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Women's Luncheon, transcript, 1976

Women in Science and Engineering

MIT ORAL HISTORY PROGRAM

Project on Women as Scientists and Engineers

Women's Luncheon

Cambridge, Mass. (MIT)

June 3, 1976

transcribed by Beth Gould

Shirlee Sherkow: I thought I would start now because it's getting late, and some people have to leave. ~~You can keep on eating, okay?~~ But ^{name is} my Shirlee Sherkow, and I'm the one who organized ~~this~~ thing, even though I don't know most of the people here. But I thought I'd tell you what was generally the purpose of having ^{this luncheon} ~~it to begin with~~, which is basically just an information exchange. ~~By the way, it's being taped, but don't worry about what you're saying because of that.~~ ~~This is a --~~ Basically, I'm involved in the Oral History Program, and I'm doing a project on women scientists and engineers. ~~And~~ I just started in November [1975]. ~~And~~ since I began this project, I've been talking to people at MIT; I realized that there were a lot of different research projects going on, and also a lot of different ~~what I call~~ "action-oriented projects" going on, that people really were not aware of. All the different things just simply within MIT that were going on. So the basic idea was just an information exchange. ~~And~~ ^{\$} the second purpose was just that people could get to know each other,

which I think has already been accomplished. ~~[laughs]~~, so that's nice. ~~And~~ ^{In} the Fall, ~~we'd like to have~~ the Oral History Program would like to sponsor another luncheon, where we would include students, and I'm especially thinking of having the students who are involved in setting-up the Women's Center, and the students who are involved in Freshman Orientation, and so on, because basically, the students aren't here now; ~~you know,~~ ^{those who} ~~who~~ have been active in women's issues, ~~and, you know,~~ ^{and} women's projects. ~~So also, other people were not~~ ^W We were not able to invite a whole host of people; as you know, it wasn't open to anybody else, so hopefully in the Fall we'll have another luncheon, and we'll be inviting the people who weren't able to attend the first one. [#] I thought first I would just tell you a little bit about our project, and then we'll go on to the other people. ~~And~~ ^T The Oral History Program is a new program, and it just started about a year ago. ~~And~~ ^M my particular project is interviewing women scientists and engineers in the Boston area. ~~And~~ ^W we're doing the complete life histories of these women. So far we've done Vera Kistiakowsky, ~~who you~~ ^{who is a} probably all know her, [^] physics professor here at MIT. ~~And~~ Mildred Dresselhaus is also going to be interviewed; she's agreed to it, and we just haven't begun yet. In fact, the first interview is tonight. [#] But the idea behind it was simply that this kind of information is available on men; you know, there are famous men scientists, and they leave their memoirs, and there's books all over the place about men. ~~And~~ ^U Unfortunately, ^{about} there're aren't as many/women, especially, I think, in the present.

So this was the purpose of the program was to, ~~you know~~, get women who are scientists and engineers -- we don't want to limit it to scientists. In addition, we've also interviewed a young astronomer who works at Harvard Astrophysical Center, her name is Christine Jones, and she's the third person. As I mentioned, we're going to do about ten. ~~And~~, ^H hopefully, we'll have options with this particular project; ~~the~~ I'd like to have a lot of different projects about women. I'd like to have women in the media, and there's a couple of other possibilities. But right now it's just women in science and engineering. ~~And~~ ⁴⁰ one of the things that we're looking for while we're talking to these people are their particular motivation: Why did they decide to go into science? Why did they decide to go into engineering? What were their obstacles, if they had any? ^a - All along the way, ~~you know~~, from high school, through college, graduate school. ~~And~~ ^T then, in their careers, ~~you know~~, was it difficult to advance? ~~And so on, and so forth.~~ Basically, we're trying to understand the entire social setting that these women lived in, their personal feelings, and any obstacles that they may have encountered in pursuing their careers. ~~And that~~ ^{#E} finally, we hope that our project will serve as a stimulus for people all over the country to do similar projects, because we don't have the money to, ~~you know~~, go around the country interviewing. ~~You know~~, ^T there are a lot of women scientists and engineers throughout the country, but when you are limited by ~~your~~ ^{our} funds, and ~~when you~~ ^{we} just have to do the Boston area. ~~So~~, ^H hopefully, we will be advertising ~~on~~ our program, and letting other people throughout the country

know that this is what we're doing, and we hope that this will be a stimulus for other people to carry on where we can't.

Questioner: Will you train interviewers at all?

Sherkow: ~~Well~~ ^The Oral History Program is set up, in addition to having these specific projects, of which this women's project is one--anybody in the MIT community that's involved in oral history projects, we do help them. I don't think I'd call it, "train them", but any students who are involved, we give them our equipment, and show them how to use it, and we have a whole, ~~you know~~, sheet of tips, ~~you know~~, in interviewing, and so on, and so forth. It's not just for students, and it's not just for teachers, it's, ~~you know~~, for anybody who knows that we're here, and wants to make use of our facilities. ~~¶~~ In addition, all of our materials that we will collect from these interviews will be deposited in the MIT library system, and that's going to mean a special collection system which is not there right now; sometime in the future. Hopefully, in the summer we'll be depositing our first interviews from the DNA project -- there's a recombinant DNA project that we're also involved in, and interviews will be deposited in the library this summer. So, until then, people really don't know that we exist, and don't know ~~what~~ about our information. ~~Well, today, I thought that~~ ~~¶~~ I invited a few people on the projects that they're doing, of one sort or another. ~~And~~ I thought I'd just briefly tell you who they are. Mary Rowe ~~X~~ ~~and you probably don't know~~ is a Special Assistant to the President and Chancellor on Women and Work. ~~And~~ Edith Ruina is involved on

a project called WITS [Work in Technology and Science], which is geared to expanding career opportunities of men and women in high school, and she'll be talking about her particular project. ~~And~~ Sally Hacker ~~is there~~ is a sociologist, and for ~~several~~ ^{several} years she's been a member of the NOW Board, and she's going to talk today about her post-doctoral study at MIT on the culture of engineering. ~~And~~ Evelyn Murray-Lenthall is representing SWE, the Society of Women Engineers, which is a professional organization of graduate women engineers, and also women with equivalent engineering experience, and she will be talking about the objectives of SWE. ~~And~~ ^Then Chris Dall is involved in making films on women, and five films are being planned to be made; two have already been made, one is on women in management, and the other one is on women in engineering; ~~and~~ she'll talking about those two films that are completed. ~~And~~ ^Finally, Pat Garrison, who isn't here right now, and I hope she does make it, is the Assistant Equal Employment Opportunity Officer, and she was going to talk about her work in affirmative action. So I thought we would just begin with Mary, then.

Questioner: *Can we introduce everybody?*

Sherkow: ~~The rest of the people?~~ Well, ^W why doesn't everybody go around and introduce themselves, because ^{that would be best.} ~~I'm pretty bad with names.~~

Lotte Bailyn: I'm Lotte Bailyn. I'm teaching at the Sloan School.

Sally Hacker: Sally Hacker.

Questioner: You want to make a sentence -- say a sentence about what you do, *hotte*, for people?

Besides teaching?

Bailyn: ⁿ Very little, she says [laughter]. ~~I actually~~ I have been involved in research on career women and men, and ~~the relationship of women~~ that they develop.

Allison Platt: I'm Allison Platt, and I'm the editor of Sojourner [women's newspaper at MIT]. Also, somewhat tending to be

involved *in a grant proposal just being made which would*

~~to~~ produce prototype brochures for high school and junior high school students about technology; ~~and well,~~ we haven't heard about the grant proposal. ~~And~~ *another* grant proposal which hasn't *come through either involves* a small amount of money for Sojourner, *to* keeping ^{it} ~~ing~~ up; we haven't heard about that one.

Martha Taylor: I'm Martha Taylor. I'm from the Sojourner [reporter].

Betty-Ann Curtis: Betty-Ann Curtis. I'm *glad to be here.*

X I'm interested in the Women's Forum. I'm chairman of the career organization.

Sylvia Darrow: *June 2, 1972*
I'm Sylvia Darrow. I'm a technical assistant in the Laboratory ^{for} ~~of~~ Nuclear Science, and also active in the Women's Forum.

Brenda Ferriero: I'm Brenda Ferriero. I work at the Computer Center Information Processing Services Offices, and I'm also active in the Women's Forum.

Jane Sauer: Jane Sauer. I work on the local MIT-Wellesley exchange program.

Dotty Bowe: ~~And~~ I'm Dotty Bowe. I'm a financial aid officer. I don't know what else to say, other than I have a long-term interest in women.

Stephanie Krebs: I'm Stephanie Krebs, and I'm a social anthropologist and film maker. ~~And~~ I've been doing video work this year, ^tteaching a course, in non-verbal communication in the department of ~~and in part in~~ humanities. Right now, I'm working on a project called, "Knowledge and Practice," which is looking at the kind of ideas and knowledge that planners have about their own planning work, or their own work in planning. ~~And~~ ^Wwhat I've been doing is I've videotaped two women planners, criminal justice planners, and now, at the present, I'm showing the tape back to them, and interviewing them ~~from~~ with the tape, and videotaping our interview. ~~And~~ ^Sso I'm trying to get two different views on what's going on in the tape. So it's really women in work.

Niti Salloway: I'm Niti Salloway, and I work ~~with~~ ^{at} CAES and ~~in~~ cable television programs, and I co-produced the women's films ~~at~~ ^{at} CAES. ~~And~~ I'm interested in using video to work as a family therapist, and that's what I'm training to do.

~~Questioner:~~

Pat Garrison: My name is Pat Garrison, and I'm the Assistant Equal Employment Opportunity Officer here at the Institute. ~~And~~ ^{my} interests are in the *employment of minorities* ^{and} women at MIT. For promotion [laughter]. X

X
Rowe: ~~Well~~, I was asked just to make a couple of words about what it is that I do. ~~And~~ you probably ~~you~~ all know when Clarence Williams *initiated* the ~~grievance procedure here~~ ^{was here}, our office *was* kind of ^{an} all-purpose office for inquiry and support, and referrals of all kinds with a lecturer in humanities to teach. I had taught a course every semester called *Androgony*, ~~what the world would look like if men and women did~~

I do very little research right now, but that which I have done is to try foster and *work* myself, ~~some~~ work on the *practices* of discrimination for women in higher education, and for women in the work place in general. † In my own work over the last three and a half years at MIT, I've systematically collected incidents of racist and sexist discrimination that has been brought to my office, that seemed to me of a non-*court action* nature. There's no ~~really~~ ^{ready} redress under the law for the kind of thing that I'm looking at, and that's why I'm interested in it, because I think that the legal system available to women, especially at places like MIT, is pretty sensitive, and yet advance for minorities and women has been terribly slow. So I've turned to the subtleties ^{with} great interest. If I'm allotted ten minutes that's related to that rather than what I do directly, I might say something that many of you might not yet

have heard, ^w which is various other large and smaller groups of women and minorities in women in the MIT complex have undertaken regional studies of subtle discrimination within MIT. ~~#~~ Recent reports that might be of interest to all of you are a monumental series of skits produced by the women at Lincoln Lab. They began three years ago ~~to do~~ ^{producing} some in-house skits, and then began to videotape them this last Spring. They have a very nicely

and edited, though technically imperfect, videotape of fourteen skits of things that happen ^{to} /minority and non-minority women in the Lincoln Lab context. I am not an objective observer, but I thought it was very good. ~~It's quite --~~ Some of the incidents are very funny if you can find a smile through your tears. ~~It's really a good~~ It's ^a sort of anguish and hilaria, gallows humor event. ~~And~~ They're still collecting more incidents and doing more videotaping.

Questioner: who's doing these skits?

Rowe: ~~Yes~~ It's a group at Lincoln Laboratory Women's Forum. Sub-group of Skit. They have sub-groups on Death and minority planning. [laughter]. ~~And~~ The Benefits Group, for instance, has studied the pension. They are the only people in Massachusetts who know more about pension plans than Bob Davis. ~~And so on down the line.~~ They're really very hard-working at what they do. ~~#~~ Another group that's just coming out with its report, if you haven't yet heard of it, are the Women in Architecture. The Affirmative Action Committee in the Department of Architecture, both women and men, sent a questionnaire to all the men and women of that department, asking about -- systematically

about racist and sexist problems *and incidents* within that department. ~~And~~ They produced a thirty or forty page report, which I think would interest everybody. ~~Similarly~~ Similar kinds of work have been done in many other women's groups, for instance, the Information Processing Group. # A major report has just been produced by women about women in athletics, focused primarily on the experience of women students in athletics, but also by implication the wider situation in athletics. These studies *concerning the minutia and* the ambiance of our life environment here at MIT now have covered, ~~perhaps, considering~~ ~~covered~~ at least some part of the life of almost half of the 4,000 women *directly* attached to ~~at~~ MIT. # One of the things that I think will *be* happening *in* this coming *year* is a deliberation of the regional reports. If you, yourself, know of or would like to embark on a *further sectional* analysis of subtle discrimination in your own work or educational environment, I'd be very happy to support it in any way I can, and would like *to have it written up* because there's a group working on a possible publication by *MIT press* of different kinds of efforts along this line. # A final disconnected sentence: I hadn't known at the time that I met Shirlee of a master's thesis done here that maybe all of you knew about, but that I hadn't. A woman named, ~~I think,~~ Marilyn *Bever*, has just done a master's thesis on women at MIT from 1870 to 1940, digging up all the women along with what they were doing, and why, and some of the major achievements of *the more outstanding ones*.

Sherkow: She's been working at the Oral History Program.

Rowe: Oh, she has? I didn't know that.

Sherkow: So all her materials will be deposited with our *Oral History archives,* ~~and~~ *I* if anybody wants to get ahold of her, I know her, ~~and I~~.

Questioner: *Where will* ~~When~~ your materials be, *?* ~~or do you have~~

Sherkow: Our materials are going to be in a special collection area of the library which has not been set up yet. It's in the process of being set up. So if anybody wants to get ahold of Marilyn, she should just call our office. *Now, Edith Ruina.*

Ruina: The acronym for our project is WITS. ~~And~~ I should explain that I *have been* at MIT as a result of something that began in 1972, when Leya Weisner was very interested in having -- that almost begins to seem like ancient history when I think of, ~~you know,~~ the sort of change in the nature of the issues and the concerns that people are raising. At that time, she was fairly new to the job of wife of the President, and was very interested in, I think, finding some imaginative *way* to have MIT use some leverage in a broader realm than its own environment in relation to educational issues. ~~And~~ *S* so we started -- And she asked me because ~~I had~~ ~~you know,~~ I'm *X* like *X* one of ~~the~~ *these* women on the economics charts -- ~~you know,~~ the M-shaped curves. ~~And~~ I sort of hit every point. ~~You know,~~ *W* when you were supposed to be in the labor market, I was in the labor market; ~~and~~ when you're supposed to be out of it, I was in the depths of one of those depressions

[laughter]. ~~You know,~~ ^Economic curves, I've conformed to all of it. But, anyway, she rehabilitated me, in a sense. I had done a lot of different things. And asked ^{me} to write -- to think about how MIT could think about reaching out of its own environment. ~~And it was~~ ^A also this coincided with the hundredth anniversary of a woman graduating from MIT. ~~And I see~~ Dotty Bowe nodding her head, because she was here at our birth. ~~And,~~ ^I in any case, in 1973, we had a workshop at MIT. ~~And~~ ^W what happened was that in the course of exploring what we could do, we discovered a very fortunate convergence of realities. Fortunate from the point of view of the workshop, not so fortunate from the point of view of women. ~~And~~ ^T the convergence we discovered -- which I think was only beginning to surface--I think people who were professionals in economics already knew it, but it was only beginning to surface, I think, as a major dimension of the women's movement. ~~And~~ ^T that was the whole business of occupational segregation, and the fact that women are very poorly represented in exactly those areas where MIT lives, essentially. ~~And so~~ ^T And the other thing that I think people were just beginning to be aware of -- We got a lot of flack when we started the workshop, because ^{we had} ~~people~~ started to cut into the picture by working with high schools, because we felt that there was a lot going on within MIT. The question was how you could use MIT ^{is} leverage in an abutting environment. ~~And~~ ^W We got all kinds of flak. We got flak from ~~the~~ the people who were in early education who said that even, ~~you~~ ~~know~~, beginning with conception, was almost too late. ~~And~~ ^W we got flak from people who were in higher education, who thought it was a waste of money to worry about anybody except people who

