Women's Group Releases Sex Discrimination Study

By SUSAN C. FALUDI

The Women's Studies Coalition (WSC) has found "pervasive" sex discrimination that substantially weakens the quality of education for women at the graduate schools, according to a year-long survey released yesterday.

Presented to an audience of more than 100 at the Kennedy School Forum, the 30-page report recounts anonymous incidents reported by graduate students of sex discrimination and sexual harassment.

It concludes that sexual discrimination occurs in student-faculty relationships, course materials, and the University's support services.

Panel members from the WSC said most cases reported reflect subtle and often unconscious discriminatory patterns rather than blatant or illegal forms of discrimination.

The report makes seven recommendations, emphasizing most the need for more tenured women faculty. The lack of women faculty, the report states, denies women students successful role models and "supportive members" at the University and contributes to a male-dominated environment that perpetuates female inequality.

Recommendations

The report also recommends that:

- the deans of each school take "leadership roles" to work to eliminate sexual discrimination;
- faculty members include more material by and about women in their courses, including work from a feminist perspective;
- the University more actively encourage students to pursue academic and professional work in women's studies;
- childcare be more readily available for parents who work at Harvard;
- and the University aim for equal athletic facilities, equal financial aid for married women, more flexible class scheduling, and counseling about "career-family tradeoffs."

The study defines 12 kinds of discrimination reported most frequently at the graduate schools, including discrimination by faculty, and, less so, by male students, as well as discrimination in job referrals, safety problems, discomfort.

(continued on page 6)

Keep Technician by Automation

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(continued on page 6)

Workers in Medical Area Say Conditions There Hurt

(continued on page 6)
Discrimination

(continued from page 1)

in informal and social interactions and problems with child care and family-care issues.

Laura Penson, a panel member from the WSC, said that although "the formal barriers to the admission and full participation of women students are now gone," the "old habits, old practices, the vestiges of the institutional sexism that was accepted for so long" remain.

The report bases its findings on responses from 47 per cent of the women in male students in all schools except the Business School.

The B-School Women's Students' Association (WSA) refused to participate because it is attempting to open its membership to men this year and feared that the study might be "divisive," Cynthia Dahlin, a member of the WSC, said yesterday.

But Elizabeth N. Webster, former president of the B-School women's organization, said yesterday the WSA had been open to men for several years and that the group refused to participate because it was skeptical that the survey would help remedy discrimination.

"We had a lot of difficulty with the actual questionnaire," Webster said, adding that she considered it "a biased document, that is lacking more for storytelling than getting at what's wrong underneath."

At the B-School the women's organization works closely with faculty and administrators and acts as a link between the faculty and students, Webster added. "We have a mechanism already so it seemed counter-productive" to participate in the study, she said.

Allison Dundes '81, the undergraduate panel member and president of Radcliffe Union of Students, said because of the lack of national figures on women candidates, the University "calculates them as it wishes," and each department may use its own availability statistics.

But Phyllis Keller, associate dean for academic planning for the University, said yesterday the federal government prints a "basic document" on available women candidates which the dean's office and most departments use.

Keller said she saw problems in the study because it is "anecdotal" in character. The statistics often seem to have "no real significance," she said, adding, "If one in a thousand people has an unfortunate experience, how does one evaluate that?"

Pointing to one case of sexual harassment cited in the study, in which a woman reported that a male faculty member stared at her chest whenever she talked to him, Keller said, "What are we supposed to do about it? Yet we are adjourned to take instructive action."

Keller also said she questioned whether increasing the number of women faculty would remedy sex discrimination in the University.

Nancy R. Randolph, special assistant to President Bok, said yesterday she had not yet read the report, but added that women faculty will increase significantly in the next three to five years as more women become available and qualified for tenure.

Randolph has just completed a survey of possible appointments in nine departments.

The WSC invited seven administrators, including Bok, Dean Rosovsky, Daniel Stein '54, general counsel to the University, and Hale Champion, associate dean of the Kennedy School, to sit on the panel, but all declined.

Champion said he did not want to speak at the conference, but added that he recognized the Kennedy School needed to hire more women faculty. "Our record is not good—we've got problems," he said.

According to the Office of Analytic Studies report for 1979-80, the Kennedy School's tenured faculty includes no women.
Group at Harvard attends conference on a report of sex discrimination in the graduate and professional schools.

Fair Harvard: How fair?

Continued from Page One

can constitute a formidable barrier to professional development and career advancement.

"Although women are officially accepted as full members of this university, in subtle ways they are made to feel included and devalued as members of the scholarly community."

They feel uneasy. Often they blame themselves, wondering why they do not feel comfortable here.

A spokesman for the university said last night that although there has been no official statement issued by the administration, "we are aware of some of the complaints cited in the survey.

He said, "Efforts are continuing to improve the position of women on the faculty, but there is the standard process to consider and certainly some obstacles cannot be eliminated overnight."

"We have not had time to really investigate all the allegations of the report but there is an ongoing effort in all aspects of the university to implement affirmative action in the wider sense."

The women recommended that Harvard:

- Hire more junior and senior tenured female faculty members.
- Make people in the university more aware of the kinds of sex discrimination that occur. (The report said this effort should be led by the deans of each school.)
- Encourage faculty members to include more material by and about women in their courses.
- Allow more students to pursue scholarly and professional work in areas "which can be loosely defined as women's studies."

They asked the university to provide better security; child care; improved financial aid and athletic facilities for as well as more flexible class scheduling for parents.

According to Harvard statistics, every department in the university has a minimum of 20 percent women students — with the average being about 38 percent — and the number of women in the Graduate School of Education is more than half.

Women represent about a third of the 2,174 graduate and professional school students at Harvard.

The number of females in the undergraduate school is about the same.

In answer cited in the survey, one woman student reported a professor offered her financial help in return for sexual favors.

Another, said she had "several mild but unmistakable advances by male professors... although they are respectable, married people."

Alison Dundes, a spokesman for the Radcliffe Union of Students, charged lack of overall coordination and staff resulted in only partial implementation of an affirmative action program to hire minorities at the university.

The union has written a letter to the Civil Rights Office of the U.S. Department of Education criticizing the implementation of the program.

It has not yet received an answer, Dundes said.
Harvard and sex bias

By Muriel Cohen
Globe Staff

Women graduate students at Harvard University, in a report issued yesterday, described sex stereotyping and sexual harassment as part of a pervasive university bias that limits educational opportunities for female students.

The report demanded more faculty positions for women, better protection against assaults, equal financial aid, equal athletic facilities, greater emphasis on women's accomplishments in courses and more child care services for women students.

The task force of students in the graduate and professional schools also criticized the lack of lighting and security at several Harvard locations that they charged makes it dangerous for women to work late in libraries or studios and walk home unscored.

Cynthia Dahlin, a member of the Women Students' Coalition, the group which produced the report, said at a news conference that the university would not provide data on the number of attacks on or rapes of women, but the report told of anonymous accounts of student victims of assaults and other forms of sexual harassment.

The 34-page report, based on the responses of 248 female graduate students, said: "We are primarily concerned with highlighting the kinds of experiences that reduce women's opportunities for equal educational access. We find that discrimination is not limited to particular aspects of the educational system, but instead is pervasive."

