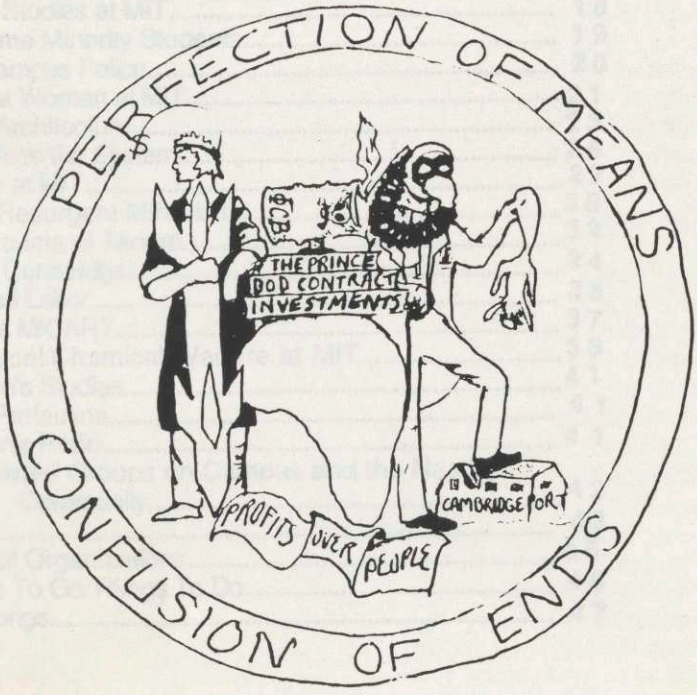
AC 232

BOX 20 FOLDER 12

Studies of Rabbit

HowToSMASHIT

How To Successfully Manage Alternative Society
at the Heinous Institute of Technology



DISORIENTATION MANUAL

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THE NEW YOU

You are at the Main Entrance. Over the door it says "Massachvsetts Institvte of Technology", in concrete. Everywhere is concrete. Concrete pillars, concrete corridors, concrete stairs, enormous concrete buildings, everything hooked together and sprawling for blocks and blocks in all directions, all in concrete. Upperclassmen scuffle past, their faces impassively glazed. (Are they thinking Great Thoughts...or just completely fried, you wonder.) You feel small and out of sorts.

"Why am I here?", you ask yourself. Then you remember. You came to study humankind's mastery of nature, the accumulated understanding of the wielding and invention of our species' tools, everything scientists have come to understand about the principles and processes of useful implements from the stone hammer to the laser beam. And all that. And to get rich. And to maybe win a Nobel Prize, or something. "Can I make it?" you wonder. Can I really make the grade? Can MIT make me into a scientist, a researcher, an Expert? Can MIT make me into a Success?

Welcome to MIT, friend. During the next few weeks you'll be wondering about a lot, asking a lot of questions. The most important question you could possibly ask, however,--and ask repeatedly throughout your MIT career--is not what the Institute can do for you, but what the Institute is going to do TO you during the next four years. After all, where else but at MIT do they get people (-- you--) to work for them who are simultaneously intelligent and informed enough to understand about diodes, leptons, DNA, and Godel's Theorem, critical and creative enough to devise new processes, invent novel objects, and solve unprecedented problems, AND YET who are sheepish, obedient, and bewildered enough to work hard on whatever they're told, just the way they're told to work on it, without raising any insolent questions about what it's for, who needs it, what effects it will have, and whether it's what the world--or even the people six blocks away--require right now.

"Perfection of means and confusion of ends seem to characterize our age," lamented Albert Einstein. How true, and how glaringly obvious at MIT. Indeed, the Institute relishes this morality, lavishing it upon students and professors who will work on any project if the price is right. "Science is neutral," they say. "Progress" means corporate profit and the number of structures (buildings, bombs, etc.) created to replace people. "Academic freedom" is a carte blanche to do whatever the corporations and government (military-industrial complex) want done. The idea, you learn, is to produce.

How does this happen? MIT strikes while the individual is still helpless. Notice how they are orienting you (slice through the baloney): The hype you are getting is not the benevolent guidance of loving parents--not the sanctimonious "in loco parentis" the Institvte talks about. It is a comprehensive orientation designed to get you to work for it and calclulated to become self-perpetuating by the time you graduate. Follow Our Way, the Institute reassures. Put yourself in our (cold, technological) hands, and you will be all right. Forget the old you: MIT is going to give you a New You.

In no time, you will come to think of yourself as not merely studying or mastering but as tooling, as being a "tool"--your own soul becomes the first soundless complex mechanism you learn to keep humming ever more efficiently, and do anything and everything to keep from breaking down. The rest of the New You metamorphosizes when you absorb MIT's dedication to the proposition that your individual point of view only crops up as a source of error, a style of eccentricity, or a cause of general embarrassment. After all, you are now part of The School.

As you struggle along in your studies, tooling away frantically, you will notice your world becoming ever-narrow: The Institute, with magnanimous impartiality, is funneling you into a "specialty," giving you the opportunity to develop the most magnificent one-track mind your family and friends have ever seen. In the summer, you may be given the opportunity to work for a corporation or the government. This will be called "Preparing you for the Job Market." Amazingly, you will notice, the parameters of your specialty fit right in with "industry demands." Somehow, you find, you have just the skills and knowledge the government contractor needs in order to stabilize its helicopters so they can shoot down more people more accurately in less amount of time, and for less cost per dead person. Furthermore, having gone to MIT, you are on the forefront of skyborne slaughter-efficiency technology. You do the best job in the business, whether it's EE, MechE, optics, nuclear, or bio warfare.

WOA! Hold it! Just a minute here; what are you talking about? I am just going to study science, you gasp. Well, it's not so simple, friend. "Knowledge without conscience is the ruination of the soul." --Francois Rabelais. Think carefully about what you read, and then take responsibility for yourself and your actions. Studying at the forefront here at MIT, you can make science into an honorable profession. Just commit yourself to doing so.

WHY BE ACTIVE?

Many people are scared. They are scared that scientific progress is creating a world that is not likely to survive. Often this fear goes beyond nuclear war. It is a fear based on a feeling that technology is out of control. I am often overwhelmed when I think of the problems that face society today; acid rain, deterioration of the ozone layer, soil erosion, nuclear and chemical waste build-up, environmental toxins, poisons permeating the food chain,... Technology appears to have a mind of its own, beyond the control of the most well meaning humans. Yet, we make technology. Technology reflects the values and priorities of our society. This relationship is especially true for people at, or from, MIT. We develop and influence much of the world's technology.

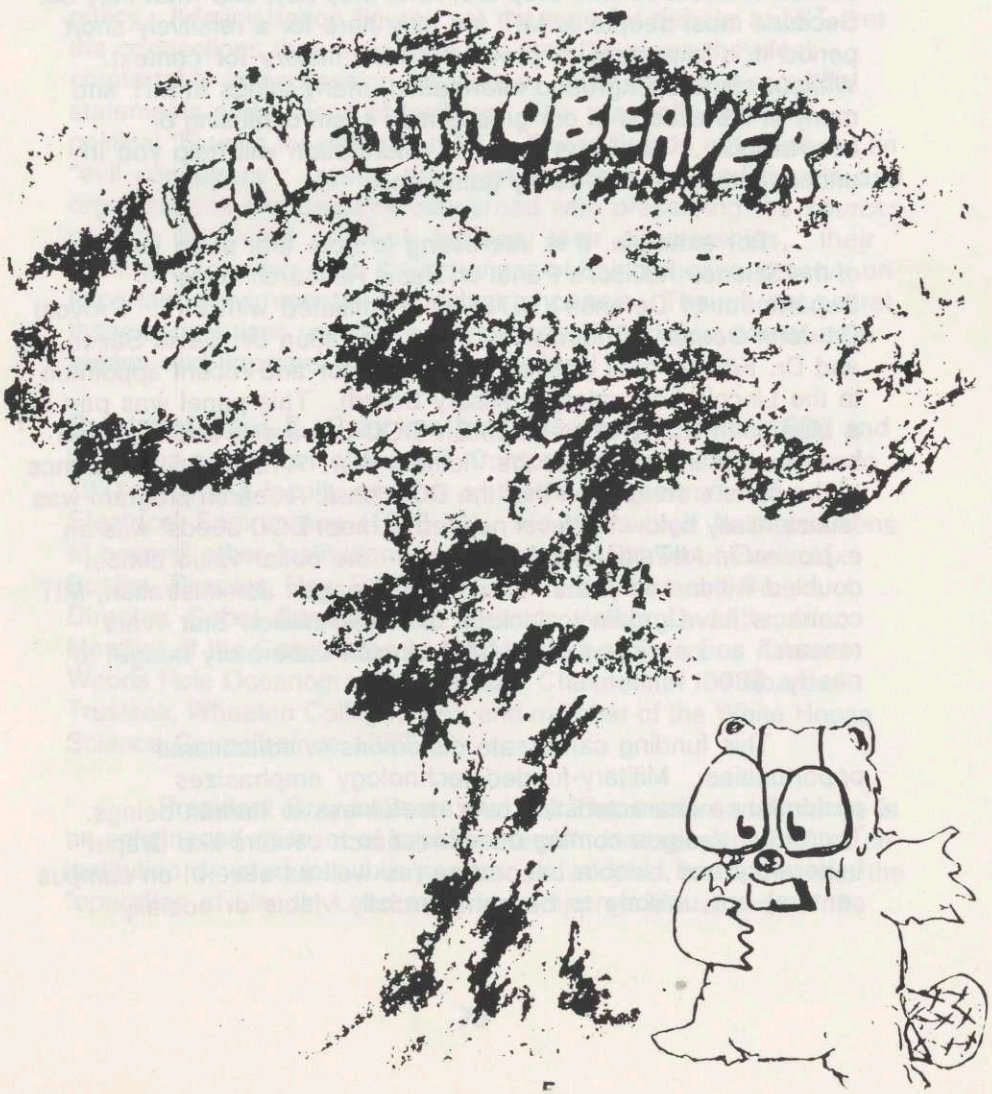
We must own up to the reality. We help produce and reproduce this crazy looking world. Within our jobs and our families we mimic the greater society. To restructure our ideals we must go beyond warheads, pollution and hunger to confront a more fundamental issue. We must decide whether we have the courage to create a peaceful world rather than a world on the brink of destruction. - whether we have the moral tenacity to build a future based on the ethics of life rather than the glories of profit. It is ironic that while in the technological community we pursue ideals to enrich the knowledge of mankind, we take no measures to ensure mankind's continuation. It is the lead in our hearts, not the uranium in our missiles, that is so frightening.

At this moment you may feel attacked. "Don't lay all this on me. I don't like the way things are, but I'm powerless." First understand that we are all frightened. These issues threaten our existence. This is unpleasant, but turning away will not make the problems vanish. By facing these issues together we are united in our desire to effect positive change.

So what do we do? The most important thing is to ask more questions. Is the very search for answers at the root of the problem? Although many people think and act otherwise, activism is not about answers. I see it as a chance to engage with others in a questioning process. Like a sculptor, the questioner chips away at an issue, often exposing viewpoints or contradictions that had previously gone unnoticed by those who have the "answers".

If we ask, "How do I support the present ills in the world?", we might see areas where changing our behavior will improve the society. But, you can't sit in your room and be an acivist. To make change we have to come together, question together and act together.

To work for change requires courage. To raise questions is not easy, especially in a world committed to answers. Yet for many, it is the only way to make sense of the world. I invite you to be active.



PEOPLE AND PLACES AROUND MIT THAT YOU SHOULD KNOW

As you spend more time at MIT and as you become more aware of the various issues affecting the MIT community, you will often hear about a few key members of the MIT Administration and facilities affiliated with MIT. Some of them you no doubt have already heard of and maybe spoken to. It is the intention of this section to describe who they are, what they say, and what they do. Because most people at MIT are only here for a relatively short period it is important to provide a little history for context. Without some background information, many things at MIT and many of the actions of our groups may seem confusing or contradictory. We hope that this information will help you in understanding what is really going on.

For example, it is interesting to note that three members of the Science Advisor's Panel on Basic Research in the Department of Defense (1978) were affiliated with MIT: Provost Dr. John Deutch, Chairman of the Corporation Dr. David Saxon, and Dr. Frank Press (former MIT Professor and recent appointee to the Lincoln Laboratory Advisory Board). This panel was part of a bipartisan effort to re-establish DOD-university ties that had been eroded in reaction to the Vietnam War. A natural consequence of the panel's conclusion that the DOD basic research program was "substantially below the level needed to meet DOD needs" was an explosion in MIT "defense" contracts - the dollar value almost doubled within two years. During the Reagan administration, MIT contracts have grown to include over $90 million Star Wars research and a tripling of the MIT Lincoln Laboratory budget to nearly $300 million.

This funding can create distortions in educational opportunities. Military-funded technology emphasizes performance characteristics over usefulness to human beings. Therefore, designs coming out of research centers like Draper Laboratory and Lincoln Laboratory (as well as several on-campus centers) are unlikely to be commercially viable or socially

useful. Moreover, it can distort the kinds of courses and research opportunities available to students. For example, despite MIT's high reputation in computer science, the current course catalog does not mention a single course in computers in education!

People

While we have no intention of making personal attacks on individuals, we do feel it is important that factual information about key links be known -- if it might have an effect on MIT policy. Administration figures set the tone for debate at MIT, yet the connections they may have can limit the views they feel comfortable in expressing on issues. Similarly for the public statements and actions of facilities. This may influence the political "bounds for debate" at MIT. These ties do not point out an "evil conspiracy"; rather they just illustrate that individuals and organizations are properly concerned with preserving the sources of their livelihood -- their funding, their directorships, their security clearances, and their chances of being chosen to serve on important governmental and industrial panels. Though not secret, these connections are rarely acknowledged, and thus constitute a hidden and improper influence on political discussion.

President Paul E. Gray has held this position since 1980 and has been a member of the MIT Corporation since 1971. Prior to 1971 he was a faculty member of the MIT Department of Electrical Engineering (1960-71). He holds high level positions at several other institutions too: Director, Shawmut Bank of Boston, Director, New England Mutual Life Insurance Co.; Director, Cabot Corporation; Director, Arthur D. Little, Inc.; Member of the Corporation of the Museum of Science; Trustee, Woods Hole Oceanographic Institute; Chairman of the Board of Trustees, Wheaton College, MA; and member of the White House Science Council since 1982.

President Gray believes that the "Department of Defense is an enlightened sponsor of basic research". He promotes MIT as an institution devoted to public service. In addition, he states that the "operation of Lincoln Laboratory is an appropriate aspect of the

Institute's responsibility for public service". However, he sees no contradiction with this goal and unconstrained funding by the DOD and the implications for the educational opportunities of MIT students and research opportunities of MIT staff. In the commencement address of June 1985 President Gray stated that MIT faculty acceptance of SDI funds in no way was an institutional endorsement -- at the same time that MIT's name was being used by the DOD to secure SDI funding. President Gray also uses his position on the President's Science Advisory Panel to lobby for increased federal funding of military research. When the head of a prestigious academic research institution seeks out the military as the primary source of scientific funding he sets a bad example and participates in the distortion of technological and economic development in the USA.

On the issue of MIT divestment from corporations doing business in South Africa, President Gray is adamant. He has stated that divestment is not appropriate because it is an ineffective tool with which to influence events. In addition, he believes it will have a negative effect on the future and social fabric of South Africa. Moreover, as a member of the MIT Corporation he believes that divestment is not fiduciarily responsible. In fact, he called the University of California Board of Regents "spineless" for divesting.

Provost John Deutch has held this position since 1983. He has been actively involved in military related organizations since the early 1970's. They are: Member of the Defense Science Board since 1975 and chairman of the DSB's Task Force on Small Intercontinental Ballistic Missiles (The "Midgetman Panel"), and Panel on Chemical and Biological Warfare; Member of the Army Scientific Advisory Panel (1976-78); Member of the Science Advisor's panel on Basic Research in the Department of Defense (1978); Undersecretary of Energy (1979-80); Member of the Scowcroft Commission on MX Missiles (1982-83); Member of the Corporation of Draper Laboratory; Director, MITRE Corporation; Director, Consumers Power; and, Director, Perkin-Elmer.

Chairman of the MIT Corporation Dr. David S. Saxon has held this position since 1983 and has been a member since 1977. Prior to coming to MIT he was a research physicist and faculty member at UCLA and MIT. From 1975-83 he was President of the University of California, where his office was frequently targeted (and taken over at least once) in protests against the Lawrence Livermore and Berkeley nuclear weapons laboratories. In addition he is a member of the Research Advisory Committee, Ford Motor Co. (a major defense contractor); Director, Eastman Kodak, Co. (ranked 86 in top 100 DOD contractors for fiscal year 1984); Director, Houghton Mifflin Co.; and, Member, Science Advisor's Panel on Basic Research, Department of Defense (1978).

Dr. Saxon is also a strong supporter of increased military funding at universities. He has stated that "paradoxically, the best guarantee of eventual disarmament is the continued operation of our nation's nuclear weapons laboratories". He dismisses the possibility of any negative effects on the quality of education resulting from university operation of such facilities.

As Chairman of the Corporation of MIT he is strongly against divestment and believes that if MIT divests it will both loose money and the ability to influence corporations' activities in South Africa.

Places

As your education at MIT continues you may find yourself involved in research centered at MIT Lincoln Laboratory or the Charles Stark Draper Laboratory. The research may be on very interesting technical problems that you will be told has many potential or real applications - both civilian and military. According to President Gray Lincoln "lab is an exciting technical place". But this is a narrow view of what makes research worthwhile. What is the "big picture" at these laboratories? Many students like to know (and ought to know) who is funding their research and what are their goals. At these laboratories much public relations is devoted to explaining the many civilian

applications of their research. However, the history and funding context of these laboratories tell a different story.

Lincoln Laboratory is located 20 miles from campus at Hanscom Air Force Base near Lexington and is owned by the US Air Force as a Federal Contract Research Center and operated by MIT. Its initial task was to develop some of the concepts and components of an integrated Continental Air Defense System. Before agreeing to establish such a facility, MIT requested a study by a committee of civilian and military personnel to assess the problem of establishing such a facility at a university and the projects required. The final report of "Project Charles" was submitted in 1951 and the Laboratory was established. The current director is Professor Walter E. Morrow, Department of Electrical Engineering, MIT.

The organizational and decision making structure of Lincoln Laboratory is officially separate, yet tightly connected to MIT which manages the facility. The Director of the Laboratory is appointed by the MIT President and reports to the Provost. Fiscal responsibility resides in MIT and the Office of Sponsored Research oversees contracts and negotiations. The MIT administration has also participated with Lincoln in negotiations with the DOD. President Gray and Provost Deutch have appointed a Lincoln Advisory Board consisting of 12 members from other universities and industry "to advise the MIT Administration on the quality of Lincoln Laboratory programs and on other matters relating to the Laboratory that may be of interest to the Administration. To advise the Laboratory on new research directions and national research needs".

The MIT administration insists that its DOD funding is seperate from on campus DOD funding because MIT does not own the facility. However, because MIT runs it there are restrictions on the kinds of work that can be done there -- no actual weapons can be built there. Although much emphasis is given to Lincoln's non-military work, 97% of its $235 million budget (1985) is from the Department of Defense.About 25% goes to SDI research.

Dr. M. Herlin, assistant to the Director has said that "We work on the [satellite] sensors that tell us what's up there; we don't work on the side that shoots them down". This attitude avoids the issue however, that the technologies developed end up in various weapon systems.

For MIT a large benefit for managing Lincoln is Lincoln's financial contribution to the campus. In fiscal 1985 it was $13.5 million ($5.6 million as support for graduate assistants' tuition and $7.9 million for support services on campus).

Members of the MIT community have always been skeptical of the relationship between MIT and Lincoln and as a result various panels and been established to study the relationship. In 1969 with protests against the relationship rising out of the anti-war movement, the Review Panel on the Special Laboratories (Pounds Panel) was set up. Although Draper Laboratory was divested Lincoln was not. However, the MIT Corporation endorsed the Panel's recommendations to initiate more non-military research at Lincoln and to promote closer ties between the Lincoln and MIT communities.

Such goals have proved elusive because of the laboratory's relationship to the US Air Force. Very little change occurred and in the last several years as defense spending has soared, the civilian research budget of Lincoln has shrunk. As a result of a growing dependency on military funding at MIT, renewed interest has appeared over the relationship of MIT and Lincoln in the last few years. Yet another committee was established: the Lincoln Laboratory Review Committee which published its report (the "Smullin Report") in 1986. It concluded that the work at Lincoln does not violate MIT's ban on operational weapons systems research but that some projects are very close to doing so. An additional committee is studying the effect of Lincoln on MIT and if its presence promotes military research on campus.

Lincoln Laboratory has developed an outstanding reputation and become a center for research and development in advanced electronics. The emphasis has been on areas related to satellite

communications, radar technologies, optics, computer systems and digital signal processing, space surveillance and air traffic control. However, much of Lincoln's work is classified and it conducts laser weapons feasibility studies, operates a testing range for ballistic missiles in the Pacific, and is developing guidance systems for Trident missiles.

Charles Stark Draper Laboratory was previously part of MIT and known as the Instrumentation Laboratory. Currently, Draper Laboratory is located in Technology Square, just behind the MIT campus. It is well known for its work on inertial guidance systems. Draper Lab began in 1930 by Professor Charles Draper of the Department of Aeronautics and Astronautics. This lab operated therefore entirely within the university although its funding was from outside MIT.

Anti-war protests in the late 1960's at MIT led to the establishment of the Pounds Panel in 1979 to study the relationships and roles of the Instrumentation lab and Lincoln lab with MIT. The recommendation of the Panel in May 1969 was to discontinue research with direct military applications at the Laboratories and to establish a review committee to determine the acceptability of different projects. Consequently, Draper Lab was reorganized later that year. However, it did not lead to the labs conversion -- in the spring of 1970 MIT President Howard Johnson announced MIT's divestment of Draper Lab

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Divestment was formalized in 1973 and a new building was begun in Technology Square in 1974. Currently, many students participate in research at Draper Lab and the lab's employees have access to MIT facilities.

Draper Lab is run by a board of directors, many of whom have interlocking directorships with major defense contractors and MIT or serve on defense related advisory groups (for example, the Defense Science Board and DOE High Energy Physics Committee both of which advise Congressional committee members about contract awards).

Draper Lab has been involved in research and development for a number of weapons systems since World War II. During the war Draper developed a gyroscopic gunsight for anti-aircraft fire aboard ships. After the war, the Lab developed the first inertial guidance systems for airplane and ballistic missiles. In the 1960's the lab developed the technology for the MIRV program which directly lead to an escalation of the arms race. In 1the late 60's the lab developed an all weather guidance system for helicopters and VTOLs which had immediate applications in counter insurgency fighting in Vietnam. Although such technology is useful in commercial craft, its immediate applications corresponded directly to the goals of the funding source.

Not all of Draper Lab's work has been directly in the Defense area. In the 1960's much effort was devoted to the Apollo program for NASA. Later work was initiated in the areas of transportation planning and a computer safety system for nuclear reactors. However, by 1982, Draper Lab had become Cambridge's largest military contractor with 75% of its $114 million budget (1982) provided by the DOD. Since the Vietnam War research and development has continued on inertial guidance systems for the Poseidon, Trident, and MX, and cruise missile systems. In addition, there are some hints that actual production of Trident missile parts have occurred at the facility in Technology Square.

"and the beast slowly slouches its way toward Bethlehem"

- Yeats

<u>The Progressive</u> reports that the US Army engineers have designed an automative grave-digging machine. You program the plot of land on which it is to operate, and the location, and the machine automatically digs away at the rate of six graves an hour.

Observations: 1) The engineers are just doing their job. 2) Yes, but do the Russians have a better machine?

MIT'S INVESTMENTS IN SOUTH AFRICA

MIT is an investor in apartheid. Like other major universities, MIT has a large endowment of funds invested in various stocks and bonds. In 1985 the total value of the endowment was approximately $800 million: $150 million of this was invested in corporations with operations in South Africa. US corporations with operations in South Africa support the racist regime in a variety of ways. Above all they are the economic basis for the continued viability of that regime--they are the source of its military and its economic strength. US corporations directly supply materials to the police apparatus, they pay taxes to support the military budget and they deliver key technological information to maintain the sophisticated economy. When in the summer of 1985 the South African economy faced a foreign exchange crisis which threatened its capability to pay its debts and to buy the imports on the world market that it needs to continue its policy of apartheid, Chase Manhattan Bank helped to organize the international financial community to put together an emergency set of loans and agreements which restabilized South Africa's economy. When demonstrators chant "P.W. Botha shoots to kill, Chase Manhattan foots the bill" they are not being rhetorical.

When MIT invests in the stocks and bonds of a corporation the Institute becomes a part owner of the corporation. It gives the corporation the use of the Institute's funds; it has the right and obligation to debate and vote on key decisions of the corporation; and it earns a share of the profit of the corporation. Across the country state legislatures, union members, students, and university trustees have come to the conclusion that it is necessary to stop turning money over to US corporations for their investments in South Africa. Alternatives exist: there are more than 300 other large firms with total investments of $600 billion in which MIT could hold its endowment. There are, for example, several major investment funds with no holdings of sticks of corporations doing business in South Africa. The most well known is run by the US Trust Company. Massachusetts is one of the states which has withdrawn all of its investments in US corporations with operations in South Africa. In 1985 the MIT faculty voted 4 to 1 that MIT should do the same. In 1986 undergraduates, graduate students, and various student organizations all voted to end the Institute's continued investments in corporations operating in South Africa.

Decisions on MIT's investments and on its relationships with those corporations in which it is a part owner are made by members of the MIT Corporation. Members of the Corporation are not required to consider or respond to the opinions of the rest of the MIT community and on the issue of South Africa they have remained staunch defenders of the rights of US corporations to make profits operating in apartheid South Africa. When resolutions have come before the shareholder meetings of those corporations calling for the corporation to end its operations in South Africa, MIT has not even actively supported these resolutions, nor has it ever sponsored any resolutions designed to limit the cooperation of the corporations with the police, government or other institutions of South Africa or to otherwise bring about positive change in South Africa. Many members of the MIT Corporation are themselves members of the Boards of Directors of US corporations or maintain other business relationships with them, and the ties with corporations directly involved in South Africa are significant. The MIT Corporation has publicly stated that it is opposed to apartheid, but it continues to invest in South Africa. Words without action turn to lies; sell the stocks and cut the ties.

A few examples of these business relationships and the involvement of the corporations supporting South Africa are listed here. It is not a complete list and serves simply as illustration.

People

Chandler (1990) Director, Ford Corporation
Edward David (exec.) Former President, Exxon
James R.Killian (life) Director, GM 1969-75
Carl Mueller (exec) w/Bankers Trust Co. since 1946, Director 1977 - .
Kenneth H. Olsen (life) Director, Ford Corporation
John Reed (life) Chairman, Citicorp/Citibank; Director, United Technology Corporation (along with Rupert Murdoch)
David Saxon (chair), Research Advisory Committee and Consultant, Ford Motor Co.

(position in MIT Corporation):
(year) = end of term
(life) = life member
(exec) = executive committee member
David Saxon is the chairman of the MIT Corporation

Corporations

United Technologies Corp. employs 1200 workers. has a closed shop agreement with the white-only union. In its Otis subsidiary, 483 are segregated into a black, but white-controlled, union. Its Airco subsidiary has no union.

Citibank/Citicorp has said it will not initiate any *new long term* loans, but says nothing about short term loans. Also, it rescheduled its existing loans in 1985. Currently it has loans extending from 1979-97 totalling $855 million to African Explosive and Chemical Co., The Republic of South Africa government, Volkskas (government owned bank and government owned agencies), MINORCO (part of the Anglo-American Co., South Africa's largest corporation) and the Bermuda Holding Co.

Ford Motor Corporation sells its products directly to the South African police and military. Its record on labor relations shows strikes by the National Auto and Allied Workers union in 1979, 1982, and 1984 to protest layoffs. In the '84 strike, 1500 struck against the layoff of 500 others workers; the only result was the layoff of 800 more that year. In 1985, 2000 jobs were cut.

Exxon Corporation sells its oil to the South African police and military. It claims to be making plans for disinvestment.

J.P. Morgan Corporation has two loans extending from 1982-89 totalling $240 million to South African Breweries and to Barclays, which separately loans directly to South Africa.

Note:
Harvard agreed to divest of its holdings in Ford and Exxon only because these two companies sold directly to the government's police and military forces.

As stated above, the MIT corporation publicly "opposes apartheid", but continues to invest in South Africa. To these

"corporate academics" their interests are no different to those of the multinational corporations. MIT claims that fudiciary responsibility holds ti to maximize its return on the endowment, just as a corporation maximizes the shareholder's return on investment.

MIT, however is not just a profit machine. As an academic institution receiving public support and tax-exempt status, it has a responsibility to its students, faculty, and staff and the general public. However consistent the MIT Corporation thinks it may be, MIT's investments are not neutral and lives continue to be seriously and destructively affected. Those to whom MIT is responsible have made it clear they wish not to contribute to this. When will MIT respond?

"What is the American Dream but the dream of material things? I sometimes think that the United States for this reason if the greatest failure in the world." -Eugene O'Neill

ETHNIC STUDIES AT MIT

Do these facts jibe?

1. The number of courses in the Humanities and Social Sciences (HASS) dealing with Ethnic Studies dramatically dropped from a high of 10 in 1976 to a low of two in 1986.

2. From 1976 to 1986 no woman junior faculty and only one minority junior faculty member in HASS, Marcus Thompson, was granted tenure.

3. The Minority Student Issues Group (MSIG), part of the MIT Administration, after two years of investigation (1984-86), calls for subjects dealing with race and with the history, literature and culture of Blacks and other minorities.

4. In 1987, MIT can't explain why it still won't offer more than one or two ethnic studies courses.

There are two fundamental problems which are not addressed. The first is that departments are not made accountable for their recruiting efforts. Thus there is poor recruitment of minority and women junior faculty. Moreover, the candidates found do not recive respectful consideration. The increasing presence of black women in the humanities in the U.S. is in stark contrast with the embarrassingly small number (one) of black women faculty at MIT.

Secondly, while they are at MIT, the accomplishments of minority or women junior faculty often go uncompensated. For example, HASS has promoted only one of its minority or women junior faculty to full professorship; their high turnover demonstrates this.

Throughout the 1970's more courses were taught on Black Studies than on Women's Studies. Three years ago a Women's Studies Program was started, in large part, because of the courageous and successful efforts of Ruth Perry. There is still no Black Studies (or Ethnic of any sort) Program. This fall, MIT will put a huge bandaid on this dilemma. They will say that Harvard and Wellesley have Ethnic Studies, so go study there! This response recognizes MIT's failings on a superficial level only and diverts attention from its destructive practices with regard to minority faculty.

MIT is unwilling to practice what it preaches about ethnic studies. Forced to admit that a problem exists, MIT and its departments have made various sweet sounding declarations but have in fact worsened this situation. Groups on campus will be organizing and teaching their own ethnic studies courses this fall, look for notices about them, and join us in developing the kind of education MIT refuses to provide.

Welcome Minority Students

...and may your remain as few in number as you are now.

In November of last year, about fifty students, faculty and staff - Blacks, Latinos, Asians, Whites - came together on campus for the first time to discuss racism on campus. They concluded that conditions for minorities have been in rapid decline for the last ten years. Together they summed up the problem of racism at MIT in terms of numbers, power, and inadequate official response.

LOW NUMBERS

In 1979, 81 Black freshpersons were enrolled at MIT, the number now is 59 - back to 1970 levels. To make matters worse, attrition is at an all-time high for Black undergraduates, despite the fact that their socio-economic and acedemic backgrounds are better that those of their 1979 counterparts. Self-help, initially the amount a student could earn in one summer at minimum wage, has increased to $4500 per year and adds yet another tall barrier for low-income undergraduates.

One criterion for undergraduate admission at MIT - SAT scores - has been shown by countless studies to be as useful for predicting academic performance of minorities as shoe size. In the graduate school, recruitment is left to the good will of individuals. Three and one half percent of the graduate class in 1976 were Black, whereas in 1985, only 1.8% of new graduate students were Black. The number of Black faculty has been halved to a mere 12 (that's a number, not a percentage), out of a total of over 1000 faculty members.

The overwhelmingly White and male faculty, charged with advising a few minorities, do not view them as advancing students who will someday replace them. Meanwhile, minority faculty are unable to provide guidance to students with similar career goals because they are consistently denied tenure. For the individual, those small numbers are felt mainly as a fundamental lack of continuity and a feeling of being on display as the only, and therefore the prototype, minority of their classrooms or department. Networking is impossible, and the academic experience is made unnecessarily difficult.

Lack of Power

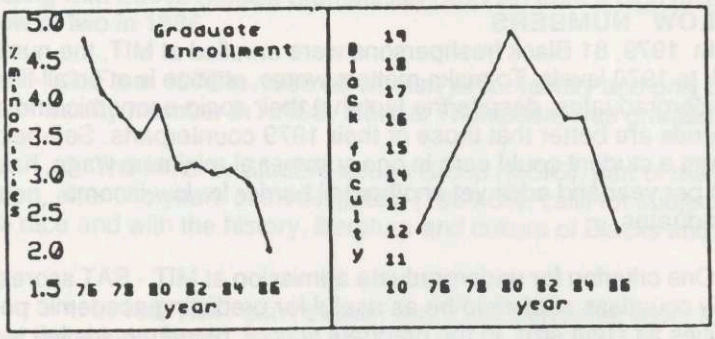
People noted that they have no access to the decisions which affect them, for instance, the dismissal of Dean Mary Hope, who was well-loved by students and had founded the Office of Minority Education. The institution's intransigence about divesting from its $180 million in South Africa makes Black students feel exposed and unwelcome and allows many white students to feel that racist behavior is acceptable. Official recourse regarding racist or sexual harrassment was decried as a pacification process whose aim is to keep MIT's image untarnished.

Inadequate Official Response

This past spring, MIT released a study of racial issues - the McBay Report on the Racial Climate at MIT. It was disappointing to see that the paper blames individuals and ignores the institution. The MIT administration treated the report publically as a great achievment. They called a faculty meeting to discuss the

report, but those attending were mostly White males. The extent of their discussion of racism was the congratulations they poured on each other for being honest.

It has becomes clear that the students themselves will have to set the standards which MIT must meet to be a legitimate institution. We must investigate the ways in which racism manifests itself at MIT, make specific proposals as to how the bottom-line can be reached, set up a timetable, and when it becomes necessary, take direct action.



MIT Campus Police

We the students have been well advised to seek the help of the MIT campus police when we must travel across campus at night alone, lose our keys or lock them in a lab. The Campus Police, headed by chief James Olivieri, can be said to be helpful, at times. One thing that cannot be said of them, however, is that they are colorblind. The 1986 annual report of the MIT campus police states that one out of every three persons they stop for I.D. checks is Black. Take care to note that only one out of every 35 students at MIT is Black. Their operating assumption is that people of color are automatically suspicious unless they can prove, SHOW ME YOUR I.D.,that they are not. At a "speak out" meeting at one of the dorms this past spring, students recounted incidents of being followed, verbally abused, and repeatedly stopped for I.D. The TECH printed a letter about the Campus Police investigating a "suspicious looking person" trying to get into a locked room. Except that it was his own lab, he worked there, and he of course had his own keys. And he was Black.

The Office of the Dean for Student Affairs admitted that no formal grievance procedure exists for complaints of racial harrassment. MIT police are not accountable to the community which they serve and are free to disregard the rights of minority students.

"So long as society is founded on injustice, the function of the laws will be to defend injustice."
Anatole France

BEING A WOMAN AT MIT

When I was first asked to write this article, I declined, saying "but I wasn't a typical woman at MIT!" I pondered over my four years there. Mine was not a typical undergrad experience. But I quickly realized that being a woman at MIT is atypical, and the women who go to MIT are atypical.

Though women now comprise 40% of the freshperson class, far less than half of the MIT faculty are women. Many of the female faculty that MIT does have are in traditionally "female" (i.e. noncompetitive) disciplines: architecture/visual studies, biology and the humanities. In nearly every department, women faculty members have been denied tenure because they are women. Consequently, there are very few role models for female students. A former head of the physics department once commented that women did not have the capacity to be good physicists. Furthermore, some male professors actively discriminate against women in their classes by reluctantly or patronizingly answering their questions.

A female undergraduate may find that her professors' attitudes are not the only obstacles to overcome. If she aspires for excellence, her male peers may find her to be "aggressive" and therefore "unfeminine". I myself have found that if I wished my male lab partners listen to my opinions, I had to ask them questions and let them draw the obvious conclusions. In addition, women who ask technical questions of their male peers may be seen as "coming on" to those men. In a study done on graduate women in Course XI (Urban studies and planning), one of them commented that "more times than not, the answer to such a question is followed by an invitation to go out." In such an environment many women feel isolated and find it difficult to learn, because comfortable peer interaction and consultation is denied them. One undergraduate woman described the following incident: "Within my first week at MIT, I was barraged with men, all of whom wanted to go out with me. When I told them no, they ceased even to be interested in me as a friend. One man, when I made it clear to him that my intentions were purely platonic, ceased even to speak with me."

