

FOUNDATION for the HISTORY of WOMEN in MEDICINE

FHWIM Renaissance Women Award Oral History Project

Carola B. Eisenberg Interview: Segment Summaries

#	Topic	In	Out	Duration	Clip Label	Notes
1	Early Life	0:00.000	14:37.754	14:37.754	SEGMENT - Childhood, family influence on intellect and educational aspiration	Dr. Carola B. Eisenberg. 6/10/08 at Dr. Eisenberg's home. Early experiences: birth and childhood location (Buenos Aires, Argentina). Much of her "growing up" occurred in US. Little girls didn't go past 6th grade, learned to become better wives. Out of 40 girls, only 2 went to junior high. Many became teachers. 500 girls each in 2 high schools out of population of 3 million. Tells about her older sister Perla and younger sister Sarah; neither finished university. Perla quit law school because her husband was afraid people would think he couldn't support her. Sarah went to medical school but just wanted to have something to do until she got married. CE's respect for her parents grew because they were very poor and struggled but respected intellectualism and continued to educate themselves. Their clear message: as long as you don't hurt anyone, just go ahead. Story about happiest moments of childhood; intellectual discussions with the family. CE was never pressured to get good grades. Parents wanted them to go far. She does not recall how she decided to become a psychiatrist. Compares herself to her sisters. She was tall and had an internal strabismus (crossed-eye). Felt handicapped, got teased. Was sure no one would want to marry her. Thought her future would be working in a circus.
4	Early Life	14:37.892	19:20.048	4:42.156	SEGMENT - Her father, how family came to be in Argentina	CE's father worked for his father making soda bottles. Heavy lifting. Father was very strong (people said he looked like boxer Jack Dempsey) and handsome. Then father starting to branch out, buying cow hides and selling them to be used to make shoes, etc. It became her dad's life's work. The family was not originally from Argentina. Father was born in Russia. Mother's father was from the Ukraine. Lived in a Jewish ghetto. He didn't want to go into the army so he decided to go to the US. Got to Ellis Island but he wasn't allowed in because they thought he had Trachoma (viral infection that can lead to blindness) (he actually had conjunctivitis), so he went to Argentina because he heard that Jewish people were welcome there at the Hirsch Colonies (established by Baron Hirsch, a wealthy Austrian who bought land in Argentina for Jews to work as farmers, hence the term "Jewish Gaucho"(??). Bought a horse, went from place to place. Saved enough money for more of the family to come to Argentina.

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#	Topic	In	Out	Duration	Clip Label	Notes
5	Early Life	19:21.518	31:03.328	11:41.809	SEGMENT - Early curiosity, being a rebel, relationship with grandmother	Q: You said you were a rebel, felt like an outsider. How did you express that in school? A: CE never expressed it in school; was obedient. Was sent to school earlier than the legal age and did everything the teacher asked but she was immensely curious. Story of a time CE's curiosity got her in trouble. CE was never a rebel in school. Everyone was getting married except for her. Had more freedom than her older sister who was so beautiful and got a lot of attention. Then CE became a rebel. Belonged to an organization that would fix layettes for single mothers and sell tickets on the streets so they could buy the layettes. Parents wouldn't let her (she got propositioned). A rebel but always with a cause. Her grandmother Leia loved her without restriction. Called CE her favorite grandchild and that felt wonderful. Grandmother was intuitive and must have known CE needed extra attention. Grandmother was very religious. Was the first to explain sex to her. They shared a bedroom and had long talks. When CE had her first child she couldn't wait to show her grandmother.
7	Early Life	31:03.630	41:50.727	10:47.097	SEGMENT - Argentina educational system, her religious identity	Argentina educational system was free. No entrance exam. A lot of subjects so it was very superficial learning. Female teachers in grammar school. Both sexes taught high school. CE flunked Domestic Sciences. Did very well in mathematics and physics. There were few schools so you had to choose morning or afternoon classes. Could go to night school, even in grades 1-6. Was only Jewish girl in school. When CE was about 13, she investigated different religions so she could learn whether she was religious or not and she became more religious. Feels very culturally Jewish. Never felt a need for religion. Lived in a non-Jewish neighborhood across from a slaughter house. Wished she could be Catholic so she could take communion and wear white dresses. CE didn't identify with any religious group and saw that as a strength. Story of a field trip where CE held to her beliefs. CE was known as Carolina then. Was never affected by anti-semitism.
9	Early Life	41:51.244	53:33.572	11:42.328	SEGMENT - visit to psychiatric facility (her inspiration)	CE's visit to a psychiatric facility when she was about 15. A very important event in her life. Her parents were part of the Socialist party in Buenos Aires (Luz) and they did events on Sundays. One event was a trip to the psychiatric hospital (1931 or '32). There were 200 patients and 3 doctors. Patients were chained to beds. Wards were horrifying. Went to a lecture at the hospital - a doctor with a manic patient. CE was so upset about what she saw. Patients were eating inedible food, clothes were ragged, patients were malnourished. People caring for the patients were not interested in anything but a job. Patients with tuberculosis were mixed with other patients. Very depressing. Men and women were separated. Some men were walking around naked. CE was the only kid there and yet she knew the adults were asking stupid questions (e.g., "Is insanity contagious?"). Story of when CE spoke up there. CE told her class about what she had seen and a group of students went to see the doctor and told them they wanted to start to help now. She was the first graduate of the first school of psychiatric social workers (in Argentina?).
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#	Topic	In	Out	Duration	Clip Label	Notes
11	Med. School	0:06.647	8:17.788	8:11.141	SEGMENT - Early adulthood influences, medical school	School of Psychiatric Social Work CE founded is related to her influences. Roles: director of school for retarded children at approx. age 23. Wanted to do more psychiatry. Didn't know any woman physicians, even in medical school. Only one female faculty member (Pavlosky). Lived at home throughout graduation of medical school. Never experienced discrimination in medical school, because there were so few women and no one thought they would make it (flunk out or get married). Eight years of medical school. A year and a half of anatomy - loved it; got highest grade. Marveled at the structure of the human body. Helped with autopsies. Someone wanted CE to be a surgeon but she wanted to do psychiatry. Two or three women graduated with her. Didn't ask her parents to help pay for her education. Worked as an assistant to a pathology professor at the Instituto do Radiologia (a cancer treatment and research institute in Buenos Aires).
12	Med. School	8:17.760	21:40.525	13:22.764	SEGMENT - Clarifying details, more on medical school, piano lessons, parents	CE graduated from high school in 1933. Helped establish school of psychiatric social work; Got MA in 1935; after 1935 began medical training at University of Buenos Aires. The doctors at the Psych hospital were helping at the school of psychiatric social work; very informally run. School of Psych Social Work was all women and they had no problems. Weren't noticed. Was called "nurse" but wasn't offended. CE had questions and wanted to talk to another woman about it ("Can I have a husband or am I supposed to be 100% doctor?"). Made good friends in medical school and could speak more freely about those things (even with men). Has a love for music; CE's mother had daughters take piano lessons as a child (music is an international language). CE's mother (Tania/Theodora) and father (Bernardo) had a language barrier but had an intense relationship. CE got tired of practicing piano. CE's mother wanted to go to high school; went to Kiev to live with an aunt. CE's mother had to get a card as a prostitute to be able to go to Kiev.
13	Med. School	21:40.248	28:21.986	6:41.739	SEGMENT - Parents, housekeeper	CE's parents were very proud of her accomplishments. Family started poor and then moved into a bigger house when CE was about 7. Had her own study and bedroom. Had a maid, Manuela, who lived with them for 7-8 years; CE loved her. CE had a pet monkey named Pituco. CE taught Manuela how to read and write. CE was fascinated by Manuela's life stories. Story of when housekeeper almost left over a misunderstanding. CE went to Galicia, Spain about 15 years ago to try to meet her again.
14	Med. School	28:28.043	34:46.234	6:18.190	SEGMENT - Medical school, early grammar school experiences	In medical school, CE had four years of pre-clinical work which was exhausting; lots of memorizing. Lots of work. Went to concerts & political demonstrations. Felt good and supported by friends. A long way from home in Mataderos. Backtracks: Grammar school recess was running through a corridor? Story of someone trying to convert CE to Christianity.

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#	Topic	In	Out	Duration	Clip Label	Notes
17	Med. School	34:45.896	47:59.920	13:14.024	SEGMENT - More on medical school, stigma of psychiatry	CE doesn't think her presence as a woman had very much influence on the group (in medical school) but she did a lot to encourage women when she came to the US. A couple women who were lesbians finished school with her. Two other women were friends. There were many intelligent men and women. CE's sister says CE fabricated that the family was poor; CE is not sure. CE felt free to speak when she came to the US. She did not feel discrimination. Was respected and did well. Wrote dissertation on Tay-Sachs disease because she had seen a child who died of it. Disease mostly affects Jewish people; gene is in one parent; combination of a psychiatric and neurological disorder; effects very young children. Especially interested in pediatric psychiatrics. CE never wanted to be a researcher; more interested in clinical work. There was a stigma about psychiatric patients and psychiatrists (that bright people don't go into psychiatry). Loves reading research but thinks for her to do it is a waste of time.
18	Med. School	47:59.773	1:01:04.12	13:04.347	SEGMENT - Realizing her strengths, deciding on child psychiatry, Johns Hopkins	CE began to realize what her talents and strengths were when she was 35 or 40. Feels certain talents became like breathing in and out in her 40s. Has to be careful not to break rules of proper doctor/patient relationship. Thinks one of her strengths is reciprocity; loves people. Sees her lack of interest in doing research as a weakness. Got into pediatric psychiatry because she has always loved children. Also, it's better to treat people when they are younger and aren't so set. There was no one to train her in Argentina in pediatric psychiatry except for Dr. Tobar Garcia. CE had an enormous desire to travel so she applied for fellowships. First fantasy was to be a ship doctor so she could travel but got scared that she would be the only doctor responsible for many patients. The only names CE knew were child psychiatrist Anna Freud (Sigmund Freud's daughter) and Leo Kanner, MD, who had described "infantile autism" for the first time. CE applied to Anna Freud because AF had more of a name and CE liked Freud's location. CE was accepted but couldn't be guaranteed housing, so she turned Freud down and went to work with Kanner in Baltimore. CE applied to Johns Hopkins and was accepted. Found it hard to adjust to the pace at Johns Hopkins. Was miserable. CE admits she takes a while to get to a point (mise en scene) and Johns Hopkins was not that way at all.

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#	Topic	In	Out	Duration	Clip Label	Notes
19	Med. School	1:01:07.34	1:11:56.98	10:49.639	SEGMENT - International Fund of Education fellowship; adjusting to life in U.S.	CE discusses the miserable part of Johns Hopkins. Got a fellowship that was connected to Argentina through the International Fund of Education (the body that granted the JHU fellowship). The fellowship required that CE live in a US city for a month to become Americanized. Resented it but did it anyway. She and 8 others had to go to school. CE was the only woman and the only physician. Thought she knew English until she was immersed in it. They had to sing "Oh Susannah" at the end of the day and she didn't know why. She was not happy. After a week or two at that school, CE hired an interpreter and went to Johns Hopkins to meet Dr. Leo Kanner. Explained to him that she wanted to learn English. Stayed at the YWCA and saw psychiatric patients there? Some wanted to learn Spanish from CE. Got \$200 per month for her fellowship. Met professor Dr. Arnold Rich who helped her find housing. CE rented a room from Miss Wolfsky for \$100 per month. CE got very sick a few weeks after she arrived. Thought she was going to die. Her landlady wouldn't even give her a cup of tea. CE found later that the landlady (Wolfsky) was charging CE twice as much as the other tenants. A psychiatric social worker named Miss Ashenden took CE under her wing.
20	Med. School	1:11:56.01	1:27:25.06	15:29.059	SEGMENT - More on Johns Hopkins, meeting first husband	First few months at Johns Hopkins weren't easy. Went to movie theaters and vaudeville shows. Didn't have proper clothing for cold weather. Miss Ashenden introduced CE to her friends so she did more socializing. CE learned English and began to see patients. Dr. Kanner knew CE was miserable and told her that happens to everyone. He and his wife invited CE to their home for the weekend and it was nice. CE said the fellowship was poorly organized although she learned a lot. Exposed her to the pediatric and psychiatric departments that accepted her openly (as opposed to being ignored in Argentina). CE thinks the differences were cultural, the programs were better, and she was more mature. Women were more respected because there weren't many male applicants. Dr. & Mrs. Kanner invited CE to a dinner party. An exotic woman began talking to CE and said one man was in the service and was coming late but don't pay any attention to him. The man became CE's first husband (Manfred Guttmacher). He had been married before and had two sons from the previous marriage. CE loved him. He was also a psychiatrist. Meanwhile, CE's father had died. CE didn't know what snow was; thought it was clouds falling. Miss Wolfsky treated CE with more respect when she was with Manfred. CE's mother came to visit and met Manfred and loved him. CE enjoyed dealing with Manfred's sons. CE and Manfred were together for 20 years. They had two sons: Larry and Alan. Alan was named after Manfred's twin Alan Guttmacher who was famous. The Alan Guttmacher Institute in New York City was named after him.
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#	Topic	In	Out	Duration	Clip Label	Notes
21	Med. School	0:00.000	10:18.513	10:18.513	SEGMENT - More on Johns Hopkins; a couple of patient stories	CE learned a lot about her patients (not only their psychiatric issues but their daily life struggles) during her fellowship at Johns Hopkins. Story of dealing with a patient who wouldn't talk. Mothers would bring children who were enuretic (bedwetting) or encopretic (defecating). The women were all faculty member's wives. The wives and children were getting no companionship because the faculty members worked long hours. CE learned about the American way of life. Important to understand where the children came from. CE was confused one day when people were dressed up in costumes; found out later it was Halloween (she was unfamiliar with it). Funny story about misunderstanding American slang.
22	Med. School	10:18.685	15:02.539	4:43.853	SEGMENT - Psychoanalysis	CE said she felt somewhat unfulfilled as a child psychiatrist after the 2 years were over. Decided to go into psychoanalysis. Some were opposed to it, including Dr. Kanner. CE realized she had personal issues she had to deal with. CE went to famous psychoanalyst Jenny van der Wall in Bethesda for training and learned a lot (about symptoms, resilience, about how children react to things differently, etc).
25	Med. School	15:02.503	21:13.294	6:10.791	SEGMENT - Female mentors, deciding against being a child analyst, time off for her children	CE said Jenny van der Wall was not a mentor. There were other women at Johns Hopkins who were mentors, including one who was a chief resident. CE was encouraged to see other women who were making it. Enjoyed travelling with her colleagues so she could spend time talking to them. Was the only woman sometimes and she felt she wasn't asked as many questions as the men were. CE first thought to become a child analyst and then decided against it because she had a young family which was an enormous commitment, but mostly because CE didn't want to spend her professional time treating 5 or 6 children that came from a well-to-do families that could afford treatment. Preferred to work at the hospital and deal with children of different socio-economic backgrounds. CE stopped working when her children were born until they went to school.
			Cum.: 2:43:45			
26	Personal Life	0:05.066	5:20.456	5:15.390	SEGMENT - Married life and her career, national boards preparation	CE's first husband, Manfred, was willing to let her do whatever she wanted. CE took time off from work and stayed with her children for a few years and loved it. Lived in the country. CE had to take national boards to be acknowledged and shadowed the fourth year students to prepare. Took a year or two to prepare. It never occurred to CE not to go back to work. Thinks that at one point she was the only child psychologist in private practice. CE and Manfred were unusual in their circle of friends to have a psychiatrist wife but his mother worked so he was used to it. CE would tell students to look for a lover who is supportive or you won't make it in the marriage or the career.

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27	Personal Life	5:20.438	13:54.780	8:34.341	SEGMENT - Training in US vs Argentina, Johns Hopkins, clarifying dates	Comparisons between training in the US and in Argentina: In Argentina, you say hello and kiss a person on both cheeks. CE didn't know how to greet people in the U.S. Was accustomed to more expression of feelings in Argentina. Pros and cons about fellowship at Johns Hopkins: CE would get frustrated sometimes because she wanted to learn more than what was offered. Some of it might be the language barrier and her new family. Sequence to clarify dates: CE came to US in 1945. Was married in 1946. Began working at Johns Hopkins in 1945 and stayed until the end of 1947 when her first son Larry was born. Second son Alan was born in 1949. CE took the boards in 1954.
28	Personal Life	13:55.257	20:59.111	7:03.854	SEGMENT - After she got her license, discrimination against women	After CE got her license, private practice, working at University of Maryland, working as a consultant in Department of Education. More women worked in pediatrics, perhaps because women weren't allowed into surgical specialties. Options for women were limited. Q: Were specialties that were closed to women considered higher in status than the ones open to women? A: Women were discouraged. Were asked unreasonable questions during interviews. Women's salaries were much lower. CE said it's still present, although less. CE had a professional disagreement with her first husband Manfred Guttmacher over her psychoanalysis. He told the analyst not to change CE too much because he loved her the way she was.
29	Personal Life	20:59.066	31:46.464	10:47.398	SEGMENT- More on married life, death of Manfred, Marrying Leon, move to Boston	Married Life: CE and her husband Manfred would talk about cases occasionally. CE hoped talk about murderers, etc. would not influence children negatively. They also discussed the challenges in psychology, but their careers were not the center of their conversation. CE moved to Boston in 1967 after Manfred died of a short illness in 1966. She became good friends with co-worker Leon Eisenberg. They drove to work together and had personal conversations. Leon and his wife were having marital problems and he moved out of the house (before Manfred died). After Manfred died, Leon began to see CE as a woman. CE's children loved Leon even when he was still with his wife. CE & LE fell in love (although CE was still in love with her late husband). That was a conflict for her. The prospect of the future was frightening to her (being alone) and she got together with Leon. Leon was offered a job as the chief of psychiatry at Mass? general hospital/professor at Harvard. CE encouraged him to take the job. They got married and moved to Boston.

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#	Topic	In	Out	Duration	Clip Label	Notes
30	Personal Life	31:47.850	40:21.853	8:34.003	SEGMENT- Looking for a job in Boston, getting a job at MIT	CE didn't have a position when she and Leon moved to Boston. It was the only time in her life (1967) when she had to look for a job and it was terrible. CE decided she wanted to work with college students. Was tired of seeing small children. Wanted more verbal, intelligent and motivated patients. CE couldn't get a job because she didn't have a license in Massachusetts. Was told at one interview with someone she knew that there were too many psychiatrists in Boston and she should go for pediatrics or OB-GYN. CE didn't want to take the boards again. Was offered a job with college students but the interviewer wanted to know how she got to Boston. She explained what happened and she got frustrated that he seemed to want to hear the dirt of what happened to Leon's marriage. Ben Snyder at MIT offered her a part-time job. He was wonderful. CE got moved up to full-time. Still didn't have a license so she had to ask colleagues to write prescriptions for her patients. That was demeaning. There were fewer women than men but she was treated well. CE loved MIT but it wasn't a place that women were coming to school. It wasn't discrimination, there just weren't many women and minorities. That was the beginning of her feminist activities. CE started sex discussion groups when she was Dean of students. Had done some group work at Johns Hopkins and loved it.
31	Personal Life	40:21.714	51:20.074	10:58.360	SEGMENT- Learning group therapy at Johns Hopkins, MIT	CE learned about group therapy from Jerome Frank at Johns Hopkins. Watched him do it with one-way mirrors and began to do it, too. CE feels very comfortable in dealing with groups. Was the first woman Dean of Students at MIT (appointed in 1972 until 1978). Doesn't feel like she defended women's rights. CE hated not having a job and being dependent on her husband Leon. Loved working at MIT. It was the first time she worked in a group practice and was on call. Had to deal with the turmoil of the times (Vietnam, drugs). Had a wonderful relationship with her colleagues. Became good friends with a female colleague. CE was concerned that the men would react negatively to the female activities (e.g., CE did some embroidery). CE became a Dean. Was surprised at how much more expensive Boston housing was than Maryland. They didn't buy a house in Boston right away because it was too expensive.
32	Personal Life	51:22.552	57:09.270	5:46.718	SEGMENT- Becoming Dean of Students at MIT	Working with college-age patients wasn't as big a change as being in a group practice was. CE felt very comfortable. Became Dean of Students after the President of the University (Jerome Wiesner) asked her. At first she asked him why he was picking her. Was happy where she was and didn't know anything about administration. He asked her to think about it. He told CE she could help him humanize the place and he needed her. He wanted the university to be less rigid. There were no sites for students to do pleasurable activities. Advisers weren't helpful.
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33	Career	0:00.371	7:41.695	7:41.323	SEGMENT- more on accepting Dean of Students job, Harvard business school. Needlework	CE took a few weeks to decide whether to take the Dean of Students position. Was ambivalent. Told Wiesner that she still wanted to see patients and he agreed. CE wasn't sure she could do the Dean job because she had no administrative experience. Would meet with the other deans and chancellor (all men) and they went over numbers and CE didn't open her mouth. Just did knitting or embroidery. CE looked over the numbers one time and she felt they were wasting a lot of time. The chancellor suggested she go to Harvard business school to learn more about it all. CE went for six weeks and had to live in a dorm (not with her husband). They went on dates. Learned a lot and felt more competent about her decisions. CE was doing needlework at one meeting and she was told by a man that she dropped a stitch. He knew because he also did needlework. CE embroidered enormous seals for MIT and Harvard medical school and put them in her office. Reversed the men in one seal (MIT?) so they'd be looking at each other and no one complained.
34	Career	7:42.033	17:01.632	9:19.599	SEGMENT - First female Dean at MIT, her role and responsibilities	CE was the first female Dean at MIT. She was succeeded by an African-American woman. MIT president Jerome Wiesner wanted to promote women. He was furious that Yale or Princeton had made a female associate Dean a full Dean the day before he did make CE a Dean. He wanted to be the first. He wanted to move minorities into important positions. Her role as Dean was to create new programs for students, name all of the house masters, supervise the fraternities; CE was chief of the counseling service, had to go to academic counsel and faculty meetings; CE was to get a sense of where students were at and divert them to directions which would be helpful to them, and she was to supervise the athletic department. Her family thought that was funny because CE didn't know anything about athletics. Many people reported to her. Responsible for undergraduates and graduates. About a thousand students all together. MIT's engineering school was "gruesome" (demanding). Expectations were enormous. Finances were a burden, too.
35	Career	17:01.563	24:43.723	7:42.160	SEGMENT - Success at MIT, sex discussion groups	CE eased the stress of MIT by selecting kind, educated people as housemasters. Wanted people who liked young people and were supportive of the them. It was a time-consuming job. CE started discussion groups with women and men, including sex discussions. Discussed sexual relations and gender. CE got some big name people to come to speak including her ex-brother-in-law Alan Guttmacher who worked with Planned Parenthood. Also got Margaret Mead to come and speak about anthropological studies. CE also brought a Yale professor and two other well-known, successful speakers. The sixth lecture was on interpersonal relations among couples. CE wanted to have discussions on sex because she realized that the students did not know. One student suggested CE have for the sixth lecture a writer from Hollywood because they make sexy movies. CE called someone in Hollywood and the man said, "Are you kidding me? I am in my 9th marriage." So the sixth lecture was never done. CE also knew that students were exposed to sexual activities by roommates and the coed facilities and CE thought it was time for everyone to speak openly about sex and not make it a "double subject".

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36	Career	24:50.687	34:06.162	9:15.475	SEGMENT - Student news article comparing sex partners	One day an underground student newspaper had two female students on the front page with a listing of their lovers and how they performed. CE thought it was done by a male chauvinist but found out it was done by the female students themselves. They were high on marijuana and found out they had a lot of the same lovers so they started comparing, laughed a lot. The students gave a copy of the list to a male student who had been rated a "0" and he gave it to the newspapers. Some alumni refused to give to MIT because they thought that CE (the new female Dean) was condoning this. Parents were upset. Wiesner wanted to close down the newspaper. It ended up in the news worldwide. The two female students reacted differently. It was a difficult time for CE.
37	Career	34:06.176	46:21.175	12:15.000	SEGMENT -Being Dean of Students, changes she made for women at MIT	Being Dean of Students was exciting and she was happy but it was an enormous amount of work. CE & Leon's secretaries would set up dates for the two of them to have dinner at home. CE gave females more freedom than they previously had. For example, lifting curfews. Helped with the promotion of women who deserved it. CE was part of a group that was concerned that MIT had no women on the mathematics faculty. CE had various discussion groups for women (faculty and students). Made all clubs available to women. Parents were more resistant to the changes than the faculty. Story of a man who wouldn't sit next to CE because she was to become Dean of Students. CE thinks she's not sensitive because she had come from a place that was so much worse. Women have made progress. CE felt that she needed to do a really good job so people wouldn't think she left because she couldn't do the job. CE doesn't know if she left a legacy or if the times changed. Wiesner chose her as Dean because he knew times had to change. CE said she did the best she could.
39	Career	46:09.253	49:42.247	3:32.995	SEGMENT - A compliment from a former student	CE met a young man in Paris who gave her a compliment. CE and Leon were having lunch in Paris. The young man was excited to see her. He was a former MIT student who was very successful (retired at age 30). He said CE was the most popular woman in his house because when CE became a Dean she sent letters to parents saying MIT won't be making sure their children are washing behind their ears but that what MIT is expecting of the students and the programs MIT offers. She ended it with "after all you pay all this tuition". The young man's parents were delighted by the letter because CE kept them informed.
40	Career	49:41.838	1:00:30.83	10:48.997	SEGMENT - Getting job as Harvard Dean of Students	CE discusses position of Dean of Students? at Harvard. Her acquaintance Daniel Federman, MD was Dean of Students at Harvard Medical School. CE was happy at MIT. Would get raises and compliments. Couldn't believe she was paid for something she loved so much. Federman offered her a job as Dean of Students at Harvard? MIT president Wiesner was stepping down and CE was missing her physician colleagues but she was very upset (to the point of tears) about leaving MIT. Discovered strengths there that she didn't know she had. Decided to take the job at Harvard Medical School. Started right away and wondered if she did the right thing. Then her mood changed and she was happy. Was at Harvard from 1978-1990. The Dean of Faculty was Eleanor Shore. Either CE or Shore was the first female Dean at Harvard University.

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41	Career	1:00:31.01	1:07:23.28	6:52.269	SEGMENT - Comparing Johns Hopkins medical education with Harvard	Medical education at Harvard in 1978 was quite different from what CE had experienced in Argentina. Harvard was similar to Johns Hopkins. Johns Hopkins had one hospital and Harvard had a central administration with 13-15 hospitals. The hospitals are independent. Johns Hopkins was the subject of The Flexner Report (a book length study of medical education in the United States and Canada by Abraham Flexner). The report indicated that Hopkins revolutionized the teaching of medicine. Harvard had a program with MIT. CE had 4000 undergraduates at MIT and didn't get to know many of them except the ones with problems. At Harvard CE had fewer students and got to know more of them well.
			Cum.: 4:48:17			
43	Administration	0:04.293	11:33.539	11:29.246	SEGMENT - CE's impact at MIT, more on first female Dean	Beginning of Day Two of interviewing. It's hard for CE to evaluate the impact of what she did at MIT. Thinks her greatest impact was some new programs she organized and her interactions with students. CE knows she has influenced the lives of some students. Hopes her position of power at the time when feminism was so important on campus was helpful. CE couldn't gauge it at the time or even now. Thought she was a good role model for women and men. Thinks she had some influence. Was an exciting period to be a woman. Now we have female presidents of universities, including MIT. CE never thought things would move so fast. The female president was more surprised that MIT would select a biologist instead of an engineer as president of MIT. CE said she didn't have time to think of herself as a pioneering woman. Her husband felt that way. Leon Eisenberg was a speaker at an event and he said he was disappointed that the news media didn't cover his role as the husband of the Dean of Students (CE) as they normally would have in the women's section. He had everyone laughing. Leon has worked against racism and sexism all the time CE has known him.
44	Administration	11:33.513	22:59.880	11:26.367	SEGMENT - Climate for women at Harvard	CE discusses the climate for woman (students and faculty) at Harvard at the time she was appointed. CE said it was and is still difficult for women, although it's better than it was. Some programs in support of women were started by Eleanor Shore (Dean of Faculty), including financial assistance (voluntary contributions from the faculty). The program has occasionally been for men, but mostly for women. CE has been a mentor. A very successful program. It's still a real struggle for a woman to achieve full professorship. There are many factors (the field, the hierarchy's willingness to make accommodations for childbirth, etc). Men had to change because women changed (for example, their wives). The students who got in were called the Coca-Cola group because they got in via the classic pathway. Discussion about exit interviews? Many students said they chose a specialty because they wanted to be a father to their children and they didn't want to do what their physician parents did (working their whole life). Some thought students gravitated to certain specialties because of income. CE was impressed that men of the present generation understand the need for family life.

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#	Topic	In	Out	Duration	Clip Label	Notes
45	Administration	22:59.871	38:04.712	15:04.841	SEGMENