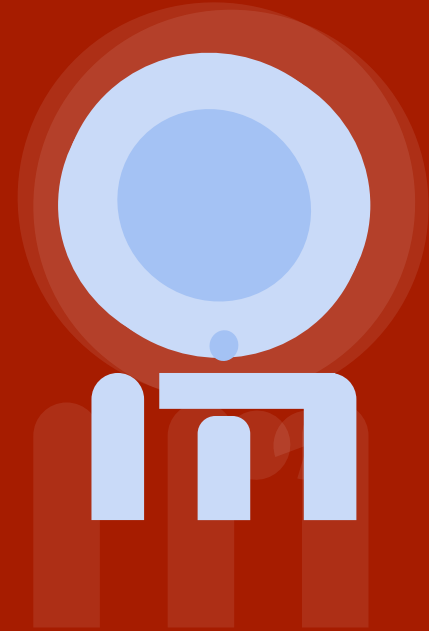
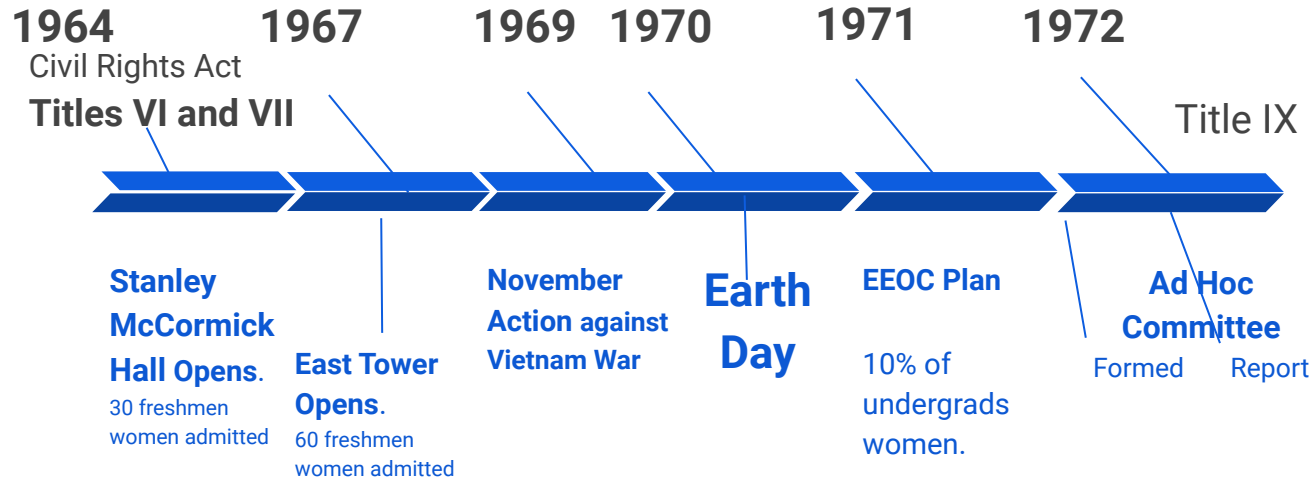


# The Role of Women Students MIT 1972



# Our Times



## *The Role of Women Students at MIT*

Co-chairs: Professor Millie Dresselhaus,  
Paula Stone '72, PhD '75



# America of the 60's & 70's

Cold War, Civil Rights, Nuclear Testing, Protest, Earth Day

June 1963: JFK proposed civil rights legislation and said:  
the US ***“will not be fully free until all of its citizens are free.”***

## 1964 Civil Rights Act

Title VI - - ***“prohibited discrimination on the basis of  
race, color or national origin”***  
*under any program or activity receiving federal financial assistance.”*

Title VII ***prohibited discrimination in employment***  
and founded the Equal Employment Opportunity Commission (EEOC)  
**women were a “protected class”**



# Some of our MIT Alumnae



# Dean for women resigns

December 7, 1971, Letter to President Wiesner from  
**Paula Stone** and **Carol Epstein**, Class of 1972

“With the demise of Dean Wick’s office as of January 1, 1972, the **women students of M.I.T. will lose an integral, personal representative in the higher echelons of the Institute** ... sensitive to the problems that we, as women, must cope with in a male-run, male-oriented environment.”

We are concerned that unofficial policies will remain the same ... nothing will be done; that the **urgency for our full recognition as members of the M.I.T. community will be ignored**, ...