The rejected men attempt to blame the ratio problem on women students by labelling them "ugly" or "aggressive," but this pettiness only further embitters the women. Hopefully equalizing the ratio will dispel these stereotypes.

The balance between men and women, at least in the undergraduate population, is approaching equity. When I entered, only about 25% were women. As a result, most of my friends are men. This is not a major problem; I had always been more at ease with men. But I

discovered that at times I had to actively seek out other women with whom to associate. In some ways, it's taken a long time to come to terms with myself as a woman, and not just a genderless individual. Due to this disassociation with gender, I may have spared myself some of the limitations of gender role socialization. But, it has also taken me longer to admit that discrimination against women does exist.

So, this is where this discussion ends. If there is one thing I can impress upon you though, it's that I believe that no matter what your experiences, it is important to share and compare them with other women at MIT. They are your colleagues. They are your support when the "old boy network" becomes intolerable. Remember that many of the most enlightened people you will ever find are women you will meet here. Never forget that.

"We forfeit three-fourths of ourselves in order to be like other people." **-Arthur Schoperhauer**

MIT's ARCHITECTURE

You probably weren't expecting to see a discussion of the MIT architecture in a document like this. However, for a wealthy and technically excellent university, it's worth stopping for a while to look at the way the place has been built, and how that affects you both in terms of the sorts of things that you do, and how you feel as you walk around the place. After you read this, you may like to look out as you explore the campus and see if you agree with my arguments.

In summary, a few general observations can be made about the building styles:

* The whole campus has a very militaristic feel about it;

* The buildings are all designed to be looked at from the outside. From the inside they are often not terribly functional;

The following examples illustrate the overbearing oppressiveness of the structures:

The student center, indoor track and Dewey Library (E53) are singularly ugly.

Perhaps they are inverted pyramids to entomb dead presidents or are meant to represent bunkers. There's no reason why the indoor track should have no windows; why the Dewey library should have virtually none, and why the student center, a place for people (?), should be so overwhelming and inaccessible. Unfortunately the new construction makes it difficult to do so, but stand outside and ask yourself if you want to go inside. Similarly, why is the entire entrance area to the Dewey library concrete?

Now, look at the main building. It was built during the first World War when concrete was fairly new (the cutting edge you could say). Compare its form to other buildings of the same period. They were generally brick, and built on a human scale. When I first went into 77 Massachusetts Avenue, I felt quite threatened, and very overwhelmed.

Rather than use sculpture to make MIT feel more human, it is consistently used to make the buildings feel more oppressive and more

impressive. Virtually all the sculpture is in black steel shields and swords. Could it be more unfriendly? Can you count the number of sculptures on campus that have any representation of people?

And why are all the buildings referred to by numbers instead of names? Most universities use the names of previous professors , or of people who have contributed something to the University. Some MIT buildings actually do have names, but ask someone where the Compton building or the Green building is. Using numbers to identify buildings (and courses and classes) is very alienating and detached from where you are and what you are doing.

Not only are a lot of the buildings ugly, but they are generally not terribly functional: In Winter you will see that many buildings are very difficult to heat effectively. Classrooms will often be hot and stuffy. If MIT is one of the premier technical institutions in the world, why is it that they can't arrange for their buildings to be engineered to be functional.

Consider the atrium in building E23-E25 (the hospital building) Not only is this an enormous waste of space, but MIT, the paragon of technical excellence must be the only university in the world that has its main entrance through a hospital!

Finally, there is very little place on the campus for people. It seems that the only place where you can feel that you belong is in your office or lab.

Only one of the green areas on campus is designed in such a way that people feel comfortable using it. That is the area outside the Weisner media building (the inside-out toilet) and the hospital. The Killian court has virtually no one on it at any time of the year; except to play frisbee. Why? See if you ever feel like sitting there.

There is nowhere on the campus where people can just meet and "hang out"; There is no natural meeting place. The old student center had a coffee shop that never felt convivial. Undergraduates aren't allowed in the Muddy Charles Pub.

The campus environment has been created in such a way as to make MIT totally divorced from the Cambridge community, and to make it very difficult for people who live on campus to get off. You can either go to Boston, crossing the river, or by walking 1/2 a mile to Kendall square

(long trip, and a big effort). Or, you can walk up to Central square or catch a bus to Harvard square. (Count the number of times you actually go to Harvard square this year.) None of these is terribly attractive in the middle of Winter. MIT owns virtually all the land behind the campus; from Kendall square to PIKA, yet none of the development plans attempts to create a community around the campus that will make life here more pleasant and realistic. Instead, they are opting for hotels and laboratories with shops to service them.

As you ponder this, consider that MIT is a 'land grant' college. That is, its land was granted by the Federal government and the Commonwealth of Massachusetts to create a university for the people, yet, for its closeness to Boston, it is a very isolated place.

As I said in the introduction, this article will hopefully help you explore the campus. Next time you're trudging down the infinite corridor at 3:00 am, blearily seeking output, listening to the echo of your feet off the concrete and cursing your not-so-favorite lecturer, look around you and decide if the place was really designed to make you feel at home.

QUESTIONS:
1. Why is smoking in N.J. redundant?
2. Why say no to drugs but yes to neutron bombs?
3. Why is it illegal to carry firearms around MIT, but it is perfectly fine to develop cluster bombs used against the Vietnamese?
4. How many pockets would a pick pocket pick if there was no poverty?

GOD BLESS THE SYSTEM:

The system is so democratic we have no idea what our governmenthas been up to in Central America; MIT is so socially reponsible, it is the largest military contractor for that democratic government. We are so independent minded, we follow all the objectives that MIT sets down for us. Such democracy, such social responsibility, such independence of mind, are the foundation of the system.

GOD BLESS THE SYSTEM:

The system that spends 300 billion dollars a year on means of destruction with 3 million homeless, and 30 million suffering from hunger, and 30,000 murdered in Nicaragua through its covert operations.

GOD BLESS THE SYSTEM:

The system that makes it possible for engineers to design nuclear bombs without worries of how they are used or against whom. God bless the system that makes it possible to spend 300 billion dollars to maintain an arsenal of 30,000 nuclear warheads, enough to fry the earth 30 times over.

GOD BLESS THE SYSTEM:

The system that sets it up so the student can enter MiT to study how to program the computer used for research in helping RAYTHEON, Inc. build the helicopters sent to the Salvadorn dictatorship to murder innocent peasants . At least 70,000 people killed since 1979.

GOD BLESS THE SYSTEM:

The system that bombed Vietnam to the age of stone, killing 3 million people, destroying 60% of the forestry to preserve democracy.

The Military at MIT

At MIT,the military is far and away the most accessible source of research funding. Faculty in various departmental seminars on this topic praised the DOD (Department of Defense), ONR (Office of Naval Research), and DARPA (Defense Advance Research Project Agency) for consistently offering "enlightened" funding for novel or more risky ventures. In contrast, the NSF (National Science Foundation) and NIH (National INstitute of Health) were deemed too "conservative" and difficult to deal with. For example, while lavish weapons-related contracts are offered for multi-year projects, NSF funding tends to be limited to short-term projects with unguaranteed renewability. For a researcher or student interested in several different areas, some of which get funded consistently and solidly while others do not, it is reasonable to assert that his or her research priorities and speciatlizations wil change to accommodate the funding. Thus, the whole sphere of scientific inquiry skews toward the military. By continuing to acquiesce to greater and greater military influence, the University inexorably relinquishes control over the direction and future of science. The facaade of offering students an "education" and researchers a "career" legitimizes this erosion and expedites the militarization of society as a whole.

If we are to prevent our society from being dominated by the military, this process must be contermanded. A first step could be to limit the total support coming from any one source. A funding cap would ensure balance, encouraging the broader development of knowledge in all fields. While some might claim that balance infringes on academic freedom, it is obvious that the ubiquitous dollars dangled by DOD have strings attached, and the DOD-funded researchers must tow the DOD line.

Is this academic freedom? Is it academic freedom when researchers are limited to DOD goals and have to go scrambling to find other projects? Is it academic freedom when whole departments and disciplines are dependent on weapons policies? Does academic freedom exist in a cloud of self-censorship, retroactive classification, and usurpation of promising fundamental technologies by the Pentagon?

At the same time that the MIT comunity works toward balance, we must remember that balance as an end hardly improves the overall situation: Balance can gloss over the lethal work, thus furthering military entrenchment at MIT. Balance should therefore be part of a longer-term process of reorienting science so that social responsibility is a norm and not a quaint extravagance.

MIT's RESURGENT MILITARISM

Since 1976, MIT and other research universities have been the prime targets of a bipartisan effort to reestablish the univeristy-DOD ties that had eroded as a result of student reaction against the Vietnam War. Prominent in the effort to strengthen the academic links with the Pentagon was the Science Advisor's Panel on Basic Research in the Department of Defense, headed by Carter's science advisor Frank Press in 1978. Three panel members had strong MIT connections: 1)Press is a former MIT professor, chairman of the National Academy of Sciences, and recent appointee to the Lincoln Laboratory Advisory Board. 2) Dr. John Deutch, director of MITRE Corporation (a major DOD firm). member of the Defense Science Board and chair of the DSB Task Forces on Chemical and Biological Warfare and the Midgetman Missile, is the MIT Provost. 3) Finally, Dr. David Saxon, a consultant to For Motor (a major DOD contractor) who had responsibility for Lawrence Livermore and Los Alamos Labs as the president of the University of California, is the chairman of the MIT Corporation.

A natural consequence of the panel's conclusion that the DOD basic research program was "substantially below the level needed to meet DOD needs" was an explostion in MIT defence contracts, whose dollar total almost doubled within two years. Even more seriously, the sudden militarization of "basic research" set the preconditions for a more overt mission-oriented militarization during the Reagan administration, which at MIT has included $90 million in Star Wars research, a tripling of the MIT Lincoln Laboratory budget to nearly $300 million,surprising MIT connections to laser weaponry, first-strike nuclear weapons programs, the National Security Agency, biological warfare, counterinsurgency radar for Central American, and five newly announced "University Research Initiative" multi-million dollar contracts.

Several MIT student groups have been investigating these trends since 1985. A simultaneous faculty interest in the matter culminated in two reports released in the spring of 1986. MIT Student Pugwash, a group concerned with social responsibility in science and engineering, assisted the faculty committees with a student survey and inquired about the nature of Star Wars research at MIT. The MIT Science Action Coordinating Committee is doing more extensive research on the extent of MIT's military connections and how to convert MIT into an institution whose primary function is no longer spending tax dollars in order to escalate the arms race to train students for the weapons industry.

The key portion of SACC's investigation is studying how MIT's research feeds into DOD requirements. MIT professors often claim that DOD work is "pure research" that has not immediate applications. SACC's investigation demonstrates that these professors are either naive, lying, or silent because of security clearance requirements. For whatever reason, because the military terms are either censored out or insidiously merged into the technical jargon, the military orientation may not be obvious. But taking a look at the larger picture, it is clearly there.

Most DOD research falls under the direction of four government agencies, the Defense Advanced Research Projects Agency (DARPA), the Office of Naval Research (ONR), the Air Force OFfice of Scientific Research (AFOSR), and the Army Research Office (ARO). SACC sent Freedom of Information Act (FOIA) requests (see sample reply) to all of these agencies to find out the *DOD program elements* and *work-unit summaries* for selected mission-oriented contracts.

The program element is a 5-digit number followed by a letter (such as 63314F) that identifies each research program within the 50-page DOD Research, Development, Test, and Evaluation Budget. This report, called the "R-1 Summary" is not carried by any MIT library (although a censored version is published in the November issue of *Defense Electronics* magazine). Work unit summaries are filled out by DOD program managers to describe the military relevance of Pentagon-sponsored research. However, these summaries are rarely shown even to the professors conducting the research.

Other military research agencies to which SACC has sent FOIA requests include the National Security Agency (for speech recognition research), the DOE (for nuclear research), the US Army Medical R&D Command (for biological warfare research), the Navy Space and Naval Warfare Systems Command, and NASA.32222

SACC believes that the information we are requesting from the United States government should be kept on file by MIT so that students and faculty may easily otain access to it. Indeed, if the Institute is serious about its plans to promote consideration of social responsibility, students must be able to see the intended use of their work by the DOD (as well as other agencies). Thus, if we have difficulty obtaining the requested information from the government, we will expect MIT to help us get it. We will also ask MIT to begin carrying the government documents on DOD research in its libraries.

SACC has other information, besides the data on contracts, that may help in answering these and other questions. Students who want to look at some of it are encouraged to contact Rich Cowan at 497-0870.

Other questions that you may wish to investigate include:

-How are DOD's technical needs related to US foreign policy goals?

-How does faculty consulting at DOD firms affect campus research?

-What advising role do faculty members play in determining US research policy?

-How are military values incorporated into the MIT culture>

- How can concerned scientists and engineers gain control over the ultimate uses of their work?

Some of you may want to do research papers for classes on the subject of the impact of the military on academia or on the US economy. Even UROP projects (mostly for credit) can be arranged. We will help you find professors and overcome the limitations of the MIT library; just ask.

"Scientists have interests, and ... they are not all scientific. The control over science by scientists – the hallmark of the postwar pattern – is increasingly becoming the control over science by the science-based multinational corporations that scientists serve, and sometimes own or direct. The issue here has little if anything to do with the fanciful contest between "basic" and "applied" research and even less with the struggle to defend "pure" science against external control. The issue, rather, has always been, and continues to be, control by whom, and to what end?

... Are the interests of the corporate academics compatible with the larger public interest? Are the interests of multinational corporations in harmony with the national welfare? Is private control over so potent a public resource as science still consistent (if it ever was) with meeting the needs and realizing the hopes of the American people? In an age in which scientific knowledge has become so central to the strategies of multinational enterprises, to the domestic and international policies of nations and, thus, to the future of us all, these questions loom larger than ever before."

- David Noble,
former MIT professor in STS

Defense Agencies
FY 1988/1989 R D T & E Program

Exhibit R-1

Appropriation: 0400 D Research Development Test & Eval Def Ag

Date: 05 JAN 1987

Line No	Program Element Number	Item Nomenclature	Act	FY 1986	FY 1987	FY 1988	FY 1989	Sec
				Thousands of Dollars				
19	63225D	Joint DoD-DoE Munitions Technology Development	2	7,051	7,176	8,617	8,614	U
20	63226E	Experimental Evaluation of Major Innovative Technologies	2	192,124	159,771	245,624	272,246	U
21	63227E	Strategic Relocatable Targets	2			6,700	17,400	U
22	63269E	National Aero Space Plane Technology Program	2		100,000			U
23	63702D	Special Operations, Special Technology Office	2	3,554	4,015	11,354	8,836	U
24	63703D	Counter-Insurgency and Special Technology	2	9,717	11,201	10,997	10,375	U
25	63706D	Microwave/Millimeter Wave Monolithic Integrated Circuits (MIMIC)	2		10,274	49,181	86,038	U
26	63736D	Computer Aided Logistics Support	2		13,639	12,978	12,932	U
27	63737D	Conventional Defense Initiative	2		182,314			U
28	63756D	DoD Software Initiatives (STARS)	2		27,589	27,953	30,726	U
29	35108K	Command and Control Research	2	2,002	1,348	2,611	2,657	U
		Advanced Technology Development		2,876,475	4,240,864	5,574,808	6,704,523	
30	63734K	Island Sun	3	14,183	26,645	50,826	63,898	U
31	32016K	National Military Command System-Wide Support	3	34,521	9,909	10,910	12,405	U
32	32019K	WWMCCS Systems Engineer	3	18,837	20,333	16,004	17,193	U
33	33131K	Minimum Essential Emergency Communications Network (MEECN)	3	11,285	10,198	8,605	10,732	U
		Strategic Programs		78,826	67,085	86,345	104,228	
34	64770D	Joint Surveillance/Target Attack Radar System (JSTARS)	4	168,482				U
35	64771D	Joint Tactical Information Distribution System (JTIDS)	4	170,165	194,892	91,226	69,304	U

"Every society honors its live conformers and its dead troublemakers." -Ambrose Pierce

THE TRAUMA OF TENURE

Professors will play a critical role in your life as an MIT student. They will be your instructors and advisors, and a few will eventually become your role models and your friends. The positive effect they can have should not be taken lightly. The quality of a class is largely dependent on the ability of the professor to teach the material. The same is true for a good advisor influencing quality research.

With this in mind, the tenure decision process warrants examination. Why, for example, are the highest quality teachers as rated by the students consistently denied tenure? The past three winners of the Baker Award for Excellence in Teaching, commonly known as the "Kiss of Death", have been denied tenure. Only 13 of 30 winners have ever gotten tenure.

A sadder reality is the number of minority and women tenured faculty at MIT. Only about one percent of MIT's faculty is Black, and there are even fewer Latino professors. There are no Native American professors. An MIT administrator stated last year that it would take twenty years before these ethnic groups would be represented in proportion to the population. Often this deficiency is blamed on the "limited applicant pool," but this underrepresentation is true even in departments, such as the humanities, where minority groups are better represented. For example, currently there are no black professors in Literature. In addition there is only one Black woman professor in the entire institute and she will be faced with possible dismissal this year.

The situation is only slightly better for women (of any color). It is openly stated among women faculty that the easiest way to be tenured at MIT is to get tenured elsewhere and then transfer. Otherwise a woman must be "one of the boys" for seven years or else threaten community and legal action. Many women who get their tenure at MIT usually do so through some series of appeals process. Professors whose work has been acclaimed worldwide are consistently denied tenure at MIT because of their sex and/or race. As with ethnic minorities, even in the areas of the humanities where the applicant pool is half women, MIT has only ever tenured two women not tenured elsewhere before. Both of those appointments have been in the last year.

Finally, professors with outspoken left-leaning political beliefs stand no better chance for tenure. Specifically, former Professor Langdon Winner, author of "Autonomous Technology" was denied tenure by former Provost Rosenblith. In the meeting of the Academic Council to decide Winner's tenure, Rosenblith read a passage from Winner's book and stated, "Ideas like that will not be tolerated at this institute." In addition MIT is currently being sued by former Professor David Noble, who was denied tenure for his political beliefs. Noble was a highly rated teacher who was also noted by the academics in his field for his theories that were

considered revolutionary work. However when Noble applied his analysis skill to the institute itself, he was despised by the administration and soon thereafter denied tenure.

Sadly, the heavily touted fair process of tenure, is in reality quite biased. Moreover, the burden of this injustice is sharply felt by the students, who do not get the professors that they deserve. In the past year though, the students have won one battle. Professor Ruth Perry, who has fought tenure denials twice on the grounds of sexual discrimination, was finally granted tenure in June. Her victory would not have occurred had it not been for the many students and faculty who worked hard to popularize and win support for her case. The tenure process can be changed by students and concerned faculty. The first step is to desire quality and be willing to work for equality in your education.

"Good behavior is the last refuge of mediocrity."
-Henry S. Maskins

MIT IN CAMBRIDGE

The development of MIT's large land holdings on the "Simplex" area, a 27 acre tract to the west of the campus, is an alarming concern to the people of Cambridge. The MIT Corporation has embarked on a two-decade long campaign of displacement and demolition, effectively annihilating an entire neighborhood, and now plans to build a huge R&D and office complex that threatens severe negative impacts for the surrounding communities.

MIT's aggressive land buying campaign in Cambridgeport began in 1969 with the takeover of the Simplex Wire and Cable properties. Since then, MIT has purchased and removed or relocated hundreds of businesses and housing units from the area targeted for its investment program. In the process, scores of people had to leave their homes and over two thousand industrial jobs were lost to the community. Structures that weren't immediately bulldozed were allowed to deteriorate to near ruin, as MIT cynically planned to make the area so blighted that its own private "urban renewal" scheme could proceed without opposition. Today, twenty five acres of open prairie have replaced a once-thriving neighborhood, people in MIT controlled housing are fighting eviction and demolition of their homes, and neighboring residents are compelled to take a stand against the powerful Institute to preserve the integrity and diversity of their communities.

The so-called "University Park" development proposed for the Simplex land represents a severe threat to the people of the city and demonstrates a refusal by MIT policy makers to respect the needs of their neighbors. Though disguised as a private commercial development, the project is MIT-owned and MIT-controlled all the way. MIT is leasing its land to a developer, but retains final approval rights of all structures to be built and first option to buy them when the lease expires.

The proposed creation of about two and a half million square feet of office buildings, research labs, and parking garages, with a slim chance of "some" housing and retail is in direct opposition to often-voiced community proposals, which call for a priority in new housing and light industrial space to replace when MIT has taken from the community. MIT's developer admits in its Environmental Impact Report that this huge Kendall Square-like complex would generate virtually insoluble traffic and

environmental problems for the city, while at the same time vowing that it will not invest a cent of the estimated ten million dollars worth of "mitigation" costs, which would be borne by city and state taxpayers, to minimally alleviate the disastrous consequences of the development.

Worst of all, the influx of thousands of affluent professionals attracted to the development would severely worsen the city's acknowledged housing crisis. People of moderate means throughout eastern Cambridge will be displaced by condo-ized technoyuppies as rents, property values and taxes soar. Where are the everyday people to go?

MIT's response to these serious and legitimate concerns has been to ignore them, to use its substantial political and economic clout to manipulate the city government to further its own agenda, and to paint the opposition as irresponsible extremists. Apparently it is extremist to stand in MIT's way by opposing the decimation of your home and neighborhood.

The Simplex Committee has been in the forefront of the struggle to hold MIT accountable for the use of the Simplex land. Founded in 1974, the group is composed of a broad cross section of neighborhood people from all walks of life. Its goal remains the responsible use of the entire commercial industrial development, "CID" area.

There is plenty of land here to accommodate both MIT and Cambridge residents. With a policy of arrogant disregard, MIT is destroying a neighborhood and rejecting a remarkable opportunity to show what a true world-class university can accomplish by working together with a community.

"List the freedoms a man will not fight everyday to retain, and you will know those rights his government will try to infringe upon."

- Fredrick Douglas

MIT AND LABOR

This year MIT stole thousands from 68 food service workers who belong to a union called Local 26. The Institute broke its contract with Local 26, terminating the medical, dental, and pension programs of people who, together, have given MIT 513 years of loyal service. How? When the workers' last contract expired, MIT punted the management of its food service over to ARA Associates. Without any change of workers or their responsibilities, their pensions and benefits were slashed. This cost cutting measure is similar to selling loans. But we are not talking about loans. We are talking about individuals who have invested years here--10, 15, 25 year: some have been working here for longer than you or I have been alive. We're talking about wives and husbands working under the Institute's guarantee of (at least a modicum of) security for their families and futures. This is a major assault on their lives.

How does MIT get away with this? Simple: They just do it. And remember, MIT is not some peculiarly abstract, yet nevertheless reified, entity that "takes action": MIT is people--individuals sitting in offices and conference rooms--deciding to mess up other people's lives, and calling it fiscal expediency.

What allows these people to be so detached from the consequences of their actions has a lot to do with the detachment of ggroups in society: Would you cut your own relatives off their pension? No. But if it's people you don't relate to, a certain type of people who always seem to be getting the bad breaks, people you don't live with, talk to or have to look in the eyes, then it's much easier to look the computer in the screen instead and make it maximize your own dollars.

So what can be done. The contract is still in arbitration; MIT has dug in for the duration and the union continues to educate, organize, and agitate. But the power differential between the two sides is sobering. The same thing happened at Harvard: Harvard negotiated a contract with Local 26, then scooted out. But at Harvard, the Union won. It won because the students mobilized a massive struggle together with the union. They completely overwhelmed the university, and forced Harvard to give up.

What is MICAR (Military Influence on CAmpus Research)?

In 1985, MIT appointed a committee to study the military presence at MIT (The Kaysen Committee). This inquiry was conducted partially in response to the growing concern over SDI and the militarization of MIT's Lincoln Laboratory. The Kaysen committee studied these and other related issues such as academic restrictions for ROTC students and produced a lengthy report summarizing their findings (The Kaysen report). The Kaysen report identified many areas of concern including:

* possible classification of theses and other research,

* restricted opportunities for non-US nationals, increases in DOD funding compared to other sources, widespread student interest,

* insufficient information available, and other items.

In response to the questions posed by the Kaysen Report, President Gray appointed a second committee to make a more detailed study of the military impact at MIT. This committee (the Brace Committee) included nine senior faculty members selected by the President and two graduate students selected on the basis of interviews by the committee chair. The Brace committee was asked to answer the following questions raised in the Kaysen report:

"First, are our present policies ... working well in respect to research: specifically faculty initiative and freedom in securing research support, exclusion of classified research from campus ... open publication of research results, opportunity for all qualified faculty members, research staff and students to participate in research without regard to citizenship? Can they be expected to continue to work well in the light of the anticipated changes in the national scene?

"Second, are there special problems in the relationship between researcher and sponsor in the case of [research sponsored by Office of the Strategic Defense Initiative (SDI)]?"

The Brace committee met monthly during the '86-'87 academic year and produced an interim report to President Gray in August 1987. The following pages are adapted from material presented to the committee.

Biological/Chemical Warfare at MIT

Concern about the development of biological/chemical warfare agents has increased recently. At MIT, this pertains to research conducted by various faculty into the toxicity of mycotoxins. A mycotoxin is a poison typically produced in nature by living organisms like fungi, and used as an agent of biological/chemical warfare. The New York Times has recently named MIT as a leader in biological warfare in connection with its mycotoxin toxicity research.

The Brace Committee responded to this news by investigating the level and/or presence of bio warfare research at MIT. At first, members of the comittee were told by the administrationthat very little of this type of research was being done at the Institute. The administration emphatically rejected the New York Times report, explaining instead that faculty in the Department of Applied Biological Sciences were doing mycotoxin research and that mycotoxins were also the leading contaminants in grain. This was meant to imply that the focus of this research was non-military.

Indeed, one of the key justifications for conducting this type of research is the claim that mycotoxins are really a food safety issue. However, if this were the case, then the research would be funded by the U.S. Department of Agriculture; it is not. A recent Scientific American article addressed the inconsistency:

"The depth of the Pentagon's concern about the military rather than the natural threat from biological agents...is suggested by the titles of some recent Pentagon `threat assessments':

An Evolution of Entomological Warfare as a Potential Danger to the

United States and European NATO Nations,'
`Biological Agent Delivery by ICBM', and
`Biological Vulnerability Assessment: the U.S. East Coast' "
(Scientific American 4/87 p62.).

Careful scrutiny of the "Report of Sponsored Research at MIT" for 1985 revealed that approximately $1 550 000 have been provided by the Army to support a mycotoxin research program at MIT over the three

year period from 9/82 - 7/85. This averages to $515 000 per year. In 1986 this figure increased to $737 000, a 43% increase. This brings the total support level to $2 300 000; the relevant data are summarized below.

Biological/Chemical Warfare Research at MIT

SUPERVISOR	AWARD#	DEPT	SPONSOR	DATE	CONTRACT TOTAL	YEARLY TOTAL
Marletta	92831	ABS	Army	9/82-7/85	169,991	56,664
Marletta	96810	ABS	Army	7/85-7/86	89,693	89,693
Newberne	92829	ABS	Army	9/82-7/85	64,870	21,623
Newberne	92834	ABS	Army	9/82-7/85	752,429	250,810
Newberne	92835	ABS	Army	9/82-7/85	70,440	23,480
Newberne	96808	ABS	Army	7/85-7/86	64,937	64,937
Newberne	96812	ABS	Army	7/85-7/86	362,068	362,068
Newberne	96813	ABS	Army	7/85-7/86	34,468	34,468
Wogan	92830	ABS	Army	9/82-7/85	136,173	45,391
Wogan	96809	ABS	Army	7/85-7/86	57,764	57,764
Buchi	92832	Chem	Army	9/82-7/85	145,988	48,663
Roush	92833	Chem	Army	9/82-7/85	205,494	68,498
Roush	96811	Chem	Army	7/85-7/86	128,008	128,008

Total Bio/Chem for fiscal 1985 = $515,129
Total Bio/Chem for fiscal 1986 = $736,938

This research would most probably fall under program element 63721A, "Chemical-Biological Protective Material Concepts" of the Army research budget (Defense Electronics Nov. 1985). In fiscal year 1986, $900 000 were allocated for this program as opposed to $1 600 000 for fiscal year 1987. Thus, if the research at MIT is part of this program, it comprises approximately 50% of the Army's research in this area.

The funding for mycotoxin (trichothecenes) research in the departments of Chemistry and Applied Biological Sciences took a path through the Provost. Professor Marletta stated that he was called by the Provost, Professor Deutch, who knew of the Army's interest. Professor Marletta also stated that the the Provost told him that a Pentagon committee, of which Professor Deutch is a member, was recommending funding this type of research.

The mycotoxin studies were intended to "define the toxicity of 2 trichothecene mycotoxins, anguidine and nivalenol, in rats and dogs..." and "develop an intervention program to protect humans from the acute effects of trichothecene mycotoxins." Discussions with Professor Marletta and Professor Wogan confirmed that all participants had long-standing interests in microbial toxins. The unusual toxicology and the possibility for application to bone marrow disorders was cited as a primary motivation. Although the military applications of this research was clearly recognized, the Army imposed no restrictions on academic freedoms. The consensus (among the researchers) was that this was an opportunity to do some interesting science which might not have been funded otherwise.

It is important to note that Professor Marletta stated that "looking back I would not do it [take money from the Army for this kind of research] again." He also commented that the "stuff is so damn toxic" that he did not consider it useful for humans.

It is important to note that the mycotoxin research began at approximately the same time that the State Department began alleging that the Soviets sprayed trichothecenes in Afghanistan (the MIT studies also focused on trichothecenes). These accusations have been disputed by many reputable scientists. Research teams lead by Matthew Meselson at Harvard and by the Canadian Government both found that the trichothecenes were probably produced by a fungus that grew on bee faeces.

We must examine mycotoxin research within this science-policy framework to properly assess its impact. What role, if any did MIT play in the science- policy decision to pursue this form of research? This is an instructional example since the biological sciences have traditionally been supported from non-DOD sources.

"The American people think technology waves a wand and the game goes on." -Stewart Udall

WOMEN'S STUDIES

Congratulations to newly tenured Professor Ruth Perry! Ruth Perry created the MIT Women's Studies Program, which graduated its first major in 1987.

To find out more about Women's Studies, visit the office above the Humanities Library in 14E-316. You'll also find an informative women's bulletin board and a reading room close by.

AWS/PROFEMINA

The Association for Women Students/Profemina brings undergraduate and graduate women together to discuss and initiate actions on women's issues at MIT. Originally, the group focused on pornography and sexual harassment on campus. In recent years, Profemina has addressed other diverse issues: reproductive rights, violence against women, and lesbian and gay issues, to name a few. Profemina has also worked with People Against Racism and Science Action Coordinating Committee on issues of mutual concern.

Our group is small and non-hierarchical in nature; every member's input is very highly valued.

Our first meeting for the new academic year will be:

Friday, September 4,
Noon to 2 pm,
Student Center, room W20-447
(a light lunch will be provided).

We will be discussing plans for the fall. If you miss the first meeting, you can call us at 253-8898 for information on future events.

WOMEN'S RADIO

"Say It Sister!" is a weekly women's talk show produced here at MIT's WMBR studio. It's on the air Wednesday nights from 7 to 8 pm at 88.1 FM If you'd like to get involved in its production, leave a message for Jennifer Abod at the WMBR station (in the basement of Walker).

Concerned groups on campus and in the nearby community

Coalition Against Apartheid (CAA)
educates people on Apartheid and to works for MIT's divestment.
MIT, Room W20-401, Cambridge, 02139
contact: Steve Penn x3-7065

People Against Racism (PAR)
organized to combat racism and promote unity at MIT.
P.O. Box 657, Cambridge, 02142
contact: Ron Francis x3-6802

Science Action Coordinating Committee (SACC)
promotes social awareness in the scientific community
MIT, Room W20-401, Cambridge, 02139
contact: Steve Farber 354-6267

People Organized to Defend Equal Rights (PODER)
MIT, Room 50-301, Cambridge, 02139
contact: Luis Rodriguez x3-6767

LuCHA, MIT, Room 50-301, Cambridge, 02139
contact: Jorge Samayoa, dormline 5-9625

Endowment for Divestiture (EFD)
organized to bring alumni/ae pressure for divestment.
124 North St., Medford, 02135
contact: Phil Katz

Local 26 (Food Service Workers)
fighting to insure worker's rights at MIT.
58-62 Berkeley St., Boston, 02116
contact: 423-3335 Union office

Simplex Steering Committee (SSC)
organized to change MIT's development plans for real estate.
274 Brookline St., Cambridge, Ma. 02139

Green St. Tenant's Alliance
organized to stop evictions from MIT-owned buildings
15 Green St., Cambridge, 02139
contact: Phil and Leah Barber 492-5643

Pro-Femina
contact: Women's Studies Program, x3-8844

MIT Committee on Central America (COCA)

MEDIA

The *Boston Globe* and the *Boston Herald* are the area news papers which bring the expected amount and type of reporting on local, national, and international events. And the *New York Times* is, we are told, the final word on everything, and thus is also available here. There are occasions, however, where we find the staffs of these award winning journalistic wonders somewhat overburdened with all that goes on in the world. To put both yours and their minds at ease, we bring you the following assortment of journals and newspapers to supplement (or perhaps even replace) your regular reading. They can be found at one or more of the well known literary establishments - the MIT Library, Out-of-Town News or Reading International, Revolution Books (Harvard Square), or the Cambridge Food Co-op, to name a few.

General Topic Journals

Guardian
In These Times
Mother Jones
The Nation
Peacework (New England Friends' Service Committee)
Processed World (yes, hackers, this is for you)
The Progressive
Radical America
Street Magazine (Boston Paper)
The Thistle (MIT's alternative campus newspaper)
Utne Reader
What's Left in Boston

War/Peace Issues Journals
Bulletin of Atomic Scientists
Defense Monitor
Nuclear Times

Exposé
Covert Action Information Bulletin

Science and Society
Science for the People

Environmental
Earth First

Religious Perspectives
Sojourners

Women's Perspectives
Sojourner

Others
ALERT (Cispes)
American-Arab Affairs Journal
Bad News
Black Scholar
Central America Bulletin
Compulsive Technology
Critical Inquiry
Cultural Survival Quarterly
Fifth Estate
Honduras Update
Issues in Radical Therapy
Khamsin
New German Critique
Nicaraguan Perspectives
Pacific Affairs Quarterly

Race Today
Radical Philosophy
Radical Teacher
Review of African Political Economy
Science and Society
Selected Ooze
Social Anarchism
Socialist Review
Southern Exposure
Student Bulletin
Women and Revolution
World Policy Journal

Akwesasne Notes
Alternative Media
Awake Black Student
Black Flag Quarterly
Central America Alert
Changing Men
Crime and Social Justice
Cultural Correspondence
El Salvador Link
Guatemala Network News
Industrial Worker
Latin American Perspectives
Monthly Review
New Left Review
Off Our Backs
Philosophy and Social Criticism

Radical History Review
Radical Science Journal
Resistance
Revolution in Africa
Science, Class, and Politics
Sinister Wisdom
Social Text
Southeast Asian Chronicle
Strike!
Womenews
Women's Review of Books
World War Three

Political Organizations

Amnesy International USA
1675 Mass. Ave. Cambridge 547-9295

Boston Alliance Against Registration and the Draft
Cambridge 354-0931

Central America Educational Fund, Inc.
1151 Mass. Ave. Cambridge 492-8699

Comite El Salvador
1151 Mass. Ave. 661-0202

Council for a Liveable World
20 Park Plaza Boston 542-2282

Disarmament Action Network
11 Garden St. Cambridge 491-4280

Mass. Fair Share, Inc.
20 East St. Boston 654-9000

Mobilization for Survival
11 Garden St. Cambridge 354-0008

National Organization for Women
971 Commonwealth Ave. Brighton 782-1056

Science for the People
897 Main St. Cambridge 547-0370

Women's Action for the Nuclear Disarmament
691 Mass. Ave. Arlington 643-6740

Places To Go, Things To Do

Bookstores

AGS Asian Collections and Asian Books 12 Arrow St. Harvard Square
Bookcase (used) 33 Church St. H.Sq.
Glad Day (Lesbian and Gay Lit) 43 Winter St. Boston
New Words (Women's) 186 Hampshire St. Cambridge (near Inman Sq.)
Reading International Church St. H. Sq.
Red Bookstore Green St. Jamaica Plain
Revolution Books 14 Eliot St. H. Sq.
Roseway Books Centre St. Jamaica Plain
Trident (South End Press bks, poetry readings, cafe...) Newbury St. Boston
Unicorn Books (Holistic) 1644 Mass Ave Lexington

Theatres

Angry Arts - films about people in struggle 625-9279
Brattle Theatre Brattle St. H. Sq.
Coolidge Corner Theatre Coolidge Corner, Brookline
Somerville Theatre Davis Sq. Somerville
All other theatres are owned by General Cinemas or USA Cinemas and play the typical current run stuff.

Restaurants and Clubs

Algiers - Brattle St. H. Sq.
Casablanca - Brattle St. H. Sq.
Food for Thought - Centre St. Jamaica Plain
Downtown Cafe (natural foods) - Garment District
Latino's - Brookline St. near Central Sq.
ManRay - Brookline and Green Sts. near Central Sq.
Mississippi's - Kenmore Sq.
Modern Times - Hampshire St. near Inman Sq.
Molly's - Brighton Ave Allston (features Dead Head Sundays)
Nightstage - Main St. near Central Sq.
The Rat - Kenmore Sq.
Ryles (live music, mostly jazz) Inman Sq.
Santori's (Homemade, Natural foods) - 166 Harvard St. Allston
Stock Pot - JFK St. in the Galleria H. Sq.
Taha - Prospect and Broadway Sts. near Central Sq.
Tandoor (Indian) Mass Ave Arlington Heights
1369 - Cambridge St. Inman Sq.
TT the Bear's - Brookline St. near Central Sq.
Western Front (live bands, mostly reggae) Western Ave near Memorial Dr.

Groceries

Arlington Food Coop - Lake St. Arlington
Boston Food Coop - Cambridge St. Allston
Bread and Circus - Propsect St. near Central Sq.
Cambridge - Mass Ave near Central Sq.

MIT Songs

The Warsketeer's Theme Song

Who's the leader of the labs designing weaponry?
MIT - SDI - leads to World War III.

Provost Deutch has sold us out and joined the DOD,
MIT - SDI - leads to World War III.

Research now - later, war!
Hey Paul Gray - what's the deal?
Why do you want the weapons budget high, high, high, high?

Join us as we raise our voice to stop insanity.
MIT - SDI - leads to World War III.

O Come All Ye Fateful

O Come All Ye Fateful
Needing lots of money
Oh sign up, oh sign up for ROTC.

Be cannon fodder
Work for Schultz and Weinberger
Oh who cares what I'm used for
Who cares what I'm used for
Oh who cares what I'm used for
My tuition's paid!

Chants for MIT

World War buildup won't go on
If you don't tool for the Pentagon.

1,2,3,4, MIT prepares for war.
5,6,7,8, we don't want to radiate.

Jack Ruina rakes the cash,
but we just see the blinding flash.

The Twelve Days of Oliver North

On the first day of Rush Week the government said to me,
Don't worry about World War 3.

On the twelvth day of Rush Week the government said to me,

Don't forget to vote,	(12)
We're building fallout shelters,	(11)
Piss into this cup,	(10)
AIDS victims earned it,	(9)
Weapons for Iran,	(8)
Bomb Libya,	(7)
We lied about the contras,	(6)
WE PLEAD THE FIFTH!...	(5)
Let's trash SALT II,	(4)
Iceland failed,	(3)
Star Wars is for peace	(2)

And don't worry about World War 3!

This handbook was produced with the assistance of the Undergraduate Association.

It was edited by: Cara Palmer
Kathy Stockton
Steve Penn
Ron Francis.

Contributions from members of some of the organisations listed on page 42.

Price: $0.50 (Free for Freshpersons)

EQUAL OPPORTUNITY COMMITTEE

CAMBRIDGE, MASSACHUSETTS 02139

4/27

Dear Mary,

Thank you very much for this - If only more departments would undertake such a frank assessment of themselves.

Jane

Studies About Women at MIT

To M. Rose (OB) (M)
HERALD-AMERICAN
BOSTON, MASS.
D. 424,654

OCT 27 1973

New England Newsclip

River Pollution Test to Mark Centennial

We've come a long way in the past 100 years. Or have we? We'll find out just how far we've come in one area next Tuesday morning at 11 — the 100th anniversary of the first time the Charles River was tested for pollution.

Wouldn't you know that first test was made by a member of the faculty at Massachusetts Institute of Technology? And a woman, besides?

A sampling of water from the Charles will be made Tuesday at the Dartmouth st. pavilion, on the Boston side of the river for pollution by Ellen Swallow Richards.

THE RE-ENACTMENT is being carried out in connection with publication of a new book on MIT's first woman graduate, "Ellen Swallow, The Woman Who Founded Ecology." The book was written by Robert Clarke and is being published by Follett Publishing Co., Chicago.

Portraying Mrs. Richards in the event will be Mrs. Kathleen C. Swallow, a first-year graduate student majoring in chemistry. She is married to Lt. Stephen T. Swallow, a dentist at the Portsmouth, N.H., Naval Station, who is a descendent of Ellen Swallow Richards' uncle.

ELLEN, HERSELF, was an only child. She and her husband had no children.

Mrs. Swallow will contrast the quality of the Charles today with what it was when the first analysis was made a century ago.

While it may seem obvious to say that the river today is more polluted now than it was then, don't bet on it. After all, when that first analysis was made, raw sewage was being dumped into the river and the Back Bay had just been filled in.

There may be a couple of surprises.

Boston Herald American
October 31, 1973

m. Rowe

KATHLEEN SWALLOW dipped this bottle into Charles River and came up with conclusion river still is polluted.
Staff Photo by Stanley Forman

Charles River Still Too Much To Swallow

When the Swallows came back to the Charles River — they found it still polluted.

Back in 1873 Ellen H. Swallow, the first woman ever to be admitted to MIT and earn a degree in chemistry, checked out the Charles River and found it to be polluted.

When Miss Swallow tried to warn about an environmental crisis back in those days no one would swallow it.

Yesterday to commemorate the centennial of environmental science, and to honor Miss Swallow the 19th century ecologist who founded it's scientists, students and educators met on the banks of the Charles to restage the 1873 water tests.

Kathleen Swallow of Newburyport, an MIT chemistry student, and a cousin, four times removed from Ellen, dipped a bottle into the Charles and concluded the river still is polluted.

"You can see things floating around in the bottle," she said as she held it up. "When you filter the water and remove the things, you get a good deal of information. We have a little more exotic pollution today."

Also down by the riverside was Dr. Albert Newman, president of the Institute for Euthenics, sponsors of the observance, who traced Ellen's work from a newly published book, "The Woman Who Founded Ecology," by Robert Clarke.

Newman asked for a resurrection of the human principles with which Miss Swallow endowed her work — and for which she was rejected — a century ago.

"We must rededicate ourselves to her premise in the next hundred years because neither science and technology nor government and industry can solve the environmental problems in our future alone," Dr. Newman said.

"Population is the source of the problem and the source of the solution. The environment crisis will continue to build until the people who run science, technology, industry and government come from and are supported by a population educated toward environmentaculture," he said.

Scouting New Ideas for

By JO WERNE
Herald Staff Writer

A woman who has had careers as a biophysicist and headmistress of a girls' school might find a job with the Girl Scouts a bit tame.

But Dr. Cecily Selby, new national executive director of the Girl Scouts, wouldn't agree. Her careers in science and education were perfect preparation for her third career in scouting, she believes.

Married to a radiologist and mother of "three great big sons" of college age, she thinks her experience in managing a home and family for 21 years gives her and women like her the perfect management background that is needed in her new post.

IN MIAMI this weekend to attend a meeting of the United Way of America at the Four Ambassadors, Dr. Selby, 45, is London-born and New York reared. She manages to be thoroughly British and completely American at the same time.

It's been quite a year, she says. In addition to being appointed to the Girl Scout post, she was invited to join the board of directors of Avon Products — the first woman to do so — as well as to sit on the boards of RCA and NBC.

But it's the Girl Scouts that is keeping her the busiest, she said. She oversees an organization that boasts 3.5 million members plus thousands of volunteer troop leaders and 2,600 women serving in executive positions above the job of secretary.

A woman who likes change in her life, Dr. Selby thinks volunteerism within the Girl Scouts must change.

Daddies Leading Scout Troops

"WE HAVE MOVED away from the 'mothers at home volunteering in their spare time' type of volunteer," she said. "We're trying to involve the whole family in volunteering . . . yes, we have quite a few daddies leading Girl Scout troops.

"But another type of volunteer we are seeking is the career woman. Such women give the scouts a new image."

She told the story of a Girl Scout who decided to become a geologist because her troop leader was a career geologist and had encouraged the youngster to enter the field.

But Girl Scouts influence adults, too, Dr. Selby said. Because of the girl-adult partnership that characterizes the organization, the kids usually choose their own study projects, "which might range from sex education to tying knots."

"IN ONE SMALL Tennessee town, the scouts decided there was a drug problem and that something should be done about it," Dr. Selby said. "The girls mobilized the whole town and big drug education program was launched.

"I think this is an example of how the Girl Scouts can affect the schools and the entire community."

Dr. Selby admits she's getting quite an education herself. Admittedly cushioned by an upper middle class professional life in New York City, she has had little contact "with the rest of the world out there in middle America."

"Actually, it was my family that pushed me out of my snug environment, and I'm learning how very cosmopolitan and diverse this country and its people are," she said.

To England For Education

DR. SELBY spent some of her growing up years in New York where her father was head of the department of chemistry at a medical school. "But I had to be shipped back to England for my education, because they didn't think there was a good school in all of New York," she said.

She studied science at the Massachusetts Institute of Technology and became a cancer researcher specializing in skin cancer. She met her husband Henry at the hospital where they worked.

Married 21 years, their sons are Norman, 20, Billy, 19, and Russell, 17. Combining a career in science while keeping home and family together became very difficult, she said, ". . . so I entered education because it was a field that I could share with my children, while science seemed to keep me from them."

Dr. Selby became headmistress of the Lenox School, a 12-grade school for girls in New York. She held the post 13 years.

"I'M SO GRATEFUL for my science training," she said. "In science you learn to solve problems and this same technique

Her Girls

can be used in education, business; or any other field."

She considers herself lucky that she's had the opportunity to try several careers — "an opportunity a lot of men do not have because of the burdens of supporting a family."

"And I don't like to hear women put down running a home or caring for a family," she added. "Washing dishes isn't very exciting, I'll agree, but men go off to jobs that are very routine, very dull. Every job has its routine.

"What women must realize is that running a home prepares them for management positions. A woman in the home makes decisions all the time. The buck stops with her. This training will stand her in good stead in the world, whether she's working at a career or doing volunteer work," she said.

DR. SELBY never thinks of herself as the only women serving on her various boards and committees. Because she's had a houseful of men, she finds working with men easy.

"Poor men!" she said with a laugh. "Some of them have such a hard time adjusting to women serving on their boards and holding executive positions. Not all of them have the self-confidence to adjust to it."

Dr. Cecily Selby

. . . career women as volunteers

Kenniston's Slaughter

The Studies About Women at MIT

Year: _____ Major: _____ Age: _____ Sex: (M) (F)

Part I

PLEASE PUT THE NUMBER THAT CORRESPONDS TO YOUR ANSWER IN THE SPACE PROVIDED AT THE RIGHT, OR IN THE SPACE PROVIDED BELOW THE QUESTION.

1. What approximately is the range of your parents' total income? 1. _____
   1) under $10,000 2) 10-25 3) 25-45 4) 45-100 5) over 100,000

2. What is the highest degree your father holds? 2. _____
   1) less than high school 2) high school or trade school
   3) bachelor 4) masters 5) PhD, LLB, or equivalent prof. degree

2a. What is his present occupation?

3. What is the highest degree your mother holds? 3. _____
   1) less than high school 2) high school or trade school
   3) bachelor 4) masters 5) PhD, LLB, or equivalent prof. degree

3a. What is her present occupation?

4. Was your mother working while you were growing up? 4. _____
   1) no 2) yes

4a. Was she working part/full-time, and doing what?

5. Are your parents 5. _____
   1) married? 2) separated? 3) divorced? 4) widowed?

6. On the list below, first circle the + sign of the <u>five</u> words that <u>best</u> characterize your father.
   Second, circle the - sign for the <u>five</u> words that <u>least</u> characterize your father.

1) authoritative	- +	9) conservative	- +
2) responsive	- +	10) argumentative	- +
3) emotional	- +	11) liberal	- +
4) controlled	- +	12) political	- +
5) technically inclined	- +	13) sense of humor	- +
6) religious	- +	14) well-travelled	- +
7) quiet	- +	15) social	- +
8) artistic (music, literary)	- +	16) trusting (of you)	- +

7. On the list below, first circle the + sign of the five words that best characterize your mother.
Second, circle the - sign for the five words that least characterize your mother.

1) authoritative	-	+	9) conservative	-	+
2) responsive	-	+	10) argumentative	-	+
3) emotional	-	+	11) liberal	-	+
4) controlled	-	+	12) political	-	+
5) technically inclined	-	+	13) sense of humor	-	+
6) religious	-	+	14) well-travelled	-	+
7) quiet	-	+	15) social	-	+
8) artistic (music, literary)	-	+	16) trusting (of you)	-	+

8. How many of the following do you have?
1) younger brothers _____
2) older brothers _____
3) younger sisters _____
4) older sisters _____

9. Were your career goals significantly influenced by your father or mother? 9. _____
1) neither 2) mother 3) father 4) both

10. Would you be satisfied with your father's career? 10. _____
1) no 2) yes

11. Would you be satisfied with your mother's career? 11. _____
1) no 2) yes

12. Do you see yourself surpassing your father's career fulfillment? 12. _____
1) no 2) yes

13. Do you see yourself surpassing your mother's career fulfillment? 13. _____
1) no 2) yes

14. Do you see yourself surpassing your father in overall fulfillment? (personal and career) 14. _____
1) no 2) yes

15. Do you see yourself surpassing your mother in overall fulfillment? (personal and career) 15. _____
1) no 2) yes

16. What was your intended major or concentration when you first entered college?

17. What was your high school grade average? 17. _____
1) A or A+ 2) A- 3) B+ 4) B 5) B- or less

18. What is your grade average here, so far? If a grade average does not apply, please estimate where you would stand in such a system. 18. _____
1) A or A+ 2) A- 3) B+ 4) B 5) B- or less

19. Do you feel your high school provided adequate preparation for MIT? 19. _____
1) no 2) yes

20. Do you plan to receive another degree, and if so, which one? (highest) 20. _____
1) none 2) bachelor in another field 3) masters
4) PhD or equivalent professional degree

20a. In what field?

21. Have your career and educational plans changed while at MIT? 21. _____
1) yes 2) no

22. What factors would best describe your reasons for changing (e.g., courses, personal assessment, grades, work experiences)? Please be as specific as you can.

23. How important are the following in your choice of a long-term career?

	VERY IMPORTANT	SOMEWHAT IMPORTANT	NOT IMPORTANT
1. Rapid career advancement is possible	1	2	3
2. Good pay	1	2	3
3. It's a well-respected or prestigious occupation	1	2	3
4. It provides a great deal of autonomy	1	2	3
5. Chance for steady progress	1	2	3
6. Can make an important contribution to society	1	2	3
7. Can avoid pressure	1	2	3
8. Can work with ideas	1	2	3
9. Can be helpful to others	1	2	3
10. Able to work with people I like	1	2	3
11. Allows for time with family	1	2	3
12. Other: What?	1	2	3

24. Which of the following life patterns would you prefer ten to fifteen years from now? Please indicate one answer in each group.

A. 1) Single
2) Married
3) Living with a person of the opposite sex but not married
4) Living with a person of the same sex
5) Other: What? _____ A. _____

B. 0) No children
1) 1 child
2) 2 children
3) 3 or more children
4) Adopt 1 or more children B. _____

C. 1) Full time career
2) Part time career
3) Not employed C. _____

D. 1) Partner employed full time
2) Partner employed part time
3) Partner not employed
4) No partner D. _____

25. Do you think a mother should work full time, part time, or not at all, if she has children in the following age categories?

Age	Part time	Full time	Not at all
1. Infancy	1	2	3
2. 2 - 5 yrs	1	2	3
3. 6 - 12 yrs	1	2	3
4. 13 - 18 yrs	1	2	3

26. On the list below, first circle the + sign for the five characteristics you most admire in others.
Second, circle the - sign for the five characteristics you least admire in others.

1) Academic ability	- +	12) Political conservatism	- +
2) Artistic ability	- +	13) Political liberalism	- +
3) Assertiveness	- +	14) Political radicalism	- +
4) Athletic ability	- +	15) Popularity with same sex	- +
5) Competitiveness	- +	16) Popularity with opposite sex	- +
6) Drive to achieve	- +	17) Self confidence (intellectual)	- +
7) Leadership ability	- +	18) Self confidence (social)	- +
8) Mathematical ability	- +	19) Sensitivity to criticism	- +
9) Mechanical ability	- +	20) Stubbornness	- +
10) Originality	- +	21) Understanding of others	- +
11) Physical attractiveness	- +		

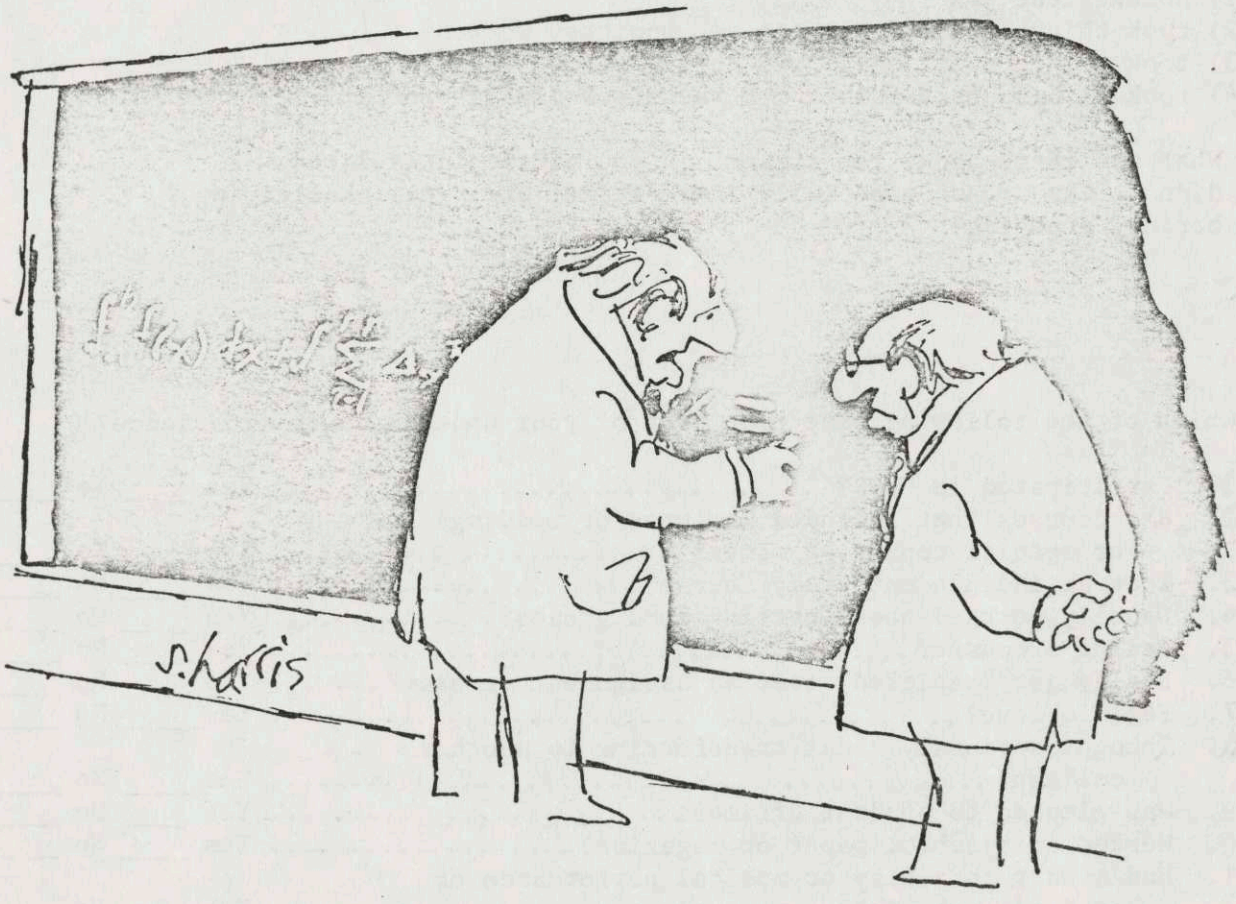
27. On the list below, first circle the + sign for the <u>five</u> characteristics you <u>most</u> admire in yourself. Second, circle the - sign for the <u>five</u> characteristics you <u>least</u> admire in yourself.

