired staff assistant. They care for approximately 10 children in one specific location, five days a week, full or part day. This is a relatively low cost program.

Play Groups - Regularly scheduled unpaid exchange of babysitting between parents, usually involving 3 to 5 pre-school children per group. Twelve hours a week is typical for this type of arrangement. However, different groups may meet for as few as 3 hours a week or as many as 40 hours a week.

EMPLOYMENT

MIT alumnae presently face a job market which reflects the changing situation in society at large: on one day a woman may find herself eagerly greeted by a company attempting to comply with federal policy, and on the next day she may find herself dealing with another company which flatly refuses to interview her. On their own part, more and more women are refusing to be relegated to second best.

The main problem in any serious analysis of the job placement picture for MIT women is the shortage of data. Professor Emily Wick's records for the years 1967-1970 show 174 seniors with the following plans:

- 96 graduate school or medical school
- 36 industry or government
- 11 "other" (teaching, VISTA...)
- 31 unknown

The Dean's Office material does not include any follow-up on these women. No one in that office is currently making any attempt to gather this type of information about the current seniors.

In the past, the Placement Office (which records graduates' immediate career plans) has not kept separate statistics on women. However, it has now become Placement Office policy to compile such data.

A third, but outdated, source of data is a study done by the Association of MIT Alumnae (AMITA). This document, Survey of Former Women Students at the Massachusetts Institute of Technology, includes information on a large percentage of MIT alumnae from about the turn of the century until 1954. Clearly, more data is needed although the Placement Office will soon begin providing some of the necessary statistics.

RECOMMENDATION:

That to personalize and supplement these statistics, graduate departments begin to keep continuing records of their female graduates and that AMITA play a valuable role by updating its report on alumnae. A designated Institute office should be made the central repository of all these statistics.

Among the publications prepared by the Placement Office is Recruiter's Advisory: Notes on the Operation of the Career Planning and Placement Office.

In this pamphlet, the section about discrimination presently covers race, creed, national origin, etc., but not sex. According to Mr. Weatherall, this omission will probably be corrected next year.

Another Placement Office publication is the "We Can Help You" pamphlet for students. This pamphlet makes no mention of what students should do if they encounter discrimination. In the past, some women with legitimate complaints have not felt that they could receive any action if they brought their difficulties to the attention of the Placement Office. According to Mr. Weatherall, the new version of "We Can Help You" will discuss this issue. Hopefully, women who face discrimination will then feel encouraged to bring their problems to the attention of the Placement Office, which should in turn take on the responsibility to help correct the situation (for instance, by making a well-timed telephone call, writing a letter, or if need be, even suing the company via the MCAD).

At the moment, virtually all graduate students seeking academic jobs are at the mercy of the "grapevine method". This system is particularly disadvantageous to women who often are not taken seriously ("She's excellent - for a girl"). Overcoming the grapevine method will not be an easy job, but several approaches are available.

RECOMMENDATIONS:

1. Rostors of qualified women will provide hiring committees with "reminders" that there are prominent and promising women in their fields.
2. MIT should lead the way in open advertising of all academic job openings and should include women faculty or graduate students on all hiring committees. Of course, only if the hiring problem is attacked nationwide will MIT alumnae benefit substantially. This is one of the reasons that MIT should undertake to lead the way and help provide precedents that other schools can follow.
3. MIT women degree candidates would probably benefit substantially if, in each department, brief curricula vitae of all the women who were within a year of graduation were compiled and sent--on departmental letterhead and as part of departmental policy--to appropriate schools and technical societies.

CONCLUSION

We hope that the Administration takes steps to implement the major recommendations in this report as rapidly as possible. Some are specific and readily acted upon. Others are only tentative and require further exploration; it is here that the Advisory Committee serves as a highly useful mechanism for maintaining the impetus of our initial effort.

If there is one point we wish to emphasize, it is our conviction that these steps will improve the environment at MIT for all members of the community. Remedying injustices against women enhances the quality of life for men as well.