were already in college. But since we were kind of primitives, we ploughed ahead. ~~And~~ I think since then, it is interesting that a lot of other people are beginning to say that the high school, is a very -- You know, that in a sense, it's arbitrary that you can cut into so many places, but that the high school, ~~you know,~~ is something that deserves a lot more concentration that it has gotten. ~~¶~~ So, in any case, we had the workshop, which included, -- I don't know what the analogue is of the Holy Trinity [laughter], but it's a group of all the kinds of people you want to interact, and virtually ~~if -- you know,~~ in most action programs these days, which is education, labor, government, academic institutions, and, ~~you know --~~ And anyway, we had a configuration of all of those people who came to the workshop and who tried to say what could you do in high schools that would make a difference, by taking advantage of some kind of interrelationships among the configuration of people from various institutions. After the workshop -- the workshop was an ad hoc activity. ~~And~~ ^T there was a lot of question within MIT about what justification there could or should be for MIT continuing in this particular realm because that isn't its main mission. ~~And~~ ^T there have always been a few people who are sort of loyal supporters in the wings, while Leya, and I, and a few other people have ~~you know~~ And I sort of touch base with people in this room at various points along the way, who've have been very supportive and interested. But we could not exist if we did not have funding. But we've spent an awful lot of time trying to get money. ~~And~~ I have comforting words for

those of you who think that you get money through the buddy network, because we have a lot of buddies but not ^{getting} going money from most of them. ~~And, I~~ ^{are just} ~~have just been --~~ are getting money from somebody -- from a place where we had nobody, essentially, and that is from the State Department of Education. We're going to get a grant from the State Department of Education, which is potentially three-year money. ~~And~~ ^O our rationale for getting the grant was that we were going to combine the concern about equal education for women with the concern about exposing both men and women to career options. ~~And~~ ^O our notion is that the women's issue is an interesting basis for leverage to get people to be in a position ^{where} there's both a carrot and a stick for their examining what -- carrot-sticks, maybe, is what I keep thinking of -- for examining what goes on in their environment, and that the women's issue is a ~~very~~ way to shed new light on a lot of things that are going on, and that would be instrumental ~~in~~ if they were changed, ~~X~~ in effecting programs for both males and females. ~~¶~~ We have also just become part of ~~the~~ DSRE [Division for Study and Research in Education, at MIT], and I'm hoping -- this is all very tentative -- but what I'm hoping is that we can -- DSRE is very concerned; Lotte, and a few others of you here know that environment very well -- and they're very concerned about institutional learning and insitutional change. ~~And~~ ^I it seems to me that that is a major component of what we're all about. ~~And~~ I'm hoping that we can, ~~you know,~~ somehow be a laboratory for them. ~~¶~~ The other thing I'm learning is I go to all these meetings where everybody has all these wonderful ideas about

everything you should do, and I am learning a lot about what they mean by a tolerance for ambiguity [laughter], because there's an awfully lot of it in converting -- I mean, we're dealing with so many dimensions, ~~you know~~, in trying to take a sort of very broad concept, and everybody feeling that they've got good things to do, and then converting it into what you do with schools -- high schools that have a million other things on their agenda. ~~You know~~, ^W what you do with them at nine o'clock Monday morning, or at three-thirty, ~~you know~~, some afternoon, when two or three teachers may be free if the superintendent decides he wants them to be. ~~And~~ ^T that is not an editorial "he"; I use that advisedly [laughs]. It's a very tricky business, and the only way that our program is really going to be able to make it is if we can -- ~~I mean~~, ^E essentially, I see our role as doing a lot of -- I hesitate to use this metaphor, when Stephanie Krebs tells me about the research she ~~is doing~~ -- or has done; it's choreography. A lot of pieces of programs is following a lot of times a lot of different kinds of people who are represented ~~and~~ ⁱⁿ this room, because I feel if we can do some of the organizational, and some of the connecting, and the inter-connecting, we can't provide all of the kinds of knowledge base and perspectives that are going to be needed. But what we can do is make a lot of the connections, and make it easier, maybe, for people to get together in a lot of different ways. So, I'm a nervous wreck [laughter], but *it's nice*.

Questioner: ~~And~~ you're now primarily focusing on working with high schools ~~x~~ *to get women ... ?*

Ruina:

~~Now~~ With high schools.

~~Questioner: To get women~~

~~Now~~ Well, as I said, we're using that as the lever. You can't, you know. But that is a major piece of our agenda. We are no longer calling ourselves "The Women's Project," for a lot of reasons, and related to legal problems ~~that~~ whether or not you can do it. So the acronym stands for Work in Technology and Science. ~~And~~ our contention is that the ~~you know~~, women who are concerned about projects losing their female focus once they're merged have a legitimate concern, and we're saying, "We're not going to let that dimension get lost in our project."

SherKow: Sally Hacker

Hacker: ~~Now~~ When you were talking about a lot of stuff being written about men in engineering, I think that's true of the other side of the coin. What I'd to do is take a look at men in engineering from a feminist point of view. But I'm not quite sure that that's been done. Now, in general, maybe starting out with the question, "Why are there so many men in engineering?" [laughter] I don't know. I think that there might be for the final stage of the study of technology and women's role in society -- Generally this is a research-action project for a couple of years in agro-business, in telecommunications, insurance, printing and publishing. How, trying to do the traditional affirmative action efforts and seeing that you find out that affirmative action maybe holds some ground, somewhere, maybe, but not, ~~you know~~, really a whole lot. Technological change, for example, is going effect the role of women

~~is going to effect~~ the role in many industries to a far greater extent, detrimentally in many cases, than its done in our experience. We began to notice that a lot of the managers we talked to were engineers. We also began to notice that there was, as well, peculiar notions about women, insensitivities to political structure and social relations. Now that led to coming here to MIT to learn more about the culture of engineering.

At this place, to look at the origins of that culture, and to see how it's transmitted to the next generation of engineers. What sort of notions about women, for example, are transmitted formally or informally, in class ^{rooms} or in texts, whatever. I sat on in on classes; I went to IAP [Independent Activities Period] seminars ~~and~~ listened to lectures, and began doing a content analysis of jokes [laughter]. Now, primarily because I couldn't understand many of the jokes that were going by. So, I operationalized it, ~~by~~

Questioner:

Hacker: [laughter]

Questioner: ~~jokes to you, but I don't understand them [laughter].~~

Hacker: Well a little summary of that. ~~The first~~,

~~the~~ most prominent topic of humor, I think, is making out. ~~And~~

How do you make out in the system, ^{how do you beat the} system, how do you rip it off, how do you compete? Jokes about failure have some humor

about grades. ~~And~~ I think there was nervous laughter for the most part. ~~So~~ The second largest category concerned women, sex,

body function, a lot of scatological humor, which sent me to the library ^{to} to make research on shit jokes, and that was --

Questioner: Dirty words.

Hacker: Right. What we're trying to do now, and we're ^{not} done with this part of the study, we're doing a series of very loosely structured interviews with a sample of the male engineering faculty, with a special focus on electrical engineering, and a comparative sample from the Department of Humanities. I was trying to do, to some extent, an exploration--maybe it's an empirical research--around notions inherent in radical feminist theory. That is, along with civilization, where did ~~we~~ we get the origins of the dualism we're still stuck with? Now, is there a separation of male and female which is pervasive, and very, very extensive, and which reaches into the deeper past and the deeper centers of ourselves? ~~Now,~~ that dichotomy, that dualism, might be seen as a separation of mind and body; a separation of nature and technology; a separation of intellect and logic from the emotions, feelings, and so on. So the series of interviews we're doing with the sample of male faculty -- now that meant dropping two women out of the whole sample; if you're drawing a whole sample, we had two women; so it is pretty representative of MIT in those fields. ~~We~~ We're asking about the sources of greatest pleasure, as early back as they can remember; what really turned people on in their childhood. Now, to some extent, the work and leisure study, looking at the connections between what you learned and mastered, what you learned to be good at,

what you learned to enjoy; you have to find pleasure and gratificational fulfillment ~~in~~ ^{as a} child, and then how that's related to what you chose to do in adulthood. Now, maybe writing about these things in fashion will orient educators ~~x~~ to the very, very early ages which we have start -- conception sounds like a pretty good idea. ~~¶~~ We're asking them about their thoughts on the social organization of work. ~~And~~ ^D does work have to be so inherently hierarchical an organization, or can work -- can you conceive of work ~~is kind of~~ ^{-- does it sound} pleasurable to work in a context characterized, ~~you know,~~ more by egalitarian relationships? We're asking them, ~~you know,~~ questions about social relations in childhood. ~~You know,~~ ^W were the relationships characterized by a lot of intimacy and trust, or was it a fairly superficial relationship with a set of friends you had fun ^{with?} Or were you a loner? ~~And~~ ^T to try and find out, ~~you know,~~ something about their attitudes towards social relations, and ultimately toward social structure. We're asking them about girls. What did you think about girls at that age? ~~You know,~~ ^W what about sex? Sex in adolescence; sex in adulthood? What's the most pleasurable part of it? Asking about sensory -- sensual experiences. Fascination with the play of lights; the quality and texture of materials; different kinds of rhythm in music.

~~And~~ ^T then asking them how they got into engineering. What was it that turned them on about engineering? What did they like about it? What do they do like best about it now? ~~How~~ [¶] We're not done. I can give you some impressions, ~~you know,~~ of a few things that I think are going on. It seems that social relations

in childhood do tend to deemphasize experience which might heighten sensitivities to social relations, both interpersonal and interaction.

~~Now,~~ ^The most frequent response to the question, "What did you think about girls at that age?" was, "Not much." Now, this is a sort of ambiguous meaning here, and I think it was meant in both senses. For example "I didn't like girls." Or "I felt awkward, and I was scared of girls." And "They're kind of frightening. I never knew how to act around them." Or "They played games that were dull. We were doing interesting stuff, and we didn't want to be held back by having girls around."

Questioner: Sally, did you ask them what they thought about boys at that age, too?

Hacker; No. Their peer ^{group} question -- That follows, "What did you do? Who did you play with?" ~~And~~ ^(W) without exception, the male peer group -- one exception, one fellow, ~~you know~~, had a girl friend who played football -- without exception ^{they all} ~~had~~ an all-male peer group. Sometimes, ~~now~~, there were sisters in the family. ~~But, now, that would have been, the sort of probing question, you know,~~ "What were your attitudes towards boys?" It never occurred to me. But ^{we have} ~~we~~ five to go; we'll try it ~~and see what happens.~~ I'd say most of the leisure which was extremely pleasurable in childhood was craft-related or technically-related. ~~Now,~~ ^S sometimes there's a cognitive-technical, puzzle solving, problem solving, being able to, ~~you know~~, solve problems that other people couldn't.

~~They were~~ ^e Extremely, extremely competitive people. ~~You know,~~ ^I it was really

do
 fun to/this because I could do it better than anybody else. It's
 fun to do this because I couldn't play sports. My impression
 is that a fairly high proportion of people who felt they were
 too short, too little, and not physically, ~~you know~~, up with
 things. ~~You know~~, They weren't jocks, in other words. A few
 people had skills in [outdoor activities]. ~~Now~~, There's a healthy
 delight in things technical, but without the counterbalance of
 some attention, again,^{to} social structure. Social sciences are
 held in the greatest disdain. I have heard ^{a couple of} ~~of~~ social
 science jokes; like, "Scientists and engineers stand on the
 shoulders of giants, and social scientists stand on their
 faces." And it goes on: "Social
 science's methods ^{are} ~~is~~ unpredictable, and you have to work with
 people, and people aren't clean, and neat, and orderly, and
 they don't stay in one category." # To go on,
~~two to one on,~~ "What do you think about the increasing tendency
 of engineers to go into management?" And the shift,
 it's like there's no perception at all. "Well, fine. Engineers
 will be great managers. I mean, they know all about people, and --"
 [laughter] So this is that to some extent research into the
 mind of man at MIT from a feminist point of view. ~~And~~ I think
 it's about time ~~that~~ to go into research into the mind of
 woman, ~~you know~~, from a masculine point of view. It's sort of
 like Freud saying what the world is if women won. Well, maybe
 we can find out what the world is if women and men both won.

Questioner: What's the difference between the engineers and those

people in humanities?

Hacker: These are fairly different. ~~And~~ I think they'll parallel. I talked with Ben Snyder.

Questioner: Oh, you mean ~~these~~ ^w ~~this~~ What you just said you don't find among the people in humanities?

Hacker: Not to the same extent. But I think ~~-- I think --~~ that attitudes towards women, ~~I think~~, are going to be -- ~~You know~~, again it is hard to, when based on impressions -- ~~How~~ I think there're going to be some similarities in attitudes towards women. They seem to ~~do~~. ~~But social relationships --~~

^{Ruina} Questioner: Are you going to be doing the same thing at other places? Because it seems to me MIT maybe --

Hacker: Love to.

^{Ruina} Questioner: Yes, ~~but I mean, MIT -- In other words~~, it may not be possible to generalize to those fields from an MIT population.

Hacker: Right. Now, one reason for doing it at MIT is that it's significant that MIT has in the creation and transmission of ~~the~~ culture of engineering to some extent -- I've talked with people at a couple of other colleges. I don't know. My next job is to be waiting tables at Legal Seafood [laughter]. I'm part of, ~~that, you know~~, the middle of the M curve [laughs] at this point.

Questioner: Are you doing the interviewing, or are you ^{using other people?}

Hacker: There's six interviewers; three men, three women, ranging from totally anti-feminist *to strongly profeminist*, and ~~and~~

Questioner: What kind of difference are you getting in terms of the answers? ~~people~~

Hacker: People have been, I think -- One fellow who holds very rigid notions about women, now a fairly young fellow, gets, to some extent, more hostile responses. Two of the women have been propositioned, ~~You know~~, but that doesn't happen to men. ~~Now~~, Generally people are delighted to talk about their work. And it is delightful, really, to hear people do a bit of what they're doing, and talk about what they're doing. They're a pleasure. ~~Now~~ The question about sex ^{gets} is very little in the way of response. And such ~~I~~ in one instance, where a guy couldn't get a tape recorder on time, ~~so~~ he had this very long, very free-flowing interview, and there was a lot of data for *a Summary*. So I think the tape recorder ~~has~~, to some extent, ~~X~~ operates against getting rich data in an area that's very, ~~you know~~, personal.

Questioner: Where are you going to publish ^{the} ~~your~~ results of your study?

Hacker: I've thought about different places. ~~Like~~, I'd like to do one in something like Parents magazine about the importance of not segregating activities by sex. ~~You know~~, If you're really limiting kids of that age, if you're going to start that early, say with ^{girls and with boys} ~~two year old boys~~ -- ~~Now~~, I'd like to do some writing about dualism -- ~~you know~~, the mind-body, male-female, intellect-emotions, sort of thing, for the feminist press. And something for

professional literature in engineering about the lack of attention and concern -- lack of egalitarian approach to social structure. ~~become part of people's professional people's~~ ~~increasingly.~~

~~Sherkow?~~ Sherkow: Evelyn Murray - Lenthall.

~~Questioner:~~ Well, keep us posted, when you think it's more clear.

~~Lenthall:~~ Murray: My interests and activities are somewhat different, but they fit in very well with those of you who are here.

~~Because what~~ -- I'm a member of the Society of Women Engineers; (SWE)

I'm going to be a section representative of the Boston Section.

~~And~~ I'm going to be on the executive national central committee

next year. But it's a national organization, because we're

primarily an authority of MIT to establish committees representative

[of engineers in this geographical area.]

~~to one woman is selected each year by her peers to do her --~~

~~professional society, the people she works with, other women,~~

~~other men, and so on -- are asked to propose women who are~~

~~engineers and she was selected last year. The -- It's a~~

professional American organization of engineers for

membership. It goes along the lines of other technical societies,

~~which have fewer members than~~

We have twenty-one sections across the United States in various

cities and also members-at-large, and how to get even more than

two people together of women engineers. We hope that this will

change. ^{There are} ~~And~~ about sixty-two sections. This is blossoming. This

is our ~~you know,~~ peak and ^{we feel very} ~~you feel very~~ good about it. Two-thirds

of our members are students. Total membership ~~around~~ about four

thousand

thousand. ~~And~~ ^This has doubled in the last year. You know, really fabulous! ~~And~~ ^We spend a lot of time working with women at the high school, college, and during their working lives, being as a resource. ~~What~~ ^{the} Society of Women Engineers does is not to replace the technical societies that all technical-professional people belong to, but it is a support to whatever they're doing.)