1) Academic ability	-	+	12) Political conservatism	-	+
2) Artistics ability	-	+	13) Political liberalism	-	+
3) Assertiveness	-	+	14) Political radicalism	-	+
4) Athletic ability	-	+	15) Popularity with same sex	-	+
5) Competitiveness	-	+	16) Popularity with opposite sex	-	+
6) Drive to achieve	-	+	17) Self confidence (intellectual)	-	+
7) Leadership ability	-	+	18) Self confidence (social)	-	+
8) Mathematical ability	-	+	19) Sensitivitiy to criticism	-	+
9) Mechanical ability	-	+	20) Stubbornness	-	+
10) Originality	-	+	21) Understanding of others	-	+
11) Physical attractiveness	-	+			

28. Indicate the number and sex of your <u>closest</u> friends:

1) Women _____

2) Men _____



"This is the part I always hate."

29. Do you think sexuality is an important part of your life? 29. _____
1) no 2) yes

30. Have you been involved in a sexual relationship in the past? 30. _____
1) no 2) yes

31. Are you now involved in a sexual relationship? 31. _____
1) no 2) yes

32. How would you best describe your involvement with mathematics before coming to MIT? 32. _____
1) minimum offered in classes
2) maximum offered in classes
3) outside involvement in addition to classes (clubs, teams, etc.)

32a. What was there about math that you found particularly rewarding, challenging, exciting, boring, or annoying?

33. How would you describe your involvement with mechanical "tinkering" before coming to MIT? 33. _____
1) nonexistent
2) took things apart mainly to see how they worked
3) took things apart mainly to repair them
4) took things apart mainly for the sheer pleasure of it.

33a. What was there about the tinkering you particularly liked, didn't like, found especially interesting, exciting, challenging, boring, annoying?

34. Which of the following have been true of your undergraduate experience?

1. Participated in UROP? ..... Yes ____ No ____
2. Had courses that included lectures or readings or special topics on women? ..... Yes ____ No ____
3. Took an independent study course? ..... Yes ____ No ____
4. Usually worried about getting good grades? ..... Yes ____ No ____
5. Failed a course? ..... Yes ____ No ____
6. Really got "panicked" over an assignment or exam? ..... Yes ____ No ____
7. Fell in love? ..... Yes ____ No ____
8. Thought seriously about transferring to another college? ..... Yes ____ No ____
9. Was elected to student office? ..... Yes ____ No ____
10. Worked on a school paper or magazine? ..... Yes ____ No ____
11. Had a part in a play or musical performance or artistic exhibit? ..... Yes ____ No ____
12. Was a member of a student-faculty committee? ..... Yes ____ No ____
13. Was a member of an intercollegiate athletic team? ..... Yes ____ No ____

34. (continued)

14. Gained confidence that I am well prepared for entering graduate or professional school?..... Yes ____ No ____
15. Took a course that was so good I hated to see it end?... Yes ____ No ____
16. Withdrew from college for a semester or longer?..... Yes ____ No ____
17. Really hated a course?..... Yes ____ No ____

35. This is a question in which we're trying to get some measure of your general in-class experiences: In most of my classes,

1. I do assignments before each class meets; Yes ____ No ____
2. I prepare for tests and/or exams at the last minute; Yes ____ No ____
3. I take careful notes in class; Yes ____ No ____
4. I speak in class; Yes ____ No ____
5. In class I fear being wrong in front of peers and professors; Yes ____ No ____
6. I feel free to disagree with my teacher; Yes ____ No ____
7. I usually can hold my own in heated discussions with students of the same sex; Yes ____ No ____
8. I usually can hold my own in heated discussions with students of the opposite sex; Yes ____ No ____
9. I enjoy doing class assignments; Yes ____ No ____
10. I really get involved with the subject matter of the course; Yes ____ No ____
11. I find few opportunities for asking questions or making comments. Yes ____ No ____

Part II

FOR THE STATEMENTS BELOW, PLEASE CIRCLE THE NUMBERS FOR THE APPROPRIATE RESPONSE.

		STRONGLY DISAGREE				STRONGLY AGREE
36.	Everything that exists, exists in some quantity and can be measured.	1	2	3	4	5
37.	Success depends primarily upon ability and hard work.	1	2	3	4	5
38.	Interests outside of school often make me neglect my work.	1	2	3	4	5
39.	Women should dress conservatively to improve their work relationships with male and female colleagues.	1	2	3	4	5
40.	Meeting new people frightens me.	1	2	3	4	5
41.	Where science grows, the spirit withers.	1	2	3	4	5
42.	What we need is a technology of behavior.	1	2	3	4	5
43.	I like to be by myself at least a few hours a week.	1	2	3	4	5

		STRONGLY DISAGREE				STRONGLY AGREE
44.	Women tend to be less competent than men on a professional level.	1	2	3	4	5
45.	When confronted by a new situation, I'm confident I can come out okay.	1	2	3	4	5
46.	Courses in literature and poetry have been as satisfying to me as those in most other areas.	1	2	3	4	5
47.	A strong person doesn't show emotions or feelings.	1	2	3	4	5
48.	I work well under a great deal of tension.	1	2	3	4	5
49.	Facts appeal to me more than ideas.	1	2	3	4	5
50.	Criticism or scolding hurts me terribly.	1	2	3	4	5
51.	Husbands, rather than wives, should have the final voice in family matters.	1	2	3	4	5
52.	Novelty has a great appeal to me.	1	2	3	4	5
53.	Women are usually at an advantage with professors and administrators.	1	2	3	4	5
54.	I like having a place for everything.	1	2	3	4	5
55.	I work most efficiently alone.	1	2	3	4	5
56.	Science is the enemy of much that is most distinctly human.	1	2	3	4	5
57.	I find it difficult to concentrate on my work.	1	2	3	4	5
58.	Mathematics gives us access to the ultimate nature of reality.	1	2	3	4	5
59.	I do not spend much time on work outside the syllabus.	1	2	3	4	5
60.	I become so engrossed in my work sometimes that I forget those around me.	1	2	3	4	5
61.	It matters to me a great deal that I should get good marks.	1	2	3	4	5
62.	I dislike things which are uncertain and unpredictable.	1	2	3	4	5
63.	Men are at an advantage with T.A.'s and other students.	1	2	3	4	5
64.	The most important qualities of a husband are determination and ambition.	1	2	3	4	5
65.	I like to discuss philosophical problems.	1	2	3	4	5
66.	I dislike women who disregard the usual social or moral conventions.	1	2	3	4	5
67.	I think my grades are a fairly accurate reflection of my ability	1	2	3	4	5
68.	Who gets ahead often depend on who was lucky enough to be in the right place.	1	2	3	4	5
69.	When given a new problem, I step back and organize it into more manageable subproblems.	1	2	3	4	5
70.	Straightforward reasoning appeals to me more than metaphors or analogies.	1	2	3	4	5

		STRONGLY DISAGREE				STRONGLY AGREE
71.	There is no such thing as objectivity, even in the natural sciences.	1	2	3	4	5
72.	I often act on the spur of the moment without stopping to think.	1	2	3	4	5
73.	Women tend to be less competent than men on a scholastic level.	1	2	3	4	5
74.	When I work on a committee, I often take charge of things.	1	2	3	4	5
75.	Man and his society are merely complex machines which can ultimately be understood in the same way as other machines.	1	2	3	4	5
76.	I would rather not have responsibility for other people.	1	2	3	4	5
77.	I study and analyze my own motives and actions.	1	2	3	4	5
78.	Women tend to be more emotional than men.	1	2	3	4	5
79.	I have always hated regulations.	1	2	3	4	5
80.	I am ill at ease with members of the opposite sex.	1	2	3	4	5
81.	The most important qualities of a wife are determination and ambition.	1	2	3	4	5
82.	I am usually calm and not easily upset.	1	2	3	4	5
83.	I believe that women ought to have as much sexual freedom as men.	1	2	3	4	5
84.	Science, as a human enterprise, can never be free of value commitments.	1	2	3	4	5
85.	I lack self-confidence.	1	2	3	4	5
86.	Emotional warmth and generosity are the most important qualities for a wife to have.	1	2	3	4	5
87.	Faculty members tend not to take women seriously as students.	1	2	3	4	5
88.	Realistically, an individual can do little to bring about changes in our society.	1	2	3	4	5
89.	Scientists should devote more attention to social problems than they currently do.	1	2	3	4	5
90.	To be rewarding, a career must include working with people.	1	2	3	4	5
91.	I am unhappy when I'm not dating someone.	1	2	3	4	5
92.	Emotional warmth and generosity are the most important qualities for a husband to have.	1	2	3	4	5

		STRONGLY DISAGREE				STRONGLY AGREE
93.	Women are at an advantage with T.A.'s and other students.	1	2	3	4	5
94.	I tend to feel things very strongly.	1	2	3	4	5
95.	Scientists should learn to feel more and think less.					
96.	Men are usually at an advantage with professors and administrators.	1	2	3	4	5

Thank you for your help and cooperation in this questionnaire.
Any comments you may have, feel free to write in the space below.

File
Studies About
Women at
MIT
(1982)

EVERYWOMAN'S GUIDE TO COLLEGES AND UNIVERSITIES

INSTRUCTIONS

Many of the questions can be answered by making a check mark in the box adjacent to the appropriate responses. Other questions require numerical responses, e.g., enrollment figures, percentages, dollar values. Please give exact numerical values when available; otherwise, provide a good estimate. Unless otherwise indicated, provide all requested data for the 1980-81 academic year.

Please do not ignore entire questions if you have only partial data. If you cannot supply the requested information, write an explanatory note in the margin, so we do not think the omission was an oversight.

On some questions we have indicated that additional pages should be attached if the space provided is inadequate. Please write the name of the institution and the question number on each attached page.

Please return to: The Feminist Press
State University of New York/College at Old Westbury
Box 334
Old Westbury, New York 11568

I. INSTITUTIONAL CHARACTERISTICS

1. Name of institution. Massachusetts Institute of Technology

2. Address of institution. 77 Massachusetts Avenue, Cambridge MASS. 02139 3. Telephone number. (617) 253 1000

4. Name(s) and title(s) of respondent(s). Mary Rowe and various women faculty (Assistant to the President) 7-8

5. Type of Institution.

1 ☐ Public 2 ☑ Private, non-denominational 3 ☐ Private, denominational (specify) _____ 9,10

NOTE: Other identifying information for the institution will be obtained from the National Center for Education Statistics.

6. State the **institutional mission** (founding purpose) at time of establishment (e.g., normal school, women's college, etc.).

See attached "Origins and Development." (from "A FACTUAL PROFILE 1981-82, M.I.T.) 11-12

7. If mission has changed, describe and give year. — 13-14

15-17

8. Check types of **alternative schedules and locations** for undergraduate classes offered by the institution.

1 ☐ Evening classes
2 ☑ Summer session
3 ☐ Weekend college
4 ☐ Self-paced/contract learning
5 ☐ Off-campus daytime classes
6 ☐ Off-campus evening classes
7 ☐ None
☐ Other (specify) _____ 18 19

9. Please provide the best enrollment figures available for 1980-81 for the following groups of undergraduate women. Estimate if necessary. Please make certain that each value in the TOTAL column is the sum of the values on its left.

Age of Undergraduate Women		Black, non-Hispanic	Native American	Asian-American	Hispanic	White, non-Hispanic	Other	TOTAL
18-25	(full-time)	67	3	71	14	630	69	854
		20-4	25-8	29-33	34-8	39-43	44-7	48-53
	(part-time)				1		21	22
		54-8	59-62	63-7	68-72	73-7[1]	7-10	11-16
25-40	(full-time)							
		17-21	22-5	26-9	30-3	34-8	39-42	43-7
	(part-time)							
		48-52	53-6	57-60	61-4	65-9	70-3	74-8[2]
Over 40	(full-time)							
		7-10	11-3	14-7	18-21	22-5	26-8	29-33
	(part-time)							
		34-7	38-40	41-4	45-8	49-52	53-5	56-60

10. Give the **median age** of all undergraduate students. 20 61-62

11. Give the percentage of all full-time undergraduate women receiving **student financial aid,** 1980-81. 51 percent 63-64

12. Part-time students (enrolled for less than 12 credit hours) are eligible for student financial aid. 1 ☑ Yes 2 ☐ No 65

13. **Childcare** expenses are considered in the financial needs assessment of students. 1 ☑ Yes 2 ☐ No 66

14. Give the number of **handicapped** students. Total _____ (67-69) Women _____ (70-72) (no data available)

15. Please check below the groups residing in significant numbers within 10 miles of the campus (at least 10 percent of the population).

1 ☐ Black, non-Hispanic
2 ☐ Native American
3 ☐ Asian-American
4 ☐ Hispanic
5 ☑ White, non-Hispanic
6-9 ☐ Other ethnic groups (specify) _____ 73

16. Give the percentage of undergraduate students who **reside** on the campus. _____ percent 57.1 in dorms 74-75

17. Give the percentage of undergraduate students who **commute** to the campus. 13.2 percent 29.7 in fraternities & independent living groups 76-77

18. Public transportation is available for commuting students. 1 ☑ Yes 2 ☐ No 78[3]

19. On-campus parking is available to commuting students. 1 ☑ Yes 2 ☐ No 3 ☑ Paid 4 ☐ Free 7

20. Free transportation from remote parking lots to classroom buildings is available. 1 ☐ Yes 2 ☐ No N.A. 8

21. **Childcare** facilities are available on campus for students who are parents. 1 ☑ Yes 2 ☐ No 9

Question #6
Origins and Development

Founded: 1861

On February 20, 1865, four years after approval of its founding charter, the Massachusetts Institute of Technology admitted its first students. In his diary under the date, MIT's founder and first president, William Barton Rogers, wrote: "Organized the School! Fifteen students entered. May this not prove a memorable day!"

The event marked the culmination of an extended effort by Rogers, a distinguished natural scientist, to establish a new kind of educational institution relevant to the times and to the nation's need, where students would be educated in the application as well as the acquisition of knowledge. Rogers stressed, too, the importance of basic research and believed that professional competence was best fostered by a coupling of teaching and research and by focusing attention on real-world problems. Toward this end he pioneered the development of the educational laboratory. He was also convinced of the need for a private technical university committed to public service—an ideal which soon became a hallmark of the Institute.

Although much has changed since Rogers' administration, MIT's objectives continue to be: first, the advancement of knowledge through education and research, both basic and applied; and second, service to the community and nation through the use of the Institute's resources, both intellectual and material. MIT remains an independent, privately endowed university, now comprising five Schools, with 23 academic departments, a College, and numerous interdepartmental and interdisciplinary programs, laboratories, and centers.

Today MIT has one of the most comprehensive and varied educational and research programs in engineering and the natural sciences, and its programs in architecture and urban planning, management, and the humanities and social sciences are of comparable distinction. MIT's goal is to provide students not only with a solid understanding of a professional field, but also with a rich humanistic background for effective career achievement and personal fulfillment. From its earliest days, MIT has offered instruction in philosophy, history, modern languages, literature, and the arts, and over the years has been a pioneer in developing creative educational programs in the humanities and the social sciences—particularly in those fields most closely related by method or content to modern developments in engineering, the natural sciences, and mathematics. These include economics, linguistics, psychology, and political science.

Teaching and research form an essential and mutually reinforcing relationship at MIT, with many opportunities for students and faculty to participate together in research—always a special feature of education at the Institute. Students may choose a course of study in departments in any of the five Schools or, by working with their faculty advisors, may develop interdisciplinary programs more suited to their individual interests and needs.

Opportunities for study and research are enhanced by MIT's characteristic fostering of basic and applied research in its many laboratories and centers (see partial listing under "Interdisciplinary Laboratories, Facilities, and Programs"). The availability of multidisciplinary resources enables the Institute to address complex societal issues and to develop new insights into traditional disciplines. In some of these areas, MIT often collaborates with government, industry, and other educational institutions. Some areas of study and research where major new efforts are now under way are: energy and energy policy, microsystems technology, environmental science and engineering, health sciences and technology, brain sciences, and transportation.

22. Private childcare facilities are available nearby, off-campus. 1 ☑ Yes 2 ☐ No 10

Proceed to question 29 if no childcare facilities are available on campus.

23. Rank the groups below ~~eligible for~~ using childcare ~~(one is the highest priority)~~.

Full-time students 3 Faculty 2 11, 12

Part-time students 4 Staff 1 13, 14

Non-credit students _____ Other (specify) _____ 15, 16

24. Give the number of students' children your childcare facilities can accommodate. 93 17-20

25. Give the percentage of all student requests for childcare which you can accommodate. up to 50 percent 21-22

26. Charges for childcare are based on a sliding scale according to income. 1 ☐ Yes 2 ☑ ~~No~~ 23

27. State the daily fee for a student's child in childcare on campus. $2.25 hr 24-26

28. State the hours during which childcare is available on campus daily. From 8 (27-30) a.m. to 6 (31-4) p.m.

29. Name the official title of each **equal opportunity officer.** Check the boxes below that apply for each person. If not applicable, explain.

_____ 35

Title of Equal Opportunity Officer	Responsibility				Equal Opportunity Assignment		Level of Responsibility (See key below)				
	EEO	Title IX	Sections 503	Sections 504	Full-time	Part-time	a	b	c	d	(specify)
	36	37	38	39	40	41	42	43	44	45	
1. Constantine Simonides	1 ☑	☑	☑	☑	☐	☑	☑	☐	☐	☐	
2. Just Changing (previous acquisition promoted)	☑	☑	☑	☑	☑	☐	☐	☑	☐	☐	
3.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
4.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
5.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	

Key: Level of Responsibility
a Voting member of policy-making councils or committees
b Reviewer of policies and practices generated by councils and committees
c Compliance administrator; no policy-making responsibility
d Other (specify above)

30. Check below all which apply to the institutional policies and procedures on **sexual harassment.**

A written campus policy prohibits sexual harassment of 1 ☑ students 2 ☑ faculty 3 ☑ staff.

4 ☐ No policy exists on sexual harassment.
5 ☑ An informal and confidential campus mechanism resolves complaints of sexual harassment.
6 ☑ A formal campus grievance procedure which ensures due process resolves complaints of sexual harassment. 46

Other (specify) _____ 47

31. Campus policy and procedures on sexual harassment have been publicly communicated in writing to 1 ☑ students 2 ☑ faculty 3 ☑ staff. 48

32. This institution has a **Committee/Commission** (or similar body) on the **Status of Women.** 1 ☑ Yes 2 ☐ No 49

If you answered no to question 32, proceed to question 38.

33. This Committee/Commission reports to President 50
(title of office or position)

34. The members of this Committee/Commission are 1 ☑ elected 2 ☑ self-designated 3 ☑ appointed. 51

35. If appointed/elected, by what person or what body? each self-constituted women's group nominates a representative, who is then appointed by the President 52
(title of person or body)

36. The Committee/Commission on the Status of Women

1 ☑ includes student members with voting rights.
2 ☑ has met at least 6 times during 1980-81.
3 ☐ prepares at least annually a report which is distributed to the campus community.
4 ☑ takes public stands on issues of concern to students.
5 ☐ does none of the above.
6-9 ☐ Other (specify) too numerous to mention — especially programming 53

37. The Committee on the Status of Women addresses the concerns of minority women. 1 ☑ Yes 2 ☐ No 54

38. This institution has a **Committee/Commission on Minority Affairs.** 1 ☑ Yes 2 ☐ No 55

39. This Committee/Commission on Minority Affairs addresses the concerns of minority women. 1 ☑ Yes 2 ☐ No 56

II. STATUS OF WOMEN

1. Check the appropriate boxes below to indicate the sex of **student campus leaders,** 1978-81.

Campus Leadership Positions	Position Not Applicable	Position Held by a Woman 1978-79	1979-80	1980-81	Position Held by a Man 1978-81		Elected	Appointed	
President, Student Body	0 ☐	1,2,3 ☐	☐	☐	4 ☒	57	1 ☒	2 ☐	58
Presiding Officer, Student Governing Body/Senate	☐	☐	☐	☐	☒	59	☒	☐	60
Presiding Officer, Student Court/Judiciary	☒	☐	☐	☐	☐	61	☐	☐	62
Presiding Officer, Student Union Board	☐	☒	☐	☒	☐	63	☒	☐	64
Editor-in-Chief, Campus Newspaper	☐	☐	☐	☒	☐	65	☒	☐	66
Manager, Campus Radio Station	☐	☐	☒	☐	☐	67	☒	☐	68
Presiding Officer, Residence Hall Council	☐	☐	☐	☐	☒	69	☒	☐	70
President, Senior Class	☐	☒	☐	☒	☐	71	☒	☐	72
President, Junior Class	☐	☒	☒	☐	☐	73	☒	☐	74
President, Sophomore Class	☐	☒	☐	☐	☐	75	☒	☐	76
President, Freshman Class	0 ☒	1,2,3 ☐	☐	☐	4 ☐	77	1 ☐	2 ☐	78
									[4]

2. For each **administrative position** held during 1980-81, check the appropriate box to indicate sex and race.

Administrative Position	Not Applicable	Position Held by a Man	Position Held by a Woman: Black, non-Hispanic	Native American	Asian-American	Hispanic	White, non-Hispanic	Other	
Campus Chief Executive Officer (President, Chancellor, etc.)	1 ☐	2 ☑	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐	8 ☐	7
Executive Vice President (second to the President, Chancellor, etc.)	☐	☑	☐	☐	☐	☐	☐	☐	8
Chief Academic Officer	☐	☑	☐	☐	☐	☐	☐	☐	9
Chief Business Officer	☐	☑	☐	☐	☐	☐	☐	☐	10
Chief Student Life Officer	☐	☐	☑	☐	☐	☐	☐	☐	11
Chief Development Officer	☐	☑	☐	☐	☐	☐	☐	☐	12
Head Librarian	☐	☑	☐	☐	☐	☐	☐	☐	13
Director, Institutional Research	☑	☐	☐	☐	☐	☐	☐	☐	14
Director, Athletics	☐	☑	☐	☐	☐	☐	☐	☐	15
Chief Planning Officer	1 ☐	2 ☑	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐	8 ☐	16

3. Give the number of persons in each category listed below for 1980-81. Please make certain that each value in the column **Total Females** is the sum of the values to its right.

Categories	Total Persons	Total Females	Women By Race: Black, non-Hispanic	Native American	Asian-American	Hispanic	White, non-Hispanic	Other	
Department/Division Chairpersons		3					3		
	17-9	20-1	22-3	24-5	26-7	28-9	30-1	32-3	
Deans/Directors of Academic Units	1	1	1						
	34-5	36-7	38-9	40-1	42-3	44-5	46-7	48-9	
Faculty Senate (or other governing body)	1	1	1						
	50-2	53-4	55-6	57-8	59-60	61-2	63-4	65-6	
Campus-wide Tenure, Reappointment, and Promotions Committee	1	1	1						
	67-8	69-70	71-2	73-4	75-6	77-8[5]	7-8	9-10	
Trustees	7	7							
	11-2	13-4	15-6	17-8	19-20	21-2	23-4	25-6	
Regents n.a.									
	27-8	29-30	31-2	33-4	35-6	37-8	39-40	41-2	
Commencement Speakers, Spring 1981 ☑ Not applicable									
	43-4	45-6	47-8	49-50	51-2	53-4	55-6	57-8	
Honorary Degree Recipients, Spring 1981 ☑ Not applicable									
	59-60	61-2	63-4	65-6	67-8	69-70	71-2	73-4	
Alumni Awards, 1980-81 ☐ Not applicable LOTS!									
	75-6	77-8[6]	7-8	9-10	11-2	13-4	15-6	17-8	
Speakers in major campus-wide lecture series ☐ Not applicable LOTS!									
	19-20	21-2	23-4	25-6	27-8	29-30	31-2	33-4	

4. List those departments that are chaired by women. Economics; Center for Material Science and Engineering; Center for Materials Research in Archeology and Ethnology 35-36

5. List the exact title of each woman who is Dean/Director of an academic unit larger than a department. The Dean for Student Affairs (This is an academic Council job at MIT) 37-38

6. Complete the table below on the number of faculty and administrators by sex and race for 1980-81. To facilitate answering this question, use data from your Higher Education Staff Information categories (EEO-6).

EEO-6 Category	Primary Occupational Activity	Total Persons	Total Females	Black, non-Hispanic	Native American	Asian-American	Hispanic	White, non-Hispanic	Other
	Executive/ Administrative								
IV, 1, p. 6	Part-time	39-41	42-4	45-6	47-8	49-50	51-2	53-5	56-7
II, A, 9, p. 2	Full-time	58-61	62-4	65-7	68-9	70-1	72-3	74-6	77-8[7]
	Tenured Faculty								
IV, 2, p. 6	Part-time								
III, A, 7, p.5	Full-time	~600 7-9	38 10-2	13-4	15-6	17-8	19-20	21-3	24-5
		26-9	30-2	33-5	36-7	38-9	40-1	42-4	45-6
	All Faculty*								
IV, 2+3+4, p. 6	Part-time								
II, A, 18, p. 2	Full-time	~970 47-50	97 51-3	2 54-6	57-8	2 59-60	61-2	92 63-5	1 66-7
		68-71	72-4	75-7[8]	7-8	9-10	11-2	13-5	16-7

*Please include full, associate, and assistant professors, instructors, and lecturers. Do not include graduate assistants and research fellows.

III. THE CURRICULUM

NOTE: Information on the major fields of study and degrees granted to women and men will be obtained from the National Center for Education Statistics.

1. Check below the **innovative programs** offered by your institution for encouraging women students to prepare for **nontraditional** careers.

1 ☑ Women in Science
2 ☑ Women in Engineering
3 ☐ Women in Agriculture
4 ☑ Women in Architecture
5 ☐ Women in Accounting
6 ☑ Women in Computer Science
7 ☐ Women in Law Enforcement/Corrections
8 ☐ Women in Electronics
9 ☐ None of the above
☐ Other (specify) there are many 18 19

2. Give the percentage of students who are women in each **experiential learning program** offered to undergraduates on your campus.

Programs	Program not Available	Percent of Students Who Are Women
Cooperative Education	☐	20-1
Internships/practicums	☐	at least proportional (probably more) 22-3
Science field service (e.g., Marine Biology, Archaeology, etc.)	☐	24-5
Other (specify) Undergraduate Research Opportunities Program 26	☐	" 27-8
Other (specify) 29		30-1

3. In the table below provide the requested information on undergraduate students and faculty in courses in the **creative and performing arts.**

Department/Division	Not applicable	Percent of Students Who Are Women	Percent of Faculty Who Are Women
Art (Painting, Sculpture, etc.)	1 ☐ 32	At least proportional to women overall (probably more) 33-4	35-6
Creative Writing	2 ☐	" 37-8	" 39-40
Dance	3 ☐	" 41-2	" 43-4
Drama/Theater	4 ☐	" 45-6	" 47-8
Music	5 ☐	49-0	51-2

4. Check those **innovations** below now included in the curriculum.

- ☐ The School (Department, Division) of Education offers preservice training for mathematics and elementary school teachers on math avoidance by women and girls. n.a 53
- ☐ The School (Department, Division) of Education provides instruction on the development and use of sex-fair curricula. n.a 54
- ☐ The Physical Education Department provides instruction in how to teach coeducational classes in physical education. 55
- ☐ The School (Department, Division) of Nursing provides training in midwifery, home delivery, and reproductive choice. n.a 56
- ☐ The School (Department, Division) of Nursing provides training on health care information important to minority women (e.g., forced sterilization, tuberculosis, sickle-cell anemia). n.a 57
- ☐ The School (Department, Division) of Social Work provides instruction on services for battered spouses, displaced homemakers, and childcare. n.a 58
- ☑ The School (Department, Division) of Business provides instruction about the problems of job discrimination, sexual harassment in the workplace, women in management. 59

5. Complete the table below, listing information about the following three types of new courses offered on your campus during 1980-81.

a. **Separate courses, labeled Women's Studies,** offered by, in, or through a Women's Studies Program, including courses on minority women.

b. **Individual courses on women,** including courses on Black, Hispanic, or other minority women, offered by departments.

c. **"Transformed" courses** in which new scholarship about women has been combined with traditional scholarship about men.

☐ Check if none of the three types of courses is taught on your campus, and proceed to question 12. 60

Course Title (If more than six are offered, attach additional page, using this format.)	Type of Course (Check all that apply) A Women's Studies Program	B Courses on Women	C "Transformed" Courses	Department/Division/Program Offering Each Course	Course Level (Check one) Undergraduate	Graduate
	1 ☑	2 ☑	3 ☐ 61	many – just being expanded 62-5	1 ☐	2 ☐ 66
	☐	☐	☐ 67	68-71	☐	☐ 72
	☐	☐	☐ 73	74-7	☐	☐ 78-[9]
	☐	☐	☐ 7	8-11	☐	☐ 12
	☐	☐	☐ 13	14-7	☐	☐ 18
	☐	☐	☐ 19	20-3	☐	☐ 24

6. Give the number of faculty teaching the above courses. Men 2 (25-6) Women ~20 (27-8)

7. This institution has a **Women's Studies Program.** 1 ☑ Yes 2 ☐ No 29

8. Check the degrees and credentials available in Women's Studies.

☑ Undergraduate minor	☐ Graduate minor (M.A. or Ph.D in another field)	30,31
☐ Certificate	☐ M.A. degree	32,33
☐ Associate degree (A.A.)	☐ Ph.D degree	34,35
☐ Bachelor's degree (B.A.)	☐ Ed.D degree	36,37

9. Give the number of students in the last five years who have combined the above three types of courses to form a major or minor.

☐ None 38

Undergraduate majors _____ (39-41)

Undergraduate minors ~10 (45-7)

Graduate majors _____ (42-4)

Graduate minors _____ (48-50)

10. The Women's Studies Program has a Director or Coordinator. 1 ☑ Yes 2 ☐ No 51

11. Check all that apply to the Director of the Women's Studies Program.

1 ☑ Tenured	1 ☐ Full-time	1 ☐ Black, non-Hispanic	3 ☐ Hispanic	5 ☐ Native American
2 ☐ Not on tenure track	2 ☑ Part-time	2 ☑ White, non-Hispanic	4 ☐ Asian-American	6 ☐ Other 52,53,54

12. All undergraduate students, regardless of major field, are required to take at least one course which examines discrimination against 1 ☐ women and/or 2 ☐ minorities. 55

13. Check the faculty positions presently held by at least one faculty member on your campus. 56

1 ☒ An historian specializing in the history of women in one specific period or country.
2 ☒ A literary scholar specializing in women writers of a period or nation.
3 ☒ A social scientist specializing in women or sex roles.

14. Check those responsibilities assigned to an official committee(s). 57

1 ☒ Developing a Women's Studies Program
2 ☐ Developing courses on women in traditional departments
3 ☐ Monitoring the development of "transformed" courses
4 ☒ Reporting on curricular development that includes women in the curriculum.
5 ☐ Collecting/developing curricular materials on women
6-9 ☐ Other (specify) _____

15. Check the topics for workshops or other educational programs provided through **faculty development.** 58

1 ☒ Sexism and the curriculum
2 ☐ Racism and the curriculum
3 ☐ The relationship between sex, race, and selection of major field
4 ☒ Nontraditional occupations for women and men
5 ☐ The needs of reentry women
6 ☐ Affirmative action and equal opportunity
7-9 ☐ Other (specify) _____

IV. EXTRACURRICULAR ACTIVITIES

1. Please complete the table below on **sports programs for men and women in 1980.**

Programs	Not Applicable	Number of Athletes		Number of Coaches				Number of Coaches for Women's Sports Programs
				Paid		Volunteer		
		Total	Women	Total	Women	Total	Women	
Intercollegiate	☐	856 59-62	233 63-6	41 67-9	9 70-2	0 73-4	1 75-6	17 77-8[10]
Intramural	☐	12,067 7-11	unknown 12-6					
Club	☐	589 37-40	" 41-4	45-6	47-8	49-50	51-2	53-4

2. Please complete the tables below on women's sports programs in 1980.

INTRAMURAL SPORTS

List in any order the 10 Most Popular Women's Sports on Campus	Varsity 1 Number of Women Participants
1. Field Hockey	14
2. Volley ball 55-6	20 57-61
3. Basketball 62-3	20 64-8
4. Fencing 69-70	15 71-5
5. Gymnastics 76-7[11]	10 7-11
6. Swimming 12-3	12 14-8
7. Crew 19-20	35 21-5
8. Softball 26-7	14 28-32
9. Tennis 33-4	14 35-9
10. 40-1	42-6
47-8	49-53

INTERCOLLEGIATE SPORTS

List all Intercollegiate Campus Sports (Attach additional sheet if necessary.)	Number of Women Participants	Check if Women's Team played in 1980 Spring or Fall Tournament Competition	
		Spring	Fall
54-5	56-9	☐	☐ 60
61-2	63-6	☐	☐ 67
68-9	70-3	☐	☐ 74
75-6[12]	7-10	☐	☐ 11
12-3	14-7	☐	☐ 18
19-20	21-4	☐	☐ 25
26-7	28-31	☐	☐ 32
33-4	35-8	☐	☐ 39
40-1	42-5	☐	☐ 46
47-8	49-52	☐	☐ 53

3. List intramural sports for which your campus has special or unique facilities. We have facilities for all except racquet ball 54-55

4. This institution provides **athletic scholarships.** 1 ☐ Yes 2 ☒ No 56

5. Check the proportion of all athletic scholarship aid awarded to women in 1980.

1 ☑ NA 2 ☐ 10 percent 3 ☐ 20 percent 4 ☐ 30 percent 5 ☐ 40 percent 6 ☐ 50 percent 7 ☐ over 50 percent 57

6. Check the types of **housing** available for undergraduate students on campus.

☑ Women's dormitories
☑ Men's dormitories
☑ Coed dormitories
☑ Married students with and without children 58.59
☑ Single parents with children 60.61
☑ Other (specify) _____ 62.63

If no campus housing is available, proceed to question 12.

7. Check all statements that apply to undergraduate residence halls on the campus.

Men's Dormitories 64
1 ☐ No female visitors
2 ☐ Restrictive hours for female visitors
3 ☑ No restrictive hours for female visitors

Women's Dormitories 65
1 ☐ No male visitors
2 ☐ Restrictive hours for male visitors
3 ☑ No restrictive hours for male visitors

Coed Dormitories 66
1 ☐ Restrictive hourse for visitors of the opposite sex
2 ☑ No restrictive hours for visitors of the opposite sex

8. Give the ~~percentage~~ # of all undergraduate women living in residence halls. 755

Black, non-Hispanic _____ 67-8 percent
Hispanic _____ 69-70 percent
Native American _____ 71-2 percent
White, non-Hispanic _____ 73-4 percent
Asian-American _____ 75-6 percent
Other unknown _____ 77-8 percent [13]

9. Give the number of residence hall directors. (Faculty Housemasters)

Total men and women 12 1-10 White women 2 11-4 Minority women 0 15-7

10. Check the issues on which awareness training is offered to residence hall staff.

1 ☑ Sexism 2 ☑ Sex education 3 ☑ Racism 4 ☑ Birth control ☐ Other (specify) Many 18.19

11. A married woman student whose husband is not enrolled is permitted to live in married students' housing. 1 ☑ Yes 2 ☐ No 20

12. This institution has **social fraternities and sororities.** 1 ☑ Yes 2 ☐ No 21

If no fraternities and sororities, proceed to question 16.

13. Fraternities on this campus provide housing for members. 1 ☑ Yes 2 ☐ No 22

14. Sororities on this campus provide housing for members. 1 ☑ Yes 2 ☐ No 23

15. Please provide the information below.

Number of undergraduate members of fraternities and sororities 1355 24-28
Number of undergraduate women who belong to sororities _____ 29-33
Number of minority women in racially-integrated sororities _____ unknown 34-37
Number of minority women in all-minority sororities _____ 38-41

16. Give the number of undergraduate **honorary societies.** 4 42-44

17. Give the number of women president of these honorary societies. 1 45-47

18. List the **student clubs/organizations** which serve as advocates for white women and minority women on campus. If they are advocacy groups, include task forces of state student associations, and campus chapters of such national organizations as the National Women Students Coalition and the National Third World Coalition.

Student Advocacy Groups for Women	Number of Active Participants		Percent of Active Minority Women Participants	Specify Minority Women's Group	Check if President is Female
	Total	Women			
Example: Associated Women Students	150	150	30 percent	Black	☑
Association of Women Students 48	49-53	unknown 54-58	59-60	61	☑ 62
Several Lesbian Groups 63	64-8	69-73	74-5	76	☑ 77
Several religious groups 78[14]	7-11	12-6	17-8	19	☐ 20
Minority women's Groups	22-6	27-31	32-3	34	☑ 35
Graduate Student Womens Groups 36	37-41	42-6	47-8	49	☐ 50
Women Post Docs					☑

(If additional space is needed, attach another page)

V. SPECIAL PROGRAMS AND SERVICES

1. The institution has a student **health** service. 1 ☑ Yes 2 ☐ No.

2. Give the number of doctors. Women 11 (52-3) Men 43 (54-5) (excluding counsellors) 51

3. Give the number of other health care providers. Women 20 (56-8) Men 10 (59-61)

4. The institution has a student counseling center. 1 ☑ Yes 2 ☐ No 62

5. Give the number of counselors/therapists. Total men and women 23 (63-64)
   White women 9 (65-66)
   Minority women 1 (67-68)

6. Check below the type(s) of services available to students.

Service	Counseling	Medical Treatment	
Gynecological	☑	☑	69,70
Birth Control	☑	☑	71,72
Abortion	☑	☑	73,74
Rape and Assault	☑	☐	75,76
Other (specify) Many	☑	☐	77,78
			[15]

7. The regular student health insurance policy covers at no extra charge the following expenses.
   Abortion 1 ☑ Yes 2 ☐ No Maternity 1 ☑ Yes 2 ☐ No 7,8

8. The institution provides in-service training for professional counselors/therapists in the following areas.
   1 ☑ Sex-role stereotyping 2 ☑ Racial bias 3-9 ☑ Other (specify) many 9

9. Check below the types of **safety/security** facilities and services available on campus.

Level of Security
1 ☐ Campus police, with no authority to make arrests
2 ☑ Campus police, with weapons training
3 ☑ Campus police, with authority to make arrests
4 ☐ Local town or city police, whose jurisdiction includes the campus 10

Facilities/Services
☑ Night-time escort for women students
1 ☐ Night-time, campus-wide, bus service to residence areas
2 ☐ High-intensity lighting in all areas
3 ☑ A highly conspicuous, campus-wide, emergency telephone system
4 ☑ An emergency alarm system at isolated locations
5 ☑ A ground maintenance system for reporting untrimmed shrubbery and burned-out lights
6 ☑ Self-defense courses for women
7 ☑ Information sessions or short courses on campus safety and rape/assault prevention for women 11
8 ☑ Campus or community-based rape crisis center
9 ☑ Other (specify) many 12

10. Give the number of offenses reported on your campus during 1980-81.
    Rapes 1 (13-4) Total assaults 19 (15-7) Assaults on women _____ (18-20)

11. Check those materials and activities available on your campus through a **career placement** office or through some other program.

1 ☑ Career workshops focused on nontraditional occupations
2 ☑ Lectures/panels for students by women employed in nontraditional occupations
3 ☑ Nonsexist/nonracist printed information on nontraditional fields of study for women (industrial trades, engineering programs, etc.)
4 ☑ Job discrimination information (salaries, work environment, upward mobility, etc.) on nontraditional occupations for women
5 ☑ Updated files of female alumni by specific careers.
6 ☑ Programs to establish contacts and networks between female alumni and female students
7-9 ☑ Other (specify) many 21

12. This campus has a **Women's Center**—a special place designated for women's services. 1 ☑ Yes 2 ☐ No 22

If no center exists, proceed to question 20.

13. Approximate the square feet of ~~space occupied by the Women's Center~~ women's spaces. suite of rooms / several other offices 23-27

14. Name the institutional division responsible for ~~the~~ Women's ~~Center~~ spaces MIT 28-29

15. Specify the total 1980-81 budget for ~~the~~ Women's ~~Center~~ spaces. $ unknown (There are several budgets for different spaces) 30-36

16. Estimate the total number of women served during 1980-81, including the program participants and visitors to the ~~Women's Center.~~ many hundreds 37-41

17. Of the total number in the previous queston, estimate the percentage who are minority women. N10 percent 42-43

Specify the predominant minority group. blacks and asian americans 44

18. Please rank from 1 to 7 (one is highest frequency) the groups below according to the frequency of their participation in ~~Women's Center~~ Cheney Room & other spaces activities. Write in NA if group does not participate.

Undergraduate students (18-25 years old)	____	45
Undergraduate students (over 25)	____	46
Graduate students	____	47
Faculty	____	48
Faculty wives	____	49
Staff	____	50
Community women	____	51

Can't be estimated; all these groups are very active

19. Check below all items that describe the ~~Director~~/Coordinator ~~of the~~ for Women's ~~Center.~~

52
1 ☑ Administrator
2 ☐ Faculty member
3 ☐ Student

53
1 ☐ Salaried
2 ☐ Volunteer

54
1 ☑ Full-time
2 ☐ Part-time

55
1 ☑ White, non-Hispanic
2 ☐ Minority (specify) _____

20. A centralized administrative unit is responsible for operating an **adult continuing education** program.

1 ☐ Yes 2 ☐ No This unit is called _____ 56.57

21. This institution has a **Continuing Education for Women Program (CEW).** 1 ☐ Yes 2 ☒ No 58

If campus has no CEW Program, proceed to question 27.

22. Name the institutional division responsible for Continuing Education for Women (CEW). _____ 59

23. The CEW Program operates a Center, a designated space comparable to a Women's Center. 1 ☐ Yes 2 ☐ No 60

24. Specify the total 1980-81 budget for CEW. $ _____ 61-7

25. Give the number of **reentry or returning women** students in CEW courses in 1980-81. _____ 68-72

26. Give the percentage of minority, reentry women students in CEW courses. _____ percent 73-74

Specify the predominant minority group. _____ 75[16]

27. Give the number of reentry women students in courses offered by other adult and continuing education program(s). _____ 7-11

28. Give the percentage of minority, reentry women students in courses offered by the program(s) in question 27. _____ percent 12-13

Specify the predominant minority group _____ 14

29. Check all that apply for the Director/Coordinator of the Continuing Education for Women's Program.

15
1 ☐ Administrator
2 ☐ Faculty

16
1 ☐ Female
2 ☐ Male

17
1 ☐ Full-time
2 ☐ Part-time

18
1 ☐ Nontenured
2 ☐ Tenured

19
1 ☐ White, non-Hispanic
2-6 ☐ Minority (specify) _____

30. Check or name the sponsoring groups for each of those **additional programs and services for women** offered in 1980-81. Check box in appropriate column for each program/service especially geared to minority women's needs.

PROGRAMS/SERVICES	Check if Especially Geared to Minority Women	SPONSORING GROUP (1) Campus Institutional Unit (Give full title)	(2) CEW	(3) Women's Center	(4) Women's Studies	(5) Other, including community (Specify)
Example: Battered women's program	☑	Office of Dean of Students	☐	☐	☐	☑ Tucson Commission on Women
Battered women's program	☐ 20	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐ 21
Displaced homemaker program	☐ 22	☐	☐	☐	☐	☐ 23
Annual Women's Week	☐ 24	☐	☐	☐	☐	☐ 25
Women's lecture series	☐ 26	☐	☐	☐	☐	☐ 27
Theater and other women's arts programs	☐ 28	☐	☐	☐	☐	☐ 29
Assertiveness/leadership training	☒ 30	☐	☐	☐	☐	☐ 31
Program to build confidence in mathematics	☑ 32	☐ Office for Minority Education	☐	☐	☐	☐ 33
Warmline (a telephone service for information, referrals and support)	☐ 34	☐	☐	☐	☐	☐ 35
Other (specify) Exclusive Minority Women's Group programming + sorority work	☐ 36	☐ Office of Dean of Students	☐	☐	☐	☐ 37
	☐ 38	☐	☐	☐	☐	☐ 39
	☐ 40	☐	☐	☐	☐	☐ 41

31. Specify the student organization and/or campus offices where the groups listed below would be most likely to find support from other women on your campus.

Displaced homemakers: Wives Group
Handicapped women: many groups
Lesbians: several Lesbian groups
Minority women: Minority Women's Group / Minority Interest Group
Older women: several groups
Rape/assault victims: groups in Medical
Welfare women:
Other (specify):

42,43 44,45 46,47 48,49

32. Brag briefly about other campus-based facilities, special programs, projects, and resources (e.g., Schlesinger Library, Center for Research on Women, SIGNS, etc.) whose focus is primarily women.

See letter attached: women's activities here are many & very varied. Best thing is — anyone can read & start her own (& many people do.)

50-52

33. In **no more than 50 words,** describe those aspects of the institutional mission and environment which might make a woman choose to study on your campus. [Within the limits of space, and with a minimum of editing, this statement will appear in **Everywoman's Guide.**]

See Attached.

53-55

Question #32

OFFICE OF THE PRESIDENT

MARY P. ROWE
SPECIAL ASSISTANT
TO THE PRESIDENT

77 MASSACHUSETTS AVENUE
ROOM 10-213
CAMBRIDGE, MASSACHUSETTS 02139
(617) 253-5921

Dear Friend,

Thank you for your letter inquiring about a women's center and women's activities on the Massachusetts Institute of Technology campus. There is no formal "Women's Center" on campus though there is a sizable suite of rooms set aside for exclusive use of women students (The Margaret Cheney Room). Students use this space for meetings and speakers programs. In addition, it is a space to relax, cook, shower, and sleep. There is a fund for maintaining the room which is used for speakers and refreshments.

The following information on women's activities and support at MIT might be of interest to you. On the student side:

The Society of Women Engineers (SWE) is a very active group. They hold regular meetings and a career fair each year. Their emphasis is mainly on getting a job in industry.

The Association for Women Students (AWS) is a group of mainly undergraduate women. They hold pot-luck suppers with women faculty, organize programs and write a newsletter occasionally. Over the years, the group has gone through periods of activity and inactivity and is just beginning to be quite active again.

During the last year an ERA Action Team was formed to raise consciousness about the ERA and raise money for its passage.

In the fall each year an undergraduate woman student organizes women's R/O (Residence Orientation). There are special activities planned to acquaint women with MIT and help them decide where to live.

The Coordinator for Women Students' Interests on the staff of the Dean for Student Affairs Office, coordinates women's activities, plans programs, runs support groups, maintains bulletin boards and advises students. We have had speakers on topics such as women's health, the ERA, women's history, being a woman in science, etc., in regular weekly gatherings. The Women's Coordinator also sits as staff to the Advisory Committee on Women Student Interests, helping with ad hoc research for that group on the progress of women students.

The Advisory Committee for Women Students' Interests is a Presidential Committee which addresses issues and concerns of women students such as housing options for women, sexual harassment, the academic success of women, and support services for women students.

The Women's Advisory Group is a Presidential Committee formed of representatives from women's groups here who wish to send someone to work with the Institute-wide women's network. Any group of women (or women and men) who wish to form a group may do so, whether or not they are represented on the W.A.G. The current list of such groups includes:

* Those in the Women's Advisory Group, which has about 25 members from groups concerned with employee, faculty, staff, post-doc, spouse, minority and student issues.

* Women in Nutrition & Biology

* Support staff at Sloan School

* Support staff at Lincoln Laboratory

* Several other ad hoc support staff groups

* Staff at Lincoln Laboratory

* Women with health care interests

* Several lesbian groups

* Women in different religious groups

* Graduate student women in Electrical Engineering

* Several groups working on ad hoc political issues such as "nuclear freeze."

The Special Assistant to the President sees women and men with concerns, complaints, grievances and suggestions. She meets with the Women's Advisory Group on behalf of the President and has been active in fostering mentoring programs at MIT and other equal opportunity policies and procedures.

The MIT library houses an extensive Women's Studies and Men's Studies Collection. There are also several women's lounges with shower and cooking facilities, etc., used to relax, for exercise classes and to browse.

I hope the above information has been useful. Please call or write if you have further questions.

Sincerely,

Mary P Rowe

Mary P, Rowe

MPR:CAB

Question #33

M.I.T. is an institution focussed on science and engineering for all students. Women undergraduate and graduate students are admitted on an equal basis with men, and they participate fully in the five Schools (Architecture, Engineering, Humanities and Social Science, Science and Sloan.) M.I.T. women perform in all areas on a level equal to that of their male peers. The high number of women students in engineering and science reflects the general emphasis of M.I.T.'s educational mission. Nevertheless, undergraduates gain breadth in their studies through the curriculum which offers opportunities comparable to that of a first-rate liberal arts institution. Upon graduation, the vast majority of M.I.T. women enter non-traditional fields in science and engineering and are accorded recognition for the rigor of their training at M.I.T. Women participate fully in extra-curricular activities, athletics, and campus governance. Many leadership positions on campus are held by women.

Mary - Fourntg. Thurs., July 28 at 2PM in Adm. Off.

D R A F T

This letter is to call your attention to some facts and questions concerning the admission of undergraduate women to MIT.

- The increase in percentage of women in the freshman class has stopped.
- If this is undesirable, what percentage of women students is it realistic to expect at MIT?
- What should be the primary focus of our recruiting efforts? The high school students themselves? Their guidance counselors and science teachers? Or should there be other approaches dealing with society in general?
- There is a problem in general with the recruiting of women who are not "culturally encouraged" to go to technical schools.
- What is or should be the role of the Educational Counselors? How should they be selected, informed and supported with respect to women's recruitment?
- Do we need a different advisory system at MIT to support the women who do come here?

These are questions which will not be easy to answer. It seems to us that the admission situation is below a level necessary to provide the women students who do come here with a real feeling of belonging. Perhaps it is time for the woemn here to prepare a report on women's admissions like the recent highly successful report on women's athletics. Would you be in support of such an effort? Would you be willing to serve on a Committee to prepare such a report?

Please contact ....

MARY P. ROWE
Special Assistant for Women and Work

JUL 27 1977

Ref. to _____

File _____

Reappear Holly Heine

Reappear MacVicar

Wellesley Exchange Objects

Wellesley ♀ in arch
mech eng
metal sculpture

posters: family/career stuff
Jane's posters

Bar graph of MIT-Wellesley X-change

photos –
Upward Bound tutoring

F. 2L 10-12-77

Reappear w Peter?

RESEARCH TRIANGLE INSTITUTE
POST OFFICE BOX 12194
RESEARCH TRIANGLE PARK, NORTH CAROLINA 27709

CENTER FOR EDUCATIONAL RESEARCH AND EVALUATION

MARY P. ROWE
Special Assistant for Women and Work

September 14, 1977

SEP 16 1977
Ref. to Reappear ASAP w. Pete Richardson; should we get a card MIT & to do this?
File

Dear Colleague,

The National Science Foundation is planning to support a Visiting Women Scientists Program aimed at encouraging high school girls to consider and pursue careers in science (including social science, mathematics and engineering as well as biological and physical science). The program will be conducted by the Research Triangle Institute (RTI) of North Carolina on a pilot basis during the period January through April, 1978. If successful, the program may continue in future years.

Approximately 30 women scientists will participate in the pilot program. Each participant will visit 3-4 schools in her own geographic area, usually spending an entire day in each school. She will generally speak to a group of female students, visit one or more classes, and meet with groups of interested students, teachers, and counselors. Expenses will be paid, and an honorarium will be provided. Each woman scientist will be accompanied by an RTI employee who will be responsible for scheduling the visits, making travel arrangements, and supplying audio-visual materials. This person will also be well versed about job opportunities and labor projections in a wide variety of science areas and will be able to assist the woman scientist in preparing for and conducting the visits.

3-479

The purpose of this letter is to identify women scientists who are interested in and available for participation in the Visiting Women Scientists Program. The names of people who will receive application forms were obtained either 1) randomly from membership lists of national professional organizations, 2) through recommendations of various individuals and organizations throughout the country, or 3) from women scientists' responses to announcements of the program placed in a number of professional journals and newsletters.

Women scientists who participate in the program should possess the following qualifications:

- Be interested in increasing the participation of women in science careers;
- Relate well to high school students;
- Be effective public speakers; and
- Be available to spend 3-5 days visiting high schools during the period January-April, 1978.

If you meet these qualifications and are interested in participating, please complete the enclosed application form (green) and return it to RTI in the postage-paid envelope which has been provided. (If you received duplicate materials, please complete only one application form and enclose the blank form along with it.)

Thank you for your cooperation. If you have any questions, please call Ms. Carol Place at RTI [collect (919) 541-6319].

Sincerely,

Iris R. Weiss

Dr. Iris R. Weiss
Project Director
Visiting Women Scientists Program

IRW:cr

Enclosures

MARY P. ROWE
Special Assistant for Women and Work

11/1/77

Ref. to _____

File _____

Dear Mary, FYI

this is the tentative program for the Wellesley - MIT Carnegie Foundation meeting this spring.

Regards
Scotty MacVicar

DRAFT

Schedule for Spring CFAT Meeting

April 16-18, 1978

Trustees and Council Members will be accommodated in Wellesley, Massachusetts, the nights of April 16 and 17. People will be split approximately equally between the Wellesley Inn and the Wellesley Club.

Sunday, April 16

2 pm - 5 pm	Council business meeting at the Wellesley Club.
6 pm -	Informal supper reception at the President's House, Wellesley College.

Monday, April 17

9 am - 10 am	Walking tour of the Wellesley College Campus for those not at the Finance Committee meeting.
10:15 am - 12:15 pm	Trustee business meeting at the Wellesley Club.
12:30 pm - 2:15 pm	Luncheon at the Wellesley Club. ~~"A Meaningful Relationship: the Wellesley-MIT Exchange Program"~~ "Amiable Consorts: The Wellesley-MIT Exchange" Prof. Kenneth Hoffman, Chairman of the Mathematics Department, MIT Dr. Alice Ilchman, Dean of the College, Wellesley.
2:30 pm - 5:15 pm	Trustee and Council business meeting at the Wellesley Club.
6 pm - 7:30 pm	Trustee formal reception at Schneider Hall, Wellesley College.
7:45 pm -	Dinner at the Wellesley Club. Program by Wellesley College, "The Proper Study of Mankind is Man?"

Tuesday, April 18

8:15 am	Buses leave Wellesley for MIT.
9:30 am - 12 noon	Program at the President's House, MIT.
	"Sociological and Educational Implications of the Advent of Personal Computers"
or	"The Limits to Legitimate Inquiry"
or	"Cognitive Sciences: An Emerging Discipline".
12:15 pm - 1:30 pm	Luncheon at the President's House, MIT.
1:45 pm	Free for personal errands and plane catching.

MLAM
10/31/77