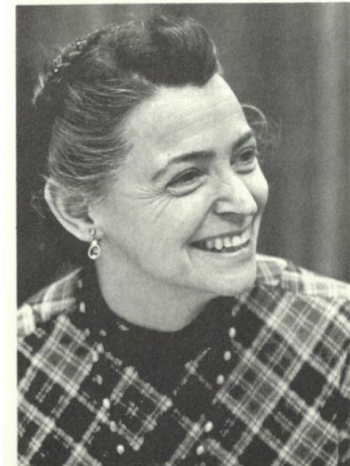


# Origin of the study

## The Tech.

(FEBRUARY 4, 1972) *Women's study to continue*

The **surprise resignation of ...Emily Wick** from her post in the Dean's Office... has sparked an **examination of the situation of women at MIT, undertaken by the women themselves...** Professor Mildred Dresselhaus...the previously small number of women at MIT increased... **there is a tendency “not to take women students as seriously as men”** the belief being that they're **“not here for the same reasons.”**



# The Ad Hoc Committee



Chris Jansen '63, SM '66, PhD '71 (left)  
2013 photo in Cheney Room

ROLE OF WOMEN STUDENTS AT MIT

Members of the Ad Hoc Committee

Co-chairwomen

Professor Mildred S. Dresselhaus  
Associate Department Head, Electrical Engineering

Ms. Paula J. Stone  
Undergraduate, Civil Engineering

Dr. Carola B. Eisenberg  
Psychiatrist, MIT Medical Department

Ms. Carol Epstein  
Undergraduate, Biology

Mr. Jon Hartshorne  
Assistant to the Dean for Student Affairs

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



Paula Stone '72, SM '73 ,PhD '77





# The Ad Hoc Committee

Ms. Jennifer Logan  
Graduate Student, Chemistry

Ms. Lynn Mahony  
Undergraduate, Biology

Ms. Michelle Millar  
Graduate Student, Chemistry

Ms. Jeanne Richard  
Administrative Assistant, Graduate School Office

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

Ms. Susan B. Udin  
Graduate Student, Biology

Professor Judith Wechsler  
Architecture, Art History

Ms. Sandra G. Yulke  
Undergraduate, Chemistry



Sandra Yulke '74, SM '77



Susan Udin '69, PhD '75





# The Ad Hoc Committee Report

*"We ...acknowledge at the outset,  
that **there are many positive aspects of life at  
MIT for women students** ...many of us have been and  
are happy here.*

*We are members of this community...eager to **enhance  
the quality of its academic life for men as well  
as women.***

*Each of us whose humanity has been in any degree  
denied must have no less regard for those ... who  
have been derogated. Indeed, **women will not be  
free in this society until all are free.**"*



# Women Students / MIT Alumnae



**Lita Nelsen '64, SM '66, SM '79 (center)**



Associate Dean **Emily Wick PhD '51**



# The Report

*“M.I.T., in the matrix of a society that practices sex role stereotyping, **cannot by itself guarantee women their full humanity.** In society at large, this is indefensible; in an academic institution committed to human betterment, **it is intolerable.**”*

**11 areas for improvement were selected:** *“which affect the quality of the educational experiences for women students at MIT ... this report should be **regarded as a basis for further investigations**”*



# Challenges of Women Students at MIT

*"... it is equally clear that attitudes and policies should be and can be improved significantly.*

*MIT will never, and can never, be a coed institution with equal opportunities for all ..., if many people (professors, staff, male students)... **persist on feeling that women***

- ***jeopardize the quality of MIT's education,***
- ***do not belong in traditionally male engineering and management fields,***



# Challenges of Women Students at MIT

*[If many people ... persist on feeling that women...]*

- *cannot be expected to make serious commitments to scientific pursuits,*
- *lack academic motivation,*
- *Can only serve as distractions in a classroom,*

*Remedying injustices against women enhances the quality of life for men as well."*



# Co-eds



# Report on the Role of Women Students at MIT

UNDERGRADUATE ADMISSIONS AND FINANCIAL AID

ADMISSION OF WOMEN TO GRADUATE SCHOOL AT MIT

THE ACADEMIC ENVIRONMENT

DEAN'S OFFICE

STUDENT ACTIVITIES

ATHLETIC REPORT

HOUSING

MIT-WELLESLEY EXCHANGE

MEDICAL DEPARTMENT

CHILD CARE

EMPLOYMENT



Dr. Carola Eisenberg





# Some Points

## Housing

“since some male students are used to behaving towards a woman as either their or someone else's girlfriend, they will often ignore a coed resident rather than try to deal with her as an equal member of the living group.”

## Child Care

“As women have traditionally cared for the children... their opportunities for . . . education and advancement were limited. To avoid unfairly penalizing women, child care expenses must continue to be considered when assessing financial aid for students.”



# Some Points

## Wellesley Exchange

"Does MIT have a responsibility to expose participating Wellesley "'women to the technical, 'professional" resources for which it is known? ...the feeling ... is that the exchange serves a primarily social function ...established for the benefit of the men of MIT and the women of Wellesley.

the social component ... must be made explicit ...**lest any woman studying at MIT not be considered seriously as a student."**



# Some Points

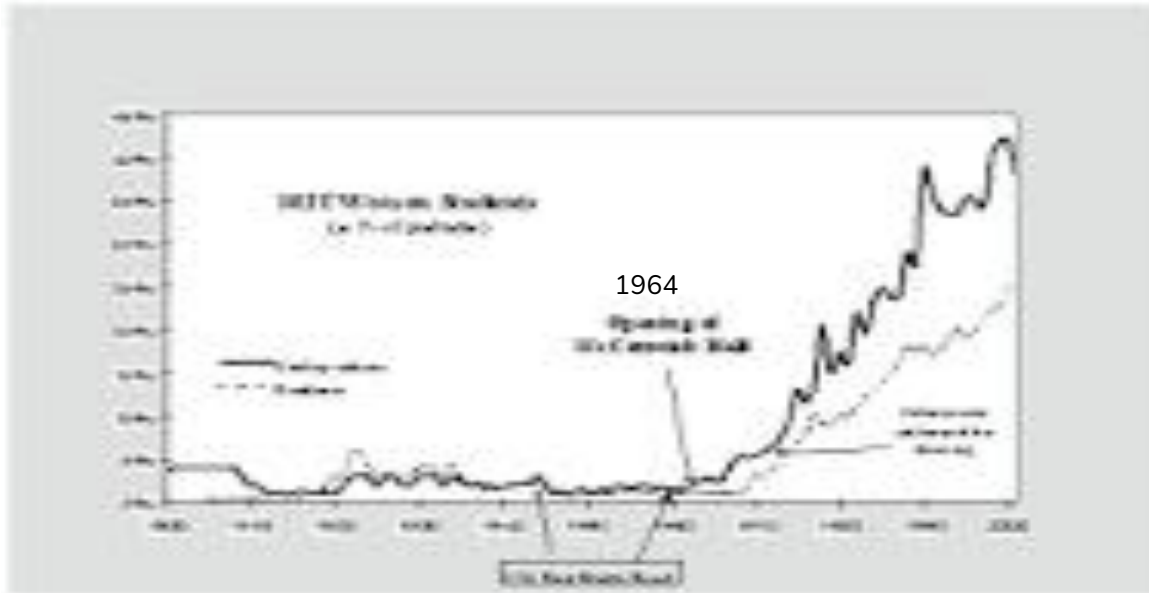
## Employment

"MIT alumnae presently face a job market which reflects the changing situation in society at large: on one day a woman may find herself eagerly greeted by a company attempting to comply with federal policy, and on the next day she may find herself dealing with another company which flatly refuses to interview her.

On their own part, more and more women are refusing to be relegated to second best.



# Women Students Admission Trend



Lin Olsen, 125 Years of MIT Women  
1998, AMITA



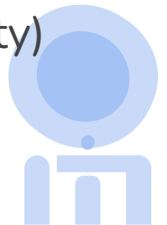
# America - 1972

## Title IX 1972 Education Amendments -

“No person in the United States shall, **on the basis of sex,**

- be excluded from participation in,
- be denied the benefits of, or
- be subjected to discrimination

under any education program or activity receiving Federal financial assistance...” (including pregnancy, sexual orientation, and gender identity)



# Report receives Karl Taylor Compton Prize

## The Tech.

VOLUME 91 NUMBER 52

FRIDAY, DECEMBER 3, 1971

MIT, CAMBRIDGE, MASSACHUSETTS

FIVE CENTS



(May 16, 1972) *Students honored at Awards convocation*

The Compton Prizes, “For outstanding contributions in promoting high standards of achievement and good citizenship within the MIT community” were awarded to...the Ad Hoc Committee on the Role of Women at MIT...