~~And I might be talking~~ ^I -- I have gone to talk; I've have talked to high schools around New York. I find this fascinating. ~~I have been asked~~ ^{We usually send two} ~~seventeen~~ ^{so we can offer different} ~~certain~~

perspectives ON

^t engineering, ~~to~~ talk to the lab class, for example. ~~And~~ ^Then we'll talk about what an engineer does, why it is that he uses ~~use~~ mathematics, ~~what~~ ^{etc.}

~~Questioner:~~

~~Murray-Lenthall:~~

We

~~And~~ you find this is very productive. ~~And~~ ^Then, of course, being women engineers, ~~we~~ ^{all} -- I try to get, and we/try to get hold of and talk to the women in the class, and saying, "Have you thought of doing engineering?" ~~And~~ ^We have a lot of brochures, and so on, that we use, ~~such~~ ^x such as this one, which is rather neat, ~~profiles of~~ ^{with pictures} which is ~~of~~ ^{women in engineering, and it's short copy /}

~~And~~ ^{It's} been very interesting ~~for~~ ^{One student aspect is} women. ~~And that -- Well, that's~~ ^{asks us}

~~it.~~ ~~If a student~~ / ~~to help~~ in any time whenever formal inspection requires providing ~~resource~~ ^{reach} people, and so on. We hope that the Women's Section at MIT will ~~know~~ ^{women} the / students who are interested in SWE, ~~will get~~

#

~~will be chartered, and~~ In the
 third stage of the person's career is really the hardest, to
 refer to your M curve. This is, I think, ~~is~~ where SWE really
~~is~~ becomes more ^{an} alternate system,
 because some of ^{them are working} / where they are the only woman
 professional. ~~And~~ ^B By going to a meeting and meeting other
 women who have the same problems, you are able to say, "Oh
 my boss did this ." ^{You} ~~And~~ find out that, ~~you know~~, this has
 happened; what do you do about it? Career choices, career
 guidance. Talking about course work, continuing, going back
 into working. As you all appreciate, the hardest thing is
 if you're out of work, is to get you back in! ~~And~~ ^W when you really
 really need support and encouragement as being able to ^{say,}
 "Look, I did it. I know the picture. Sure, it's hell,
 but you can do it because I did it. ~~And just~~ So it's
 really a supporting, educational society trying to continue
 keeping women who ~~make~~ a choice of going into engineering.
 But more importantly, getting through to youngsters that
 engineering can be a people's career, not ~~men, not~~ ^{just a career for men.}

~~I'm interested in what~~ You know, ^{is}
 Questioner: / ~~What~~ you say is very ~~right~~ important, ^{Because} I've
 read it on a lot on the loan applications; ~~telling her stories~~
~~about~~ horror stories concerning women.

#

~~Murray Lenthall:~~ But one of the things we are getting upset
~~about~~ and very pleased ^{about} ~~is~~ ^{are} the new women
 coming into engineering. ~~is~~

They're very bright, they're very strong people, that we think will make excellent engineers; they'll be very professional about their work. ~~But~~ But, we are getting pressure from the

situation of the male engineer and their rights, ~~we~~ ~~are~~ ~~known~~ ~~as~~ of this summer. We have been

asked to change the by-laws and our ~~to change our~~

membership to admit men. We've been forced into this by

the university, through which ^{floating} / Title IX says ~~say~~

that student's chapters may not meet all the students' needs properly.)

~~And~~ Now we've got money for scholarships, and we've given out fifteen to twenty scholarships; this is money provided by industry to support women engineers. ~~And~~ We've

got a lot of people who have put pressure on us. We are

paid ~~pay~~ three hundred ~~X~~ dollars a year to support us in our activities. ~~And this is our~~ ~~we have to~~ because it's funded ~~are funding it,~~

So we have this problem of having to give scholarship money to men and women.

Also in the high schools we have a merit certificate program which the women who have gone to high schools organize their own ~~and~~ saying, sections and ~~which~~ we invite them to the school, /

"We would like you to present certificates of merit to those women who show promises in math and physics." This is just purely to encourage women who lack need money and their scholarships.

they're on the right the track going in. You know, they ~~may~~ may need

~~help to~~

[BEGIN TAPE ONE, SIDE TWO]

~~Murray Lenthall:~~

~~they made need help~~ help to go to school, and
 they need encouragement.
 but we're getting there.

So we've had a long way to go, Thank you very much.

Sherkow: Chris Dall.

Dall: I don't really know how many of you know ~~how much~~ about
 the films we're making.

The original idea for doing a kind of career ~~expectation~~ ^{educational} film

came from Millie Dresselhaus a couple of years ago. She said
 a film would be a good way of getting high school women
 interested in engineering. Perhaps it's difficult
 for them in engineering. So she went to The Center for Advanced
 Studies on Working, and asked them what the
 possibilities of doing such a film were. That's where they have
 all the video shows for MIT. And they wanted us immediately. They
 said, "Yes," not getting any film equipment or any film
 personnel. But they went out and hired myself
 and Niti Salloway, and we made it about a
 year ago.
~~make it about a year ago.~~

When we finished that film, the Sloan School started to be active

~~in any~~ in this regard and wanted a film on women in management.

So we got some money from them, and we got some major funding to ~~analyze~~ analyze that film. We just finished it ~~finished it~~ last March. And we're probably going to have one showing this Summer for MIT students and staff and another showing this Fall. So those are the two films we've done.

What we're hoping to do now is to develop more films on women, specifically on career areas different than the traditional engineering and management careers. Some of the career areas that we're thinking about doing films on are women in

government, political science, architecture and urban planning, economics, ^{and} visual arts. that was what we had thought of.

There are a number of different objectives in making ^{these} films.

I think the primary one is simply to present to young women who are just beginning to think about what they might be doing in their working life that's stretching out ahead of them; new career opportunities they may never have thought about simply because they are women, and they ^{thought} ~~that~~ these jobs ^{were} ~~are~~ for men only.

And ~~maybe~~ ~~idea.~~ And hope that they'll ~~go out and they'll follow what they find~~

We're also trying to present role models. One of the problems that a lot of young women have is that there is simply / lack of role models for ^{them} ~~women~~ to go to to watch and talk to.

And we're thinking that if you can't actually present them in flesh and blood role models, watching a film they can see these women interacting with their colleagues on the job. What they're

doing. They can hear them talking about what ^{their} problems are; what some of the good things are; how they manage their home and their work life. ~~And so we're trying to~~

~~do that.~~ ^A Also, we decided, way back at the beginning, to start making some ~~films~~ ^{films which deal with some very} ~~traditional engineering~~ ^{important} ~~made on film.~~ ~~That there are a lot of personal and social issues, that had to be dealt with~~

~~some women to~~ ~~the factual issues~~ ~~even begin~~ ~~to be curious about~~ ^{some women to} ^{the factual issues} ^{to be curious about} ⁺ I'm sure you're all aware of what some of those issues are. Ideas like, "Women do not have and never will be able to develop skills or the kind of logical thinking it takes to be an engineer."

"Women don't have the personal characteristics, like being aggressive or ^{competitive.}" ^X "All the women here are non-aggressive."

^{to do was to make a film where} ^{One of the things we tried} ^{women could feel they would be} ^{being accepted as} ^{accepted by} ~~a peer.~~ ~~Fear of having to make decisions in a~~ ~~career in the area.~~ ~~marriage and so on~~

.. So what we're trying to do is some kind of good balance between dealing with these issues and presenting factual information on a career. ^A As far as the current status is concerned, ~~now.~~ ^{we} We've just finished the management film, so we haven't really gotten into ^{anything} ~~else~~ ^{out} right now. We've been distributing the engineering film ^{because} the distribution office has ^{not done this} to an extent. Unfortunately, they are not really set up to distribute this kind of material. They are set up to distribute highly technical

videotapes, ~~dealing with the~~

The films are kind of being lumped at the back of ^{their priority} list, and so the films have ^{not been widely distributed,} ~~been the extent of distribution~~ efforts.

Questioner:

[laughter].

Questioner: ~~Good for you.~~

Questioner:

Questioner: ~~What about the engineering students? Engineers don't~~
get

Questioner: ~~remedy~~

Questioner: ~~Yes. Some of them shouldn't~~

Questioner: ~~I know. Just having them done.~~

Questioner: Some of these shows weren't taken on because they were not part of the process of making the film, and so they haven't approved it. And they would only like to put on the tube that they were covering the

Questioner; ~~But a couple of~~ like

Questioner: ~~Right.~~

DALL

Questioner: Well, we haven't even had publicity in the local
ress. ~~I mean, that's~~

Questioner:

Questioner:

~~because they have a minority women's~~

Questioner: And I have a lot of experience with ~~women~~

Dall: ~~One~~ One other thing we have done to try and help the
situation is to *do distribution ourselves.*

~~last week to distribute the film~~

~~in conjunction -- separately and in conjunction with the~~

~~. And they're going to be~~

~~distributing them to high schools, colleges, special women's
groups~~

we are Also, *the present time* on the management film, at
planning ~~just~~ massive publicity and
distribution *around the country.* We've had

already a hundred requests. They're distributing for free, which
helps a lot.

Questioner: They're doing it through their own organization?

~~Or are they doing it --~~

Dall: ~~No.~~

--

Questioner: Oh, so it's actually to the schools?

Dall: Right. ~~And they've also made arrangements with a number of education to run that. So that's the . So that's difficult.~~ As to whether or not we get to do anymore films, of course, depends on *who is* going to fund it. That's difficult for us.

~~. So we're now~~ One of our problems is that the films are getting more, and more, and more expensive. It's running into around sixty thousand dollars a film. ~~And~~ *And* everyone we talk to thinks, "*Your* ~~you're~~ film's just a really great idea," because they think it's time we have something like that. ~~And~~ *Then* when they got to the sixty thousand dollar figure on that, they can't remember why they thought it was such a great idea. So we're going to keep trying. ~~And~~ *We*'re hoping to get some funding.

Questioner: Did you know some of the ILO companies, if you ~~did~~ *could* ~~get a group of people interested, you could~~ *apply* have something, ~~might be, you know, to get ten people~~

Questioner: ~~And this~~ *for* ~~to get~~ a pool of funds.

Questioner: Yes, right.

Dall: Well, if any of you have *good ideas*, be sure and tell us.

Questioner: I'd like to just say one thing. I don't know whether everybody in the room has seen the women in engineering film, ~~but I haven't seen the women in management one~~ *X* but I think it's extraordinary, ~~the women in engineering film. And~~ *Chris* described it, ~~but I don't think she~~ *but it is* ~~It's~~ very difficult to say

in words the kind of feeling you get from watching it, which is that those are real people who are really telling you the important things about their lives. ~~And~~ you see one woman engineer interacting with her kids and her husband, and she goes off to a meeting, and the husband takes care of the kids. ~~And this is --~~ It's a very real kind of thing. It's a very human kind of thing. ~~You know,~~ I thought, "Oh, it's a film about women and careers. Another one of those things." But this ~~really --~~ ^{is} It's really an extraordinary film. ~~And~~ I it should be used much more, even within MIT, I think.

Questioner: Is Dresselhaus on this film? ~~as part of~~
~~the film?~~

Answer: No, she wasn't.

Questioner:

Questioner: Something else hits me.

Questioner:

[laughter].

Questioner:

at times.

Questioner:

and some slide shows, and things that people have put together in an amateur sort of way. And they

~~always and good. You put it to -- there's a certain fashion.,
But it's real and human, that's the thing. But~~

~~Dall: our film? [laughs].~~

~~Questioner: But it's important that it doesn't. You can go in
and take hold of it because it doesn't -- It goes through
these roles and makes its point.~~

Questioner: Is the published material that goes with it
available?

Dall: Yes. Through CAES. What they're doing
now is ~~they're sending out one -- as I understand~~ ^{it} ~~they're~~
sending out one / teacher's guide , and one / student's guide , and so on.

Questioner: Because it seems to me is what it really does to
those people who might not know very much about engineering is
to sort of plant some seeds and get people thinking, ~~and gets~~
~~people thinking.~~ And I think it needs to be followed up. It
needs a the whole lot of, you know, what comes next? ~~And~~
~~something~~
/ like that

~~Questioner: There isn't a whole lot of factual in
connection with that.~~

Questioner: ~~And~~ I think in some young women who've seen it that
I've talked with, it kind of stirs some things that
they don't know how to deal with. ~~I mean,~~ They sort of think,
"Well, that may happen to anybody," or, "I don't want to be singled

out like that," or, "I don't want that kind of a life.

~~You may need to discuss it~~ ^{And so} I think it's true that they really and talk about it,

~~And~~ I think their image of what they would like to be as an engineer is very different from what *an actual engineer is like.*

That may be good or bad, but they need to *talk this over with someone,*

But other than ~~that~~ ^{that} you know, I think the film is good equipment in any profession.

Dall?

Questioner: ~~A number of people have said that. I think I'm not quite willing to accept it, but --~~

Questioner: I don't think the management one does it. And, you know, I think that's strictly in the style of management, where

Dall?

^{Salloway:} Questioner: I just want to follow what you said, Stephanie, about it being used more at MIT. ~~And~~ ^T the reason for that is I think there's a real possibility that there may not be any more women's films, if nothing happens because of funding in the next three months, even. ~~And~~ I think it's a real shame!

~~You know,~~ ^I if this whole unit disappears, and *the films end.*

~~ends~~ ^I And if there is more support within the community here, in terms of use, and awareness of this tool that we're producing, that might validate us doing it, ~~you know,~~ ^{for the interim} Or even getting interim support to keep the unit surviving until we get the money for the next film.

Questioner: Can an internal group use it without cost?

Answer: Yes.

~~Questioner: Use the film?~~

~~Questioner: Use the film? Oh, sure.~~

Questioner: I didn't hear your whole list. I was just curious:
d Did you include doctors, the medical profession? *X*

X
Questioner: I would like to see more ^{women} doctors. I've come to the point where I'm tired of going to male doctors. I know it's not specific to MIT, ~~but~~

Questioner: That is one the rationales for MIT ⁱⁿ ~~to~~ using ^{these films;} ~~than~~ whether, ~~you know,~~ we have that expertise, or knowledge, on the campus that we can use.

Ferriero:
Questioner: But if it doesn't stand, I personally resent it. *T* And then also, when you're finished with the women, ~~and I don't~~ you know, ~~I think you haven't finished with the women's field~~ entirely -- *it* might be interesting to do the reverse, and talk about men in typically female roles.

Questioner: Yes.

Questioner: How will they know when they're finished with women?

Ferriero:

Answer: Well, I know. [Laughter].

~~Questioner: What are you doing to do with that? Forget men?~~

Dell
Ferriero:
Answer: ~~I don't want to~~ See, I'm afraid that once you do that, the women's films will get sluffed off, ~~you know,~~ -- Pick *But it would be nice to have films of* up with the other, which I knew might be -- happen. But you know, men as nurses or librarians *X* or secretaries,

~~Questioner: Secretaries.~~

~~Dall: Yes, secretaries.~~

Platt
~~Questioner:~~ I have a question about funding. Everyone's saying *how* hard it is to get funding, and I know this is a bad economic year for funding. Does anybody know how women's grant proposals are doing, or women's projects are doing in comparison with general projects? Do you know, Mary?

Rowe: Well, I'm thinking of Washington for the moment, of big sources like NSF and NIH, and ~~that~~ *W* women ~~have~~ organized ^a band of hardy ^{who} women have been looking at those groups for some time now. ~~I know they put~~ ~~that~~ NIH came up with a ^{tremendous amount of} ~~tremendous~~ money ~~for men~~. They just gave a whole bunch of things to *men only*. I've heard under the table that the reason they did it was that somebody had forced them to send out the proposals for review under anonymous codes, ~~And that the~~ ~~women had something~~ ~~you know~~. Whether that's just somebody's wonderful story, or whether it's true, I have no idea. But there is a woman on campus, *Margaret MacVicar*, ^{who's name is} who's really concerned about the possibility of difficulty in NSF funding for *women and has been* ^{looking into} ~~about~~ *this for* six years. ~~And~~ ^{There} there are large groups of people in Washington *who have*, for instance, ~~a well-known physician~~, has looked at funding for women in science -- always ^{active} active in the review process: Who is involved? How, when, where? Can we get reviews done anonymously? That sort of thing. ~~And~~ ^O other groups have looked at funding for women in social sciences; looked at the whole process of peer review. ~~And~~ ^E enormous numbers of changes have been made this year

in how the processes are working. My impression is that the total amount of funds available has dropped by a factor of, say, one, ~~you know~~, to about fifty percent of what it used to be, say, ten years ago. But that the proportion going to women has risen, ~~you know, like~~ - I'm making up these figures for women, ^{five} five to ten percent, or something like that.

Questioner: How would you disguise a resumé? Because usually you submit a resumé with all those proposals.

Rowe: Well, there have been experiments, both with respect to proposals and with respect to journal articles in taking out a big lump of things that identify, ^{just as}, ~~you know~~, people with ~~Rand~~ projects leave out the obvious identifying material. Now, in a way, it's unfair, because ~~the~~ the well-known figures tend to tell -- tend to -- ~~they can~~ turn in shorter project proposals. And ^{they are} in fact they're so good, that people understand that going to give them a little more money. But whereas little-known upstart minorities and women could not have worked hard on their proposals, it's fairly difficult. I don't know exactly. ~~I mean~~, I really don't know if it's a ^{discriminatory action} ^{own} I know that my profession and many others have done it for journal articles, producing a great a change ⁱⁿ in the publication -- of which articles are published in journals. And ^M most people think that the difference for minorities and women is an artifact by institution; ~~I mean~~, it matters more to take off an institutional name than it does to take off a person's name. And

^I If this just potentially helps minorities and women because the

better-known the institution the fewer the minorities or women.
just

In any case, a lot is being done on the process. ~~And~~ I think it's hard to demonstrate that there's been any absolute effect over ten years, because of the total drop in funding. But I think that there has been a proportional effect that we will feel even two or three years.

more strongly in the next ^{Platt:} One of the other aspects of that, of course, is that many women don't know the ways to ^{write} ~~make~~ proposals ~~and~~ ~~make them~~ and that information isn't so readily available; it seems to be an in-secret in most cases.

Questioner: That's true.

Questioner: That's why it's ^{important to} ~~work for money--~~ work for money and then write a proposal [laughter]. And that's what most people don't know.

Questioner: Well, ~~that's~~ ^{that} I think may be becoming somewhat less true in this market, because ~~I think~~ my impression is that when you talk to foundations, ~~that~~ they're more and more concerned. ~~And I've, you know,~~ talked to some people who are very well-connected, including males, who, ~~you know,~~ are finding that ~~that's~~ just like everybody else, once the money gets tight, the foundations are, ~~you know,~~ feeling much more strongly towards what their own objective is. ~~And even if that is --~~

Questioner: But that's just the point.

Questioner: Yes.

^{Salloway}
Questioner: But in the sense of sharing the knowledge by people --

~~who~~ ^a Are you referring to on-campus here?

Platt: ~~Answer: In ==~~ On any level. Any level that you can start in, that's what's

Questioner: This isn't the level to start in. ~~I mean,~~ I don't think there's a lot of people who know that if you're ^{writing} ~~writing~~ a proposal to some organization, that you include -- certain things are expected to be included. And ~~If~~ they're not there, then they're not going to look at, ~~You need not so totally~~

Salloway

Questioner: Well, one of the things that ~~might --~~ or could happen ~~X~~ is more sharing, when we could begin right here, ~~You know,~~ in terms of those of us who have taught ourselves or know how to write a proposal, and what we've done.

Ruina ^{It is damn and you're most likely to get rejected.}
Questioner: ~~One that is damn hard --~~

~~Questioner: That you're most likely to get rejected.~~

Questioner: Well, we could develop ^{the} / format that works, and then submitting it in our place to begin, ^{A lot of people ^{are} getting} even. / ideas who don't know how to begin to write a proposal.

Platt
Questioner: ~~A very~~ ^{A lot of people don't even know what} ~~for listing of foundations~~

are in Boston area.

Ruina
Questioner: No. The only reason I ~~object is --~~ you know, sounding like I'm objecting ^{that} ~~X~~ is ^I don't think there's magic. ~~I mean,~~ ^M most proposals get rejected. ~~You know,~~ and I think that you don't want

to build up people's expectations to think that there's a recipe for success. ~~And, you know, that there are any -- And, you know,~~ I get a little disturbed, ^b Because I went to one meeting on proposal writing, for example, and I think everybody came away ^{with positive feelings,} ~~you know~~ And ^{the} The thing that was never told to people was what the rate of rejection of proposals ^{was} ~~is~~, even for major organizations.

~~Questioner: Yes, but you have a certain number of stars, to even --~~

~~Questioner: Oh, it's true. But, you know --~~ ^{Ruina} ~~And I think there are realistic ways to do it, and I'm just arguing, you know, for realism about what you are doing. your -- you know, There is no final royal road to success.~~

Questioner: Was this a proposal meeting at MIT?

^{Ruina}
~~Answer:~~ No.

~~Questioner: I have a special request. I have to leave early, and I haven't heard from Pat.~~

~~Questioner: Yes, Pat.~~

[laughter].

^{SherKow:} Pat Garrison.

Garrison: Well, ~~I'll say a little bit.~~ I'd just like to commend you all for what you're involved in. I look at all these activities as falling under the umbrella of affirmative action. ~~So it's~~, you know,

I will talk about

what we're trying to do in that area, as well as deal with some of the legal problems in terms of the kind of things that we thought of as the women's ~~problems~~. *problems.* I'd just like to footnote, in terms of commenting on everybody's proposals, in terms of content and discussion. *#* I think that one of the things that I continue to recognize as I go around to other colleges and talk with some of the Black women and filling quotas, ~~and just looking, and that is the absence of the minority woman figure.~~ ~~And the kind of thing that ends up~~ ~~to do with women in general.~~ Over and over again, we're beginning to be more vocal about ~~the actions of~~ *the* ~~or~~ role of minority women, particularly in ~~be in~~

projects and activities that deal primarily with the kind *of work* that you're doing. *#* Within our own institution, we probably have recognized to a very *real problem,* [laughter], minus zero! So that there is a problem in terms of our representation of Black women in particular on this campus. Understand there are only seven Black women currently ~~enrolled,~~ *employed*, out of a total number of five hundred. ~~And~~ *On* our faculty of a thousand, there's only one Black woman faculty member. So there is a great need for us to begin to talk about the absence of these women, ~~with~~ respect to employment, ~~promotions,~~ with respect to activities in general. I'm going to talk about special projects that are being held up that are not, *being* sensitive to -- are not being conscious of some of the things that are happening to minority women that are not happening to women in general. I don't mean to play that up to the extent that I'm trying to expect a separate approach to dealing with the problem. What I'm trying

to suggest is that we talk about a lack of different input in terms of meeting our needs while we meet ~~those of~~ in general. the needs of women /

I
~~Why don't we go into a discussion about some of things that --~~

~~Especially, I think that there are a number of women here begin to try to pick things that of racism and sexism, both, in terms of some of the things that happen to in our . In areas of~~

4 Barbara Wyatt have both been very much involved in trying to develop case studies and skits describing some of the racist-sexist things that are happening to minority women on the MIT campus. So, to that extent, I think that we need to be more conscious of some of the things that are happening around us, and begin to focus on them as a separate group of people, while we focus on the total project of promoting activities and projects to deal with women as a concern. 4 The second thing that I'd like to mention is the fact that the Equal Opportunities Committee this past Fall has been working very hard on generating a booklet on talking about the exciting careers in science and engineering which they tend to discriminate within high schools to minority women as students. ~~Some of you may be interested in talking with , who is the chairman of which adopted the proposal -- I don't what -- where he is at this time of --~~

Questioner:

~~How long ago did you come forth with this proposal?~~

~~Questioner: I think this is the _____ that is being held.~~

~~Questioner: Is that right?~~

~~Answer: I haven't heard of any minority women in it.~~

~~Questioner: Well, a lot's being done -- _____ do about it. _____ knew about it, probably this Spring.~~

~~But the input is _____ very high in trying to develop this idea.~~

~~Garrison:~~ In terms of my own involvement, there are a number of projects going on around MIT that deal with affirmative action. We're apparently operating under five, six, seven different regulations which have affirmative action implications. One is coming out of Federal education [laws]

~~with respect to _____ which you're probably all aware of. Another is Section 503, the _____ Notation Act of 1973, that deals with employment of the handicapped. Another one is the Affirmative Plan for Disabled Veterans and Veterans of the Vietnam War ^{era,} ~~era.~~ Another is Title VI. And they finally --~~

Another has
~~This one's~~ been generated to deal with the Internal Revenue Services, and that is to deal with MIT taxes and status with respect to whether or not all of the minorities and women here have been quoted as here. *So* ~~So, you know,~~ we're into a pyramid of affirmative action. I have some concern about that. ~~I mean,~~ ~~I'm~~ for all people who -- to give them support. The concern is ~~that~~ to begin to separate our interests; ~~you know,~~ what should be

given attention today, what should be given attention tomorrow ~~X~~
 kind of clouds the issue. ~~And so, you know,~~ ^O one thing is not
 complete before another thing happens. ~~And~~ ^T this is sort of
 like a national move at this time, I believe. ~~You know,~~ ^W we
 move from affirmative action to affirmative maintenance. ~~And~~
~~that's, you know --~~ ^T that's a design that's for the maintaining of
 the status quo; ~~You know,~~ maintain the accomplishments that
 we've made over the last few years and hoping that with the
 kind of budget that things don't change so drastically that
 we simply end up where we started out in the beginning. ~~And~~
 I think that that's probably one of our biggest concerns at
 this time; ~~is~~ ^{is it} trying to maintain a certain level of progress,
~~that we -- if it doesn't come as some achievement.~~ ^H Out of the
 things that I mentioned, the area that I'm spending the most
 time on at this particular point is the Title IX analysis. ~~is.~~
 For those of you don't know what Title IX is, it's another ~~other~~
 government ^{regulation} ~~grant ration~~ which states that MIT, as a ~~national~~
 educational institution who receives the benefits from Federal
 financial assistance, must do an evaluation to make certain
 that they're doing all that they can for women who are employed
 here and who are students here. ~~etc.~~ So, therefore, we have to
 do a Title IX evaluation by analyzing all of our current policies,
 practices, and procedures. In addition to employment, financial
 aid, and benefits -- ~~you know,~~ you name it, and we have to look
 at it. Right now, I'm about to prepare an evaluation -- a
 department evaluation form that will go down to ^{each department}
~~in the department, and~~ ^{here, asking them} ~~in the departments here, asking them~~

questions about some of the things that are covered under Title IX, as well as questions covering the progress that has been made in the area of affirmative action. They will include questions about promotions of women in the organization ~~reorganization~~ *in relation* to the organization of the past year; questions about graduate students and undergraduate students who pay tuition and financial aid. ~~And~~ *It's* essentially all of the things that we want to know answers to in the way of monitoring affirmative action activities would be a part of this evaluation form. *#* Last month I submitted to a women's advisory group a memorandum which basically describes the process that we're planning to take in women's reviews, as well as interpreting the Title IX regulation and how it applies ~~varies at MIT.~~ *to areas at MIT.* Elaine has been very helpful in ~~keeping that~~ *giving* information to me about some of the areas of concern to women. ~~And maybe she can~~ ~~along.~~ ~~I guess that's enough.~~ ~~[laughter].~~ *#* There are all kinds of things that are coming up. Right now, there are a lot of things being discussed in the way of hiring. HEW's coming to MIT for an on-site review. They will be here next week, and they will be spending two days with us, to look at our policies ~~on~~ *of the year*, and to raise questions about promotions, and lack of promotions, and salary ~~ineq~~ *equity*, and those kinds of things. So there will be ~~an~~ *very* in-depth analysis of effects by women. They've indicated to us ~~the interest~~ ~~in~~ *the areas that they are interested in* at this time. ~~And,~~ *#* hopefully, everything will come out all right. [laughter].

Questioner: What kind of time span do they look at?

You know, for instance, would they be looking at right now;
for instance, let's say, last June.

Garrison: They'll probably look at a three year period.
We establish goals on three-year spaces. I'm assuming that
they're interested in what kind of progress we've made from
the time we indicated we were going to do something until
now.

Rowe
Questioner: We establish goals on enrollment per year.

Questioner: Yes.

~~Garrison:~~ // But one of the things that occurred to me -- I think
the last ^{time} that we looked at anything, ~~was that, you know,~~
the minorities take a lot of time, but there's no interim correction.
In other words, we look at what it was/a year ago, ^{about} ~~and~~ ^{rather than} what it
is right now.

~~Questioner:~~ *Rowe:*

Are you asking whether ~~or~~ ^{got} data is brought up to date?

Questioner

~~Garrison:~~ Yes. In other words, do we present the current data, or
do we present it as of last June?

~~Questioner:~~ ~~You mean, to who? Them?~~

Garrison: ~~Yes.~~ We present something to *give them* ~~to give them~~
an indication of where we were and where we are. In order to
do that, it has to be, you know, a look at least the past two
years.

Questioner:

Questioner:

It would be, yes.

Garrison: Yes.

Questioner: I would like to quote _____ about the name.

Questioner: What do you mean to communicate, "hope that everything will come all right"? [laughter].

Garrison: ~~Well, for me, that's a very positive thing [laughter].~~

~~Well,~~ Let me explain that. On the one hand, I think we're talking about whether or not we ^{employ} ~~enroll~~ ^{we} who say we ^{are} ~~were~~ going to ~~do~~. Okay?

~~And~~ That's what I was employed here to do, to make certain that you do what you say we're going to do. I would like to believe that we're making attempts to do what we say we were going to do.

Questioner: But you don't have total control over that. So if it's not happening, it's not totally your fault.

Garrison: ~~And~~ That's what I was going to say, "on the other hand" [laughter]. ~~But, you know,~~ I think that what we're going to try to present to them will be information that would indicate that we are serious about the things that we said we were going to do in our plans. ~~And~~ ^{we} will attempt to describe the activities that are helping us to get ~~to~~ ~~or get~~ at what we say we're going

to do. At the same time, we recognize that there are some things that are not being done. I will not suggest that we have scheduled other things that ~~we~~ we're going to prevent from happening. I think we will ^{say,} "There are some areas that we are giving more attention, and these are the the areas." Okay? ~~And Leave~~ ~~the~~ ~~rest~~ up to them, ~~to give us to raise the questions about it.~~ You know, ~~up not planning to look at as it's been, and that's what I'm trying to say.~~ You know, ~~We're~~ going to present what they ask for, yes. ~~And~~ ~~I~~ if there are questions that they pose that may suggest that we haven't done all that we could do, ~~you know,~~ then we'll have to acknowledge that; let us begin with it.

But at the same time, I recognize there is more to be done.

There are a number of things that occurred to us this past year year, like the grievance procedure, for example. ~~There~~ ^{It} is one policy that we've been looking at over, and over, and over again.

~~And~~ ~~We've~~ not come up with an idea ^{to be approved} yet. There's been a committee of people who have devoted I don't know how many hours to thinking through the process, and ~~you know,~~ whether or not a need for change, and is it working or is it not working? Why isn't it working? What would be some indicators that would suggest that it's not working? ~~And~~ ~~We've~~ not been able to really come up with those indicators. ~~You know,~~

So there are a lot of things that one has to look ~~in to really~~ ^{to,} to begin to come up with an assumption about whether or not we've done what we say we want to do, ^a And give some consideration to the things that we've attempted to do.

~~Hacker~~
 Questioner: Basically, ~~you know,~~ I ^{just} can think about what's happened in history, and your remarks about the special role of minority women. In the telephone company, for example, the ^{goals of} affirmative action ^{have} ~~has~~ ^{on a} been steady decline in the proportion of women working anywhere in ^{the} telephone company, ~~largely~~.
 In the organization-automation, ~~that~~ the decline is four times as great among Black women as ~~it is~~ among ~~all women.~~ ^{all women.}

~~Questioner: See, that can tell a whole lot.~~

~~Questioner: You know, on the one hand, you got the white male input into organizing business and industry; on the other end, we're getting, you know, the shaft -- aren't represented, you know, here.~~

Garrison: Yes, right. Data tells a lot. ~~And~~ ^W when we present the data to them, they'll surely see where the problem is. You can't hide that. ~~I mean,~~ ^T the fact that we got one Black woman on the faculty can't be hidden. ~~I mean, that's enough right there [laughs]; you can deal with that, all day, you know. "You have one Black woman on the faculty?" You know, you~~ ^{can} talk about sixteen Blacks on the staff; you can deal with that all day. ~~You know,~~ ^{can} you talk about five Blacks on ^{sponsored} ~~the~~ research staff; we could deal with that all day. ~~And, so, you know,~~ ^{you} can't deal with things that are not clearly ^{there to} begin with. ~~And~~ ^N numbers tell the story. ~~And~~ I think that when they look at that, they'll be able to ask the kind of questions that need to be asked.

Questioner: According to total of
Ph.D.

Garrison: That's right. And the
non-technical staff, and four are gone. They had one on --
you know, one Black woman on technical staff.

Questioner: Who was the only female who was

Garrison: So, the problem areas are there.

Questioner: Let me suggest something, because we've talked
mostly about current history* and ~~their ancient history~~. And
you mentioned Marilyn's thesis. It would very worthwhile to
look at some of the reports that were done ten years ^{ago} and
~~worth teaching about things you say~~. And it might be interesting
~~for what you're~~ to see the progress of women on
the campus, ~~call it "progress"~~ of progress.
Because these kinds of things, ^{indicate} ~~you know~~ new development, and
the ~~of development~~.

Questioner: Well, you know, we've --

Questioner: You know, very long data. They have --

Garrison! We data
Questioner: ~~The employment into~~ looked at [^] from 1968 to
the present. In 1968, there were five Black faculty members
here, and today there are seventeen. In 1968, there were six-
or seventeen ^{women} faculty, and today there are sixty. ~~You know, so --~~

~~I mean,~~ ^T the data tells the story in terms of progress over a period of time. The data tells another story, and you have to look at the low numbers, ^{the} ~~you know,~~ representation of people in various positions.

Questioner: Yes.

~~Questioner: When I think~~ these numbers, I think that sort of trends about what's of interest to women, and why people stay, or whatever turnover rates are, and that sort of thing, comes out through some work that was done some years ago, and it hasn't been done over . It tells a lot about the style of the institutional thing, wanting to be here or not wanting to be here. And that's the kind of thing, I think, which is not looking at a long enough range of time of women to tell why. And it might be to use that data on .

Sherkow: I would like to thank everybody who came to this particular luncheon. I personally feel that it was very successful, and a lot of information was exchanged. ~~So~~ I certainly believe that our purpose was accomplished. ~~And,~~

^I In addition, a lot of the people here did get to know one another. I want to mention before leaving that in the Fall, the Oral History Program will, hopefully, sponsor another luncheon, in which we will include students. ~~And~~ ^H hopefully, most of the people ^{here today} will also be able to come. I want to take this opportunity to thank everybody, once again, for coming, especially those who spoke.