The women volunteered to answer the questionnaire distributed by the Women Students Coalition, a 2-year-old group that describes itself as the only university-wide organization concerned with women's issues.

The sampling of students is not necessarily representative, the report noted.

While noting that incidents of sexual harassment could overshadow more frequent incidents of discrimination, the graduate women said: "We did receive alarming reports of harassment...suggestive comments by faculty members and direct sexual encounters."

"We hope that this report will inform members of the Harvard community of the forms in which sexual discrimination exist in their university and that it will spur them to actions which will remove these burdens from their female colleagues and students," the report continued.

Dahlin said that the national average for tenured women professors is 10.5 percent.

"At Harvard, only 3 percent of the tenured faculty are women. That is a total of 12 professors in the faculty of Arts and Science."

"University-wide, there are only 19 women full professors out of a total of 487 professors, excluding the medical area," she said. Of 121 associate professors, 24 are women and 55 of the 217 assistant professors are women, she said.

A poll of undergraduate women by the Radcliffe Union of Students (RUS) found that nearly 70 percent are of the opinion that the university does not have enough tenured women. RUS has filed complaints with the US Department of Education and the Office of Civil Rights about the relative lack of tenured women on the faculty.

"We paid for part of the report," said Dr. Edward Keenan, dean of the Graduate School of Arts and Sciences, said yesterday.

The figures on tenured women speak for themselves, said Keenan, but on the question of sexual harassment, he said: "There's a lot of subjective comment. It is hard to challenge. You can't say whether it is true or false."

Keenan is also chairman of the university's committee for women's studies.

WOMEN, Page 24
Sex bias at Harvard charged

* WOMEN

Continued from Page 21

"We are making progress toward integrating the study of women into the regular curriculum," he said.

Financial support for producing and distributing the report within the various schools at Harvard came from the deans of Harvard graduate and professional schools as well as from Dr. Nancy Randolph, special affirmative action assistant to President Derek C. Bok.

"What we did seek," the WSC report said, "... was to provide a forum of sorts for the relatively easy and anonymous voicing of observations and feelings about sexual discrimination at Harvard. As a result, our findings show what goes on, not how frequently such events occur, nor how many students report them."

In explaining the report, the coalition said that difficulties with faculty were classified into four categories: sexual stereotyping, less respect for women, sexual harassment, and sexual tension.

"Women cited examples in which lower valuations were placed on women's careers than on men's; and, consequently, faculty indicated that less effort was required for women," the report said.

In addition, the report said, women found themselves ignored, victims of hostility or condescension in their relations with male faculty.

Arguing for increased numbers of women faculty, the women students remarked on the "sexual tension" between a graduate student and her adviser.

One woman noted it took two months for the tension to be resolved before there could be a "quick and stimulating exchange of ideas."

"It is noteworthy that in all classes of incidents, women feel that having more women on the faculty—and in particular more tenured women—would improve the situation. Their presence would render stereotyping less compelling to the extent that they serve as effective counter examples...they would provide an alternative form of advisers, free of the sexual complications that may accompany relationships with male advisers."

Three major problems in course materials were identified: the presentation of materials in lectures and texts, the "misrepresentation" of women's contributions in various fields of study and the interpretation of women's roles in course work.
Fair Harvard called unfair to women

Charge: Sexual bias

By JANICE ELLIOTT
Staff Writer

Harvard University has been completely coed since 1969, but some of its women students charge that women are still sexually harassed, excluded and stereotyped by male students and faculty.

Reports released yesterday by organizations representing women graduates and undergraduates claimed female students are also victims of "subtle...and...shocking" discrimination by male professors.

Most of the accusations were contained in a survey of 258—or 11 percent of—female graduate students.

The reports were prepared by the Women Students' Coalition, a group representing all the graduate and professional schools, and the Radcliffe Union of Students.

"The educational experience of graduate student women at Harvard is filled with encounters of discrimination that hinder their progress toward the scholastic, academic and professional excellence theoretically offered by the various schools and departments of this university," concluded the report entitled "A Survey of Sex Discrimination in the Graduate and Professional Schools."

"As a result," the survey said, "women's experience is different than that of their male counterparts in ways that seem to be predominantly negative."

At a press conference yesterday, the women said the discrimination consists "mostly of small incidents."

"But taken together," said graduate student Lauri Perman, "they Lineage doesn't hurt

By JOHN WILPERS
Staff Writer

While almost 90 percent of the Harvard graduates celebrating their 25th reunion this week would make Harvard their first choice if they had to attend college all over again, a healthy percentage of them wouldn't be accepted under today's standards.

"Let's face it," said Harvard senior admissions officer Dwight Miller yesterday, "some of the Ma's and Pa's wouldn't get in today."

But because they did get in and graduate, they can pass on a bit of their good fortune to their offspring, "Ever since when," said Miller, "there has been a tip (admissions benefit) for lineage."

Almost 40 percent of alumni sons and daughters applying to Harvard for the class of 1984 were accepted, Miller said. They were, however, no slouches. "I would guess their SAT (Scholastic Aptitude Test) scores were at least 100 points higher than those of their parents," he said. "And we will not accept unqualified applicants, regardless of their bloodline.

Miller and several other panellists had just finished telling some 300 of those Ma's and Pa's how to get their own kids into college, para
THE WOMEN STUDENTS' COALITION

Invites you to a sherry hour and potluck supper

In Honor Of

BETTY FRIEDAN

at 5:00 pm on Tuesday, September 25, 1979

at Simone Reagor's house
39 Garden Street
(One block beyond the intersection of Concord Avenue and Garden Street, near Cambridge Common)

Ms. Friedan will speak at 8:00 in the ARCO Forum, Kennedy School of Government,
on
"Women (and men) in the 80's: New Problems, New Possibilities"

R.S.V.P.
By September 21
To the Radcliffe Forum
495-8618

Indicate if you would rather bring hors d'oeuvres, main dish, salad or bread, or dessert.
College Report Cites Women's Gains

Notes Harvard 'Atmosphere' as Worst Feature

By SUSAN C. FALUNI

A report that Dean Fox released last week on the status of women at the College in the 1970s cites a male-oriented "atmosphere" as the factor most inhibiting to women at Harvard, but praises the College for eliminating all formal barriers to equal opportunity.

Fox presented this review to President Bok and Dean Rosovsky as part of his year-end report.

Acknowledging that "women do not feel truly comfortable here" and that "there may be parts of the structure not perfectly finished," Fox concludes, "There is nothing now which effectively obstructs equal education for women at Harvard."

Fox also observes that there has been "a turning back from the trend of greater involvement of women in Harvard" and stresses the rapid assimilation into the mainstream women are now experiencing.

President Horner said yesterday she disagreed with the report's emphasis on "assimilation" and "integration." "Women are not seeking assimilation," Horner said, but added she would reserve judgment until she has actually read the report.

Fox's review outlines advances the College has made in balancing the scales in admissions, financial aid, junior faculty and extracurricular activities.

But he states that women are still inadequately represented in the tenured ranks, where the number of female senior faculty does not reflect the percentage of women Ph.D.'s in many fields.

The numbers have increased, however, Fox adds, observing that in 1969-1970, the Faculty included no tenured women. In 1978-79 11 women had tenure, 3.1 per cent of the Faculty.

In financial aid, Fox says the College's money is divided equally between undergraduate men and women, with 40 per cent of both groups receiving some form of aid. But allocation of federal work-study funds is still "less favorable to women," Fox adds, because of "the complexity of the Harvard-Radcliffe arrangement."

Work study funding remains inequitably distributed between men and women because Radcliffe applies separately for federal funds and therefore receives less because it is a smaller institution.

PAGE SIX

Women

(continued from page 1)

Institution. Martha C. Lyman, director of Financial Aid, said yesterday.

Lyman agreed that women's financial aid status at Harvard has improved in the last decade because the Faculty no longer contributed to women's financial aid. Previously, women depended solely on funds from Radcliffe.

Despite unequal work-study distribution, Lyman said women benefitted "overall" when Radcliffe filed separately for federal funds — as agreed upon in the 1971 non-merger merger — because Radcliffe could receive special research money.

Fox's report pointed to the Bunting Institute and the Schlesinger Library as "the most prominent successes" of Radcliffe College. The report did not mention the Radcliffe Forum, Burton I.
The Harvard Crimson

Wollman, administrative dean of Radcliffe, said yesterday the omission of the Forum was "unfortunate."

Wollman also disagreed with Fox's statement that the Harvard atmosphere most hindered women's development at the College. Wollman said a prevailing "attitude of homogeneity" at Harvard, which allowed for only "one way of thinking within the [Harvard] community," stifles both women and minorities.

Fox also examines trends in concentration choices among women, noting that women have steadily shifted towards the social sciences as well as the biological sciences, but still stay away from physical sciences. Fox says the reluctance of women to enter the "hard" sciences stems from their often poor secondary school preparation in mathematics.

Andrew M. Gleason, Hollis Professor of Mathematics and Natural Philosophy and chairman of the committee on the Mathematics Requirement in the Core Curriculum, said yesterday the mathematics requirement might ease student loads of mathematics, but he added that the requirement is aimed at women and men alike. He also noted that the absence of any female junior or senior faculty in the Mathematics Department may also discourage some women who "feel the need for a role model."

Fox also praised many extracurricular organizations for including women in their ranks, particularly in positions of power. In the fall of 1978, 41 out of 142 groups had women directors. The last organizations that remain closed to women are the Harvard Chess Club and final clubs, both private organizations.

Athletics also experienced a growth in female participation. Fox reports. The overall bud... for women's varsity sports is 15 times greater than it was in 1972. Fox adds.

Despite what Fox characterized as "dramatic changes in the lives of women undergraduates" over the past several years, the career plans of graduating women do not reflect these changes.

These career goals "have remained remarkably constant over the past several years," Fox says, adding that while increasing numbers of women and men go into business, law and medicine, the gap between the percentages of men and women entering the professions remains the same.
June 1980

Dear Friend,

Thank you very much for your interest in the Harvard University Women Students' Coalition report, "The Quality of Women's Education at Harvard University". We are sending you a complimentary copy; once our initial supply is exhausted, we will have to charge xerography costs for subsequent requests.

For further information, please contact one of the following people.

Sincerely,

Women Students' Coalition

Cynthia Dahlin  
Kennedy School of Government  
79 Boylston Street  
Cambridge, MA 02138

Carol Jones  
Department of Economics  
Littauer Center  
Harvard University  
Cambridge, MA 02138

Erin Phalps  
Laboratory of Human Development  
Graduate School of Education  
Larsen Hall, 415  
Harvard University  
Cambridge, MA 02138

Lauri Robertson  
Department of Chemistry  
12 Oxford Street  
Harvard University  
Cambridge, MA 02138
Chair: Lynne Brickley
Date: 30 Oct 1979, 12 - 1:30
Location: Eliot-Lyman room, Longfellow Hall, Ed School

* Meeting will start at 12 o'clock sharp. (Be there or be square.)
* We would appreciate it if people could plan to arrive 10 min early in order to read the hand-out for the first item on the agenda, the Bok meeting.
* We are implementing a new strategy for focusing our discussions: distribution of detailed notes on topics to be reviewed with the decisions we have to make specified. The notes for items #2, #3 are attached.

C. Announcements 12:00 - 12:15

1. Bok meeting - Lauri Perman, Lynne Brickley
   - review of goals and script Lauri has collated
     * timing of each part
     * content
   - note taker, follow-up letter writer
   - attendance count
   - protocol of the meeting among attendees

   Note: If you have not confirmed attendance at the Bok meeting with Lauri P, please do so. Attendance at this WSC meeting is very important for people planning to attend - it is fine to confirm with Lauri at this time. If it is impossible to attend please speak with Lauri at some other time to review meeting strategy and to confirm your slot.

2. Questionnaire - Carol Jones, Cynthia Dahlin, Nancy Sherman
   (see attached sheets)
   - brainstorming: why so little response?
     - what is to be done?
   - volunteers to co-chair, to be members on TF (organizing new areas, recovering familiar territory)

3. Membership - Elizabeth Fames, Lauri P.
   - report on # new members
   - proposed new initiatives
   - outline of letter to be sent out
   - revamped organizational chart: who will do what?

PEOPLE WHO CANNOT ATTEND THE MEETING: Please respond to the material here

1. BOK - comments to Lauri P: Attend? Comments on script? Strategy?
2. Q'ARE - Ideas? in what areas are you willing to talk w people?
3. ORGAN CHART - Where do you want to fit in?
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QUESTIONNAIRE PROJECT

C. Jones 24 Oct 79

We must make a decision whether to go ahead with the questionnaire project at this time.

I do not believe we can write a report on any survey results and present them to the University President with these very few statistics (on ff., etc.)

Do we feel it is worth the effort to direct a significant amount of time and energy (which is what I believe it would require) to increase the number of questionnaires?

[On the assumption that the group would answer yes, I pulled together the following information and figures about what we do— but we have decided]

1. QUESTIONNAIRE RETURN

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<td>3</td>
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<td>SPH</td>
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<tr>
<td>HBS</td>
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<td>326</td>
<td>-</td>
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<td>KSt-</td>
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<td>63</td>
<td>2</td>
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<tr>
<td>GSED</td>
<td>3i</td>
<td>184</td>
<td>6</td>
</tr>
<tr>
<td>GSAS</td>
<td>51</td>
<td>780</td>
<td>6.5</td>
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112  2916  476

Program breakdowns follow for several science with distinctively different programs

GSD

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<tr>
<td>Arch.</td>
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GSED
2. ACTIVITY SUMMARIES

a) University-wide
   i. Distribution of q'aire in regis' packets or at regis'
      (generally (in most cases, exceptions noted)
   ii. Small poster journey accompanying housing in q'aire; 1
      wine/cheese party - partial distribution
      wine/cheese partied netted 11 q'aire (10% of total

b) School basic
   i. HHS-SDM-SPH
      - Dist'q'aire personally at registrar
      - Hamilton Hunt Committee mtg to discuss
        q'aire (attendance = ?)

ii. H2S
   ?
   - Dist'q'aire in mailboxes
   - Meeting - ?
   - Second dist'q'aire in mailboxes (100er)
      What is use of what?

iii. Div
   - Dist'at tables at regis'
   - Mtg - ?
   - Role of & students assoc - ?

iv. 85D
   - Dist' HHS
      No. general meeting
      - Hunter conv. party, (10 Oct) notices posted
      - Archt - zero mtgs
      - CRP - Cynthia spoke at f's tea
      - L. Arch - zero
V. HBS

Nothing \textbf{WFA}, which has been running, proved able to
activate the potential for women, decided not to
participate in game.

VI. KSG - Dublin

- 	extit{first} 
- 	extit{second} 
- 	extit{third} 

- 	extit{ABC} 
- 	extit{DEF} 
- 	extit{GHI}

Only attended by \textit{ABC}, followed by second \textit{DEF}
attended by \textit{GHI}.

Much enthusiasm
for organization, but people asserted they did
not have enough experience at school
to feel out game.

** New Strategy (for short programs)

Send \textit{ABC} to alumni

VII. GSEd

- 	extit{first} through \textit{third} packers
- notices each week in school newsletter
- 2 mins - poor one billed as \textit{WFA game only}
  gained no one, second one in conjunction
  with School Women's was attended by about
  10-15 people (many of whom showed an interest.

VIII. GSAS

5 mins

1. Natural Sciences - attended by people from
2. Social Sciences
   a) Econ. - GSE - Institute: attended by 12 people,
      almost all listeners (Econ/07), only 1\% Institute
      only students no strong organization; still result

   b) Psyc., Soc. Antiwos - \textit{ABC}\textit{DEF}\textit{GHI}\textit{JJK}\textit{LMM} Attendance

3. Humanities
   a) Philosophy & Classics
   b) History

* attendance at mingo reflected depth of organizers
3 WHAT IS TO BE DONE?

(A) WHAT ARE SOME OF THE PROBLEMS?

1) Short programs - limited experience at senior level by this point
2) lack of personal (in dept, select) organizing
3) interest of interested indiv.
4)
5)
6)

(B) WHAT RESPONSES CAN WE MAKE?

SCHOLAR 1
1) Redistribute q'dues later in term - early Dec?
   distribute q'dues to alumni

SCHOLAR 2
2) Organize with the assistance of Ad the Comm. people
   in scholar? Do the same thing as in other depts (n/a, n/a),
   e.g., SAS depts - ?
   Ex.:
   get up to date stuff, etc.; (Mr. Lewis, 5-5217 - O.B. alums.)
   go for depts to most people (name your dept.
   n/a)
   get list of activities in dept - a useful way to familiarize one.

SCHOLAR 3
3) Convince people it is important, but how?
   University wide press, pos - with
   letters - ?
   + ref. personal contact - ? (but may get oppressive
   so return b/c/more close to the point)

SCHOLAR 4
4) Other ideas - ??

(C) VOLUNTEER NEEDED

1) C-bar, crew, etc. - A needed (2 more)
   Delmar + Jones +

2) Members of TF to locate on specific scholars, depts.
12/5/79

TO: WSC members present at meeting with President Bok

FROM: Lauri Perman

Enclosed is a copy of a letter we have received from President Bok.

Nancy Sherman and I had agreed to take follow-up responsibility for the meeting. On the recommendation of the Ad-Hoc Committee, we had decided to follow the procedure they used last year -- they sent a copy of minutes from the meeting to President Bok, asked him to make corrections, and then distributed the minutes to their membership.

Nancy edited the minutes that Peggy Plympton prepared and I had drafted a letter to accompany them, but his letter arrived before ours was sent.

I propose to draft a response to him with these points:

1. That we understand his reluctance to fund a student organization and hope we can count on his support in approaching the deans with our funding requests.

2. That we are pleased he will consider funding a part of the present survey, particularly because we regard it as a unique research project that only students could conduct. That Carol Jones and I (?) will call Nancy Randolph and set up an appointment to discuss our funding needs. Anyone else want to go?

3. That the suggested projects of working on internal procedures for sexual harassment cases or institutional changes to increase the number of junior faculty competing for tenured openings interest us greatly, but that we cannot contemplate undertaking another major project until the questionnaire project has been completed -- since we are a volunteer organization without funding (or maybe I should leave that dig out...?)

4. I will remind him that we are concerned about three topics primarily: women faculty, particularly at the tenured level; women's studies, including the integration of material on women into courses already in the curriculum; and the admission of women to graduate and professional programs. I will point out that we will have a task force looking into the issue of women faculty, discussing his suggestion with junior faculty women, and alternatives such as the recent proposal by Stephen Weinberg in the Faculty Council.

And, of course, enclose the minutes... Anything else? Different ideas? Let me know. Call me at 5-7881 or 776-3895. I plan to mail our response Friday, Dec. 14.
Dear Lauri,

Thank you for giving me the chance to talk with you and your colleagues about your activities and concerns. As I recall, you were particularly interested in two questions: were there issues or projects relating to women for which my office would welcome your advice and help, and would it be possible for your organization to receive funding from Massachusetts Hall?

As I indicated at our meeting, I would be most reluctant to begin funding student organizations. My reasons are as follows: First, numerous organizations could be expected to apply for such assistance, but my discretionary funds are limited and are generally committed to supporting academic programs such as innovations in courses and curriculum. Second, providing funds would require some responsibility and oversight over the funded organizations and I lack the staff to carry out such functions. Third, although students may have issues that cut across faculty lines, most of these questions can only be acted upon by individual faculties and deans. As a result, it would be more appropriate to seek funding from the deans and faculties since they generally have primary responsibility at Harvard for the issues that concern student groups. For all these reasons, I would strongly prefer not to break precedent by beginning to support organizations such as yours. My recommendation, instead, is that you create chapters in each Faculty and seek funding from the deans which could help defray the costs of the overall organization.

On the other hand, there may occasionally be a project which is of interest to several faculties and for which I could arrange funding after consultation with the deans. For example, it is possible that there might be interest in projects to evaluate appropriate internal procedures for sexual harassment cases or ways of lengthening the term and reducing the teaching load of junior faculty with family responsibilities to ease the problem of completing enough research to bid for tenured appointments. Such projects might seem even stronger if carried out with the help and encouragement of the Ad Hoc Committee for the Concerns of Women, which includes representatives from the administrative staffs of all or most of the Faculties.

Finally, if only as a matter of good will, I will be happy to consider a request to fund part of the costs of your present survey. In the future, however, I believe that it would be better
Practice for you to develop such studies through Susan Bailey's office, since I am already providing a substantial sum to that office each year for these purposes.

I hope that you will feel free to talk with Nancy Randolph or with me if you wish to pursue these ideas further.

Best wishes,

Sincerely,

Derek C. Bok

Ms. Lauri L. Perman
156 School Street, Apt. 7
Somerville, Mass. 02143
ON THE STATUS OF WOMEN AT HARVARD

The Women Students' Coalition of Harvard University is preparing a report on "The Status of Women Students in Harvard Graduate and Professional Schools" to be submitted to the respective Deans and the University President in January, 1980.

Similar to a report published at Harvard Medical School in 1974, this report will document the experiences of women students and make general recommendations of ways to ensure equal educational opportunities at the postgraduate level. The report will be updated and reviewed periodically in order to keep the information current.

The results of this questionnaire will be summarized and reported to the Deans. All questionnaires are anonymous. If more room is required, please feel free to attach a separate sheet. Thank you for participating.

School ______ Year in Program (1st, 2nd, 3rd, 4th, etc) ______ Age ______

Program ______ Degree Sought ______ Today's Date ______

Is this the 1st, 2nd, 3rd, etc. time that you've filled out this questionnaire? As an undergraduate, did you attend a co-ed college ______ all female ______

INCIDENTS OF SEX DISCRIMINATION: Have you experienced incidents or practices of sex discrimination, either overt or subtle? Describe the incident(s) below.

FACULTY-STUDENT RELATIONSHIP: Do you think professors in your program evaluate men and women according to the same criteria and give them equal attention and respect? Would it make any difference if there were more women faculty in your program?
Questionnaire -- 2

STUDENT CONCERNS: Do your classmates treat men and women with equal respect?

COURSE MATERIALS AND TEACHING: 1. Do the teaching topics and materials used in your program fairly present women? 2. Have you had any special problems as a teaching fellow/assistant that are related to being a woman?

PROFESSIONAL OBJECTIVES: Do you feel supported both as a woman and as a professionally oriented person? Do you feel you have equal access to people, resources, and facilities necessary to satisfy your objectives? (e.g. opportunities for co-authorship, research grants, job referrals, funding?)

PERSONAL CONCERNS: Are there any problems specific to being a woman in your particular professional school (e.g. child care, course scheduling, athletic facilities)?

If you have filled out this questionnaire before, have your views changed? If so, how? Please feel free to add comments on topics not covered.

PLEASE RETURN BY OCTOBER 19 TO:
WOMEN STUDENTS' COALITION
C/O THE RADCLIFFE FORUM
AGASSIZ HOUSE, 10 GARDEN STREET
CAMBRIDGE, MA 02138

This questionnaire may be sent free through University Mail, or folded and stamped, through the U.S. Mail.
Women Students' Coalition
c/o The Radcliffe Forum
Agassiz House
10 Garden Street
Cambridge, MA 02138
In the past year, the Women's Student Coalition has investigated the sorts of obstacles which stand in the way of graduate education for women at Harvard. The experiences of discrimination which women report are quite subtle, yet they relate directly to the process of education at Harvard, and seriously limit women's educational and professional opportunities. Our hope in discussing some of these issues with you today is that it will start a dialogue between women students and faculty where these issues can be openly and freely raised. We hope to continue the discussion in individual departments, and focus on the special problems that present themselves in various fields. It is our belief that a commitment to open exchange at departmental levels will be both an assurance to women of an interest in their education, as well as an expression of each Dept.'s willingness to create a more comfortable and productive environment for women students.

The sorts of experiences which compromise a women's education largely concern the personal interactions of faculty with women students. While formal opportunities remain open to women, often interactions with professors limit access to those channels. Thus, many respondents to our questionnaire reported that because they were women they felt it more difficult to gain access to full educational opportunities in their depts. They felt ignored in grad. seminars, and often discovered that professors become well acquainted with male students before female students. Often women claimed that their remarks were given their just due only when recapitulated by a male. In these cases, it is of course impossible to say how much of the woman's response is subjective, and not an adequate reflection of objective circumstances. Grad. students in general feel pressure in seminars to make insightful points which will be recognized and appreciated by faculty. In the case of women however, the difficulties seem somewhat more systematic. Many of the problems stem from women not being taken seriously as scholars (p.8), and being treated by faculty in particularly patronizing or paternal ways (p9). In many cases, professors seem to be convinced of the likelihood of a successful woman academic, and in their interactions convey this uneasiness and doubt. The roots of this way of thinking are quite obvious -- there are few successful female academics, and few Departments at Harvard have tenured women among
their ranks. As a result, it is thought, investing serious interest in women students may not reap the same fruits one can count on from promising male students. But reinforcement of such attitudes can only ensure that women will not succeed despite their high qualifications and noblest efforts. Moreover, tolerance of such attitudes directly undermines progress the University has made in formally opening up opportunities for women students. Thus one women respondent writes, 'With good intentions, faculty members have advised me not to worry too much about competing for teaching positions in better schools. They have assured me that I can always "excuse" my work record by saying that I had to follow my husband's career' (p. 7). Another says, 'My female colleagues and I discovered a pattern by which the advisor in our program was saying to us 'don't be so instrumental' when we incorporated considerations of potentially useful contacts and future job prospects into our study plans. He was not giving that message to the male students we talked to. He encouraged us to study whatever interested us and enjoy our stay at Harvard' (p. 7). We are by no means implying that these sorts of difficulties are experienced by women only, or that they are characteristic of life in every department. This is hardly the case. But with few women faculty at the University, and the idea of a successful woman scholar still being challenged by some faculty members, the problems for women students remain.

In other responses to our report, women claimed that they were being taken seriously, but as women only, and not as academics who can compete with men. Thus, women said they were often asked in seminars for the 'woman's point of view' on some topic, and in their own work, were encouraged to go into 'softer' fields, traditionally reserved for women. The problems which arise from this are quite substantial. Because their interests are not taken to be mainstream, or their qualifications in the hard core of their field are held in doubt, women are often left out from more informal exchanges in Departments where important relationships between faculty and students are cultivated. Thus, they may not be invited to small departmental study groups led by a faculty member who students find otherwise difficult to regularly see. By being denied access to these groups, women graduate students are cut off from other opportunities which grow out of them, such as
the chance for co-authorship with faculty, or collaboration on research projects.

In general, they may be denied access to the important networks within departments which hold the keys to their academic future. If women are not known well by influential members of a department, then it is unlikely that their names will be on the short lists circulated for the top jobs. The problem is not that they are less able or less qualified, but that they have been subtly cut off from departmental activities which might better prepare them for their futures.

Again, the difficulty of gaining access to distinguished faculty members within academic departments poses problems for all students, men and women alike. And the problem of favoritism and internal rankings of students affects men too, in no small way. However, in the case of women, it is our view that there are more systematic forms of discrimination which are at work, and which cannot be corrected unless the problems are openly discussed.

In coming to you today, we do not arrive with the answers, nor do we think easy answers can be provided. But, we do think that there is a pressing need for the issues to be examined, and that we must examine them together in a spirit of goodwill and cooperation. We believe these issues can be discussed most profitably with individual departments in an open exchange between faculty and students. However, we are eager for any suggestions you might have as to how to initiate productive discussions of this important matter. We hope that we can begin the dialogue now. Thank you.
WSC Presentation to the Faculty Council

Good afternoon. On behalf of the Women Students' Coalition members enrolled in the Graduate School of Arts and Sciences, we would like to thank Dean Rosovsky for accepting our request to speak with you about the problems of women graduate students. According to the Report of the Committee on the Status of Women in the Faculty of Arts and Sciences, published in April, 1971, Harvard University treats women equitably in regard to admissions, scholarship awards, and teaching fellowships. "They have equal access to most University funds and facilities." (p. 9) But the study also notes that a substantial number of women who responded to the questionnaire distributed by the Committee on the Status of Women stated that they felt they had experienced discrimination while at Harvard.

During the past nine years, the Graduate School of Arts and Sciences has continued to build upon the progress initiated in the 1960s. The percentage of women graduate students in GSAS has increased from 27.5% (1968-69) to 33% in 1979-80. While .5% of all Full Professors were women in 1968-69, 4.6% of the Full Professors in 1979 were women. (More recent figures available?) The introduction of a need-based financial aid program has served to insure fair allocation of funds to all students. Harvard facilities remain accessible to women. Clearly, Harvard University has made great strides in opening up opportunities for women which have never before been available.
As I stated earlier, the 1971 Report of the Committee on the Status of Women noted a discrepancy between the availability of academic opportunities at Harvard for graduate women and the accounts of their educational experience while at Harvard. "Women in the graduate school," the study states, "like women on the faculty, do encounter prejudice at Harvard." (p. 9)

In the Fall of 1979, [FW] distributed a questionnaire in the registration packets of women students in the graduate and professional schools. Its purpose was to gather information on how women describe and assess their experiences as women at Harvard University. In particular, we sought to understand how these experiences affect the quality of education received by women students. Our findings echo those of the 1971 Committee on the Status of Women. Graduate women who responded to our questionnaire recount experiences of subtle and not so subtle forms of sex discrimination.

Now I would like to introduce my colleague Nancy Sherman, Teaching Fellow in Philosophy who will speak directly to issues which concern us.
Ten thousand women at Harvard

battering their heads against the ivy walls
From the Publisher

Money isn't money when it's more than you can count. Ge- 
trade State bank said. And money isn't money, she could 
added, when you're the one allowed to count it.

In a recent issue of a certain 
periodical magazine takes the 
stance that the real problem is 
$2,000,000 two-week family vacation aboard 
100-foot deck boat in the 
Hilton Hotel.

'I've had this desire for 
gPhysicists for peace

Draft registration makes war possible, even probable, at a time 
when it has become unacceptable. 

We are outraged that the 
government is again cynically using our women people for its economic and political goals.

At this time the war machine has no preemptive strategy for 
the destruction of the world with weapons of mass destruction and 
the threat of nuclear war. It is an anti-war movement that 
seeks to stop this policy and bring peace to the world.

To this end, Women for Peace is 
gathering signatures to 
petition the government to 
renounce its war, to end the arms race, and to disarm.

This petition is addressed to:

1.消除战争的危机感，重新审视生活与战争的抉择。

2.成立一个女性和平组织，寻求和平的解决方案。

3.在新闻中发现女性主义叙述的重要角色。

4.撰写文章，强调女性对社会和平的重要性。

Homeless in Boston

Jean Ford and her six children 
planted themselves down on 
the steps in front of Governor's 
Office Thursday July 7th.

Surrounded by their entire 
possessions, they 
held a sign that said, "We will not 
leave until the Governor 
gives us the help we need with 
her.

Since February of this year, 
the Ford family has been homeless. 
They were forced out of the 
Bunker Hill housing project in 
Cambridge by an order of the 
Governor's Office.

The family has been 
without a permanent home for 
the past six months.

They are relying on 
friends and relatives to take them in until an 
adequate housing situation is 
arranged.

Forgotten hero

The sign painted on the 
Amanda Robinson 
building in the 
outskirts of the city 
reads: "The public 
do not know who 
we are and what we 
have done."

But they are not 
forgetting their 
heroine.

Nellie Brown was 
writing letters about 
her story of 
resistance.

Men don't forget, 
you know.

In it because the 
worker was 
off, or some more 
important issue 
that needed 
more power and 
social significance.

I am just as 
uplifted as other 
women on getting 
involved in 
our work or our 
life, but I do 
not feel that we can 
be forgotten.

Women must continue 
to fight for our 
roles in society.

When these options were 
looked into, they 
realized that the 
impending fate of the four-year 
old apartment building 
was beyond their 
control. They 
had to make a decision 
and act on it.

A new, more 
economical 
building was found, which 
would provide a 
secure future for 
the family.

The unfortunate 
situation is 
that women have 
not found 
desirable solutions 
for their 
housing needs.

Equal times

Yes, I want to get Equal Times

[1 year for $8.00]

[14 instructional check]

Name

Street

City

State

Zip

Payment Method

USA Postage

Classifieds

Equal Times 385 Park Square #1

Boston, MA 02116

Wanted to Buy

BUNK BOOKS

BUNKS

High Bids Prices Paid

Boston Book Store

Cambridge, MA

25 West St., Boston, MA 02118

Cruise the North Shore to Historic Gloucester Daily Sailing.

Join the Wiggle 2000 full 
Parkman's Wharf, 
Gloucester, MA.

Cruise is 

reservations 

required. 

Call


Cruise Line

for information call 426-9619.

A.C. Cruise Lines P.O. Box 1

Gloucester, MA 01931

For information call 426-9619.
“Ten Thousand Men of Harvard”

“Under the toy of affirmative action and equal access, the same old struggle for women’s rights goes on.”

by Ilana DeBare
photography Bates Fish

Jewelles’s parents were sending Cambridge for her education from Harvard. Endlessly they admired the dilapidated buildings built by generations of Harvard men. Jewelless and Melisse and Whigworths. Endlessly they bellowed their hopes as their daughter was welcomed into “the company of educated men,” Klassger, Kennskey, and Coo.

Jewelles and depressed. She felt educated—but in spite of, not because of, Harvard. Like most near posts, she was the same with the big books in her hand. Never did she think of her own education. She felt mentally disabled from this 300-year-old male institution called Harvard, and, denied by难免的,珠宝向她问好, which had never been made in what was called a “new-merger merger.”

Throughout the communemenon narratives, the hand again broke into the traditional right song. “Ten thousand men of Harvard must today.” The song is old. Harvard today employs or instructs over 10,000 men, and over 19,000 women. Many of these women share Jewelle’s sense of isolation and embarrassment, although they may calculate in different ways. All of them, whether secretaries, students, or faculty members, have shared the experience of being newcomers, often powerless and ostracized, in a very old, very male-dominated institution they did not help to create.

The week before graduation, John Puz, Dean of Harvard College, released his annual report. This report addressed Harvard’s “women question.”

Puz praised a 100-year tradition in which women were graduated, and he said proudly, “there were no reversals, no turning back from the trend of greater numbers of women in Harvard today.”

Today, he said, “there is nothing which effectively obstructs equal education for women at Harvard, nothing which prevents women to a lower level of opportunity or status than the men.”

To prove his case Puz pointed to the recent establishment of a government program for social services, a faculty committee to investigate and encourage Women’s Studies, and a Women’s Union.

That same week the Women’s Union Coalition released the results of a survey of women graduate students. 78% of the respondents reported experiencing sex discrimination at the University. The longer they had been at Harvard, the higher the percentage.

The biggest obstacle to this progress was that “the educational experience of graduate student women at Harvard is filled with examples of discrimination that hinder their progress toward the master’s or professional degrees and professional excellence theoretically offered.” In other words, for a majority of women graduate students at Harvard, who had studied at the University, her experience was “presumed.”

The report is based on three principles:

in social relations with professors and colleagues in the context of courses in the facilities and services available to students.

With good intentions, faculty members have advised me not to worry too much about competing for teaching positions in better schools since I can already

ways “excuse” my work record by saying that I had to follow my husband’s career.

One professor referred to an all-male class as a “godawful chicken coop.”

Another woman remarked, “I was dismayed by my work in the public sector when a politician cut me off and asked if I had broken all over my body.”

Many male colleagues still—and increasingly—view women only in terms of sexual attractiveness.

“Women are assessed as intelligent or not, as women who may find their personalities or physical appearances are prime importance,” said one woman.

Other times they exclude women from social or work groups.

What happened to forming meaningful collegial relationships, peer pressure, professional invitations to classes, and any other activity, including academic prestige, my male peers sought out and denied.

These are all examples of what Mary Foi called the M.T.H. college’s “cocktail”—the sexless, perfectly legal basis of discrimination, which, when added to other pressures on young women to a second-class status. These discriminations—minor or major—are added up, and are the “costs.”

“Costs” because they are cumulative, everyday things. Kinsey’s sex survey, for example, in which he asked 20 women to describe what it was like to feel “sexually satisfied,” because they are cumulative, everyday things. Kinsey’s sex survey, for example, in which he asked 20 women to describe what it was like to feel “sexually satisfied,” because they are cumulative.

As for Women’s Studies the WSJ report differed considerably from the statement by John Puz. It found, in fact, that contributions of individual women and the new perspective of Women’s Studies are constantly ignored in courses.

Furthermore that Harvard has no Women’s Studies department, and barely managed to fill the page in the catalogue used for a cross-listing of women’s courses by including such entries as “The Psychology of Depression” and “Rocks of Women’s Literature.”

“Most courses don’t include much literature by women at all,” complained one student. “I find it incredible that there is no one course that has one woman’s literature course. The only one I know of is it is offered in another department and it’s limited to 30 and requires a reading knowledge of French.”

A psychology student added that “although many professors give lip service to including ‘feminism’ and ‘women’s studies’ as a course, they still consider women’s ‘special topics’ as an ‘adjunct’ to the lecture, to be given to who is a woman, or from the subject of women.”

To understand the degree of the personal discrimination and the sexism in the course is to understand that only 2% of Harvard’s tenured faculty are women.

In Teluck’s Arts of Discomfort, for example, that means women out of 330 tenured professors. In comparison, the national average is 14%. Harvard itself awards no to 30% of its Ph.D.s to women. As Emily Ventosa, Professor of Fine Arts, said in the Crimson last year, “Harvard graduate more women Ph.D.s than they take back, so that must mean there’s something terribly wrong with their product.”

In the 10 years since Harvard instituted its Affirmative Action policy, there has been improvement in the number of women—by 30%, women—by 30% in 1975. The national average is 14%. Harvard itself awards 30% to 30% of its Ph.D.s to women. As Emily Ventosa, Professor of Fine Arts, said in the Crimson last year, “Harvard graduate more women Ph.D.s than they take back, so that must mean there’s something terribly wrong with their product.”

In the 10 years since Harvard instituted its Affirmative Action policy, there has been improvement in the number of women—by 30%, compared to 8% in 1975.

But it’s important to note that the direction of the individual departments and therefore of the University as an academic entity. They’re the ones deciding how a discipline is defined, whether American history is an important discipline or not.”
as un-European, whether Marxist economics should be taught, whether it is a priority to hire prominent scholars in Women's Studies, and so on. They are also the ones who say there's an atmosphere in which "women's studies" is acceptable. Therefore unexamined.

Harvard, more than most other universities, follows an "up and out" policy with its junior faculty. It tenures only 8% of them.

A woman junior faculty member can, of course, provide a role model or be an intellectual resource for her students while teaching. In fact, most of the few courses relating to women are taught by junior faculty, whether they have no role in shaping the long-term direction of the department, and after five or eight years they are herded out to job-hunt in a shrinking market.

As one of the recommendations of the report, the WNS was that Harvard hire and tenure more women professors. They felt the reasons offered by President Bacot—"there are few qualified women, and that those who have been approached have declined—were insufficient.

"The University must assume the responsibility of selecting its students and faculty and of enrolling and hiring women professors who have already published a lot and is probably pushed at another university, rather than the promising young scholar whose work may be numerous but not as well-known."

"The problem with tenure here," says Nancy Randolph, Special Assistant to the President in charge of Affirmative Action, "is that you don't need just a PhD—you need a Harvard PhD."

This particularly affects women, since so few of them have entered the sciences relatively recently. In fact it is easier, as Assistant Professor of History Molly Boskin says, that "the whole promotion process at Harvard is biased against women. Other promotion processes presently exist."

"It is increased by lack of promotion-from with-in."

Harvard's self-congratulatory selectivity can be combined with a shrewd double-standards, making it much harder for women to be hired.

The Shogol, Assistant Professor of Sociology, spoke of a male junior faculty member who asked after she had submitted a list of three women candidates (all of whom were rejected) out-of-hand.

"Would you want the first woman at Harvard to be anything less than the most brilliant in her field?"

Shogol says about this that a brilliant scholar would be nice; yet she would be quite happy to find someone simply as good as the average insured male.

The third criterion was set by the Women Student's Coalition, who thought the services and facilities provided by the University including University security.

Several rapes have been reported at summer camp, and the Crimson even reported one incident in which a Harvard Square witness was harassed by a member of the Harvard police force.

Many women called for greater child-care, which even Harvard General Council Councillor Walter Samuels at 1976's "not in our month. "I am not alone. Others called for more counseling on work-family relations. "Arm yourself with the Called of women's issues (family and career, kids and career) properly the concern of both sexes."

Broadly, the Radcliffe Forum, which made the most consistent effort to speak up to such issues and which in fact goes back to the Women's Student's Coalition, was eliminated in 1976 because of "budget cuts."

The Forum was as outgrowth of the "non-emergent merger" in which Radcliffe became merely the repository for women's graduate programs in Harvard. The Forum was created in 1971 as "a bridge between Harvard and the world of women, dealing with the full range of issues and education of women."

This year its staff of four had organized a support group for advanced women scholars, student internships in business, panel discussions and meetings for women's support staff. They also brought several nationally well-known speakers and various audiences to Radcliffe to speak to the Harvard/Radcliffe community of women (and men, of course).

Radcliffe has an endowment of $255 million and an annual operating budget of $4 million. Cutting out the Forum would save only $70,000, and it was cut not without cultivating either the students or with any of the Forum's staff.

Many students saw the elimination of the Forum as a reaction to its Harvard "too political." As Peggy Tripp '80 wrote in the undergraduate's women's newspaper, "Women are not just an image of femininity and moderate views, Radcliffe, along with other "poorly publicized"

—most often the concerns women's lives are political—what meaning can Radcliffe have in the lives of future Radcliffe students?"

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The first coeducational college in America was Oberlin, in 1833. Radcliffe was not created until 1879, in response to pressure by the Women's Education Association for coeducation. It was seen as the lesser of two evils.

The Boston Herald praised the creation, "Harvard is required to this view in a way that we all see in coeducation, it was seen as the lesser of two evils."

Three decades earlier, Harvard had applied several times for admission to Harvard Medical School.

"Women shall be permitted the medical advantages she desires! Shall be permitted or be recognized to admission or medical education!" she wrote.

Dean Fox refers to male professors' harrassment of women students as the ineradicable "imperfection of human nature."

It is an unfortunate irony that while Harvard attempts to reignite the nation's liberal arts with its back-to-basics Core Curriculum, it is unable or unwilling to teach a "liberal" tolerance of others' lifestyles or the most "basic" respect for women's autonomy as human beings.

One Deep Throat viewer responded to feminist picketers by swinging a stickball bat. Another yelled, "Go rape!"

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It is an unfortunate irony that while Harvard attempts to reignite the nation's liberal arts with its back-to-basics Core Curriculum, it is unable or unwilling to teach a "liberal" tolerance of others' lifestyles or the most "basic" respect for women's autonomy as human beings.
Only 3% of Harvard's tenured faculty are women. In the Faculty of Arts and Sciences, that means twelve women, out of 352 tenured professors.

"The male/female ratio makes it seem as if men are two-and-a-half times as deserving of a Harvard education as women. It means men will still be the norm and women the exception."

When she was finally admitted, on the grounds that "the applicant is 58 years old and might be aged to the point of senility," the male applicants were turned down. The general attitude towards women's intellectual abilities was that of the Harvard faculty, represented by Dr. Edward H. Grier, president of the university, who in 1973 reminded Symmes on "emotional sensitivity."

Boys could hardly fail to make love to her because she was a woman, he wrote, but if a girl studied more than her "normal" or special appetites will suffer.

Undergraduate women were not taken seriously in the 1960's, until World War II, when the shortage of men students made it clear that they were not replaceable. In 1960's, they were allowed to take part in the men's extra-curricular organizations (although no woman was ever President of one until well into the 1960's).

In 1971, the dormitories were integrated and, in 1973, the two courses merged. Harvard's residence is accommodating role of women's needs, which has persisted through all this, and as the struggle of women students for equal educational opportunities has continued. The gains have been examples of the continuing sensitivity of Harvard students over great with effort active students.

The faculty committee working to encourage Women's Studies was established only a year ago. A significant event in the committee's establishment was that a student group called the Committee by Women's Rights. And since the Women's residence halls are a student program, a new program was established in 1973, the Women's Cheering Bear. For women bearers, the committee is working to encourage a "decency" in the choice of women's roles in society.

"We believe that the idea of special interest in Harvard's residence halls is that, since our students are here, we treat them all alike." Getting the space was difficult, a long series of battles in which we were lied to. We were not even allowed to use this as a Women's Center but only as a Cheering Bear.

Women with pride in the fact that the male/female ratio within the undergraduate population is now 50 to 50. But for many students there is more than the same issue.

And part of this "orientatation" are the women who have graduated from the University. Administration chooses to overlook as "private," affairs that involve a woman. It is to the least, an unfortunate that while Harvard attempts to raise the nation's liberal arts with its back-to-roots Core Curriculum, it is unable or unwilling to teach a "liberal" tolerance of other's differences or the concept of a "basic" respect for women's autonomy as human beings.

If we were to make a real effort to do so—if education about relations between the sexes was seen as just as important as an education about Renaissance art, there could be nationwide repercussions. Just as other schools pay close attention to Harvard's representations of its curriculum requirements, they will teach and follow its policies toward Affirmative Action," wrote the Women's Students' Coalition.

David A. DeMers and the Women's students will suffer. A recent party at one of the women's dormitories was held in the basement of the building. When the party was announced, the students were asked to move to the basement. The basement was filled with women's belongings. One woman who had been invited to the party, but who did not attend, said she would have been "happy to be invited, but..."

"The basement is the place where women's possessions are kept. We believe that the idea of special interest in Harvard's residence halls is that, since our students are here, we treat them all alike."

Several women students ran successful campaigns of Women Against Plagiarism's educational goals and attempted to set up a dialogue with the men. They were asked to move to the basement because the men did not want to be disturbed. They said that women's ideas were not worth discussing, but that men's ideas were.

"We realize we have no power. We have, however, tried to state the way things are in the best way we can." —Susie Morilley
"If on pursuing an image of gentility and moderate views, Radcliffe shies away from political issues—and most issues concerning women’s lives are political—what meaning can Radcliffe have in the lives of future students?"

—Peggy Traub, '80

"It takes awhile for it to seep in that you need external support—especially if you come in feeling like you can do anything."

—Laurie Robertson

The women at Harvard

"It was a culture shock coming to Harvard. There were very few women in the chemistry department," says Laurie Robertson, a fourth-year graduate student and member of the Coalition. Her department has less than 10% women graduate students and only one tenured women professor. "I went to Radcliffe Forum meetings once a week for a while. It made for a community."

"It takes a while for it to seep in that you need external support—especially if you come in feeling like you can do anything."

Many of the women who make up the Coalition came to it out of a need for support and community from other women academics.

Harvard is not a place that breeds cooperative relationships between men or women students. Graduate life in particular can be insulating.

When we all got together, we found that all the schools at Harvard had the same problems. Each was trying to fight on the same issues—inescapably. The administration would say, "It’s just you radicals who are bringing up problems."

But, Deborah admits that at times it was a painful process. "All the typical things people say about women managers—such as that we turn arguments into personal fights—occurred. And we had to deal with it. I think we were really enriched by it."

The form and function of the questionnaire are a central issue of debate. The tenor of the questionnaire revolves around whether we would solicit emotional or moderate responses. Deborah has been a fourth-year student at Harvard.

Before the survey, I thought that getting more money at Harvard was a general equity issue," she says. "I thought harassment was endemic, and I thought of it as the core of the problem." But then, when I found women whose peers were being shamed, it began to seem criminal. I really began to feel that we can’t get change in a little community like this, how will we get it in the larger society?"

Until now, I have been emphasizing how the existence of informal patterns of discrimination affects women students. Male students are also disadvantaged; they do not have the same opportunities to see women in tutorial positions. "These men will be impervious to a woman's world, but now, I guess, we expect that they will have women students and women colleagues."

Harvard as a whole lives as well. The university’s pursuit of excellence is threatened if informal mechanisms, whether with respect to race or sex, undermine the formal emphasis on equality. Under President Nathan P. Winch, Harvard University moved from being a "rich man’s university" to a university for all men. By 1988, women made up 20% of the student body. The quality of scholarship was strengthened. We want to ensure that the full potential of women—both students and members of the faculty—will further strengthen the quality of scholarship and academic work at the University. Harvard has long had a reputation for being a "rich man’s university." The quality of the student body is an important factor in maintaining the university’s reputation for excellence. Women have traditionally been underrepresented in academic fields such as humanities and sciences. To improve the quality of scholarship, the university has established a new faculty position for women in the humanities and sciences. The university has taken steps to remove barriers to women’s participation. The university has taken steps to remove barriers to women’s participation. The university has taken steps to remove barriers to women’s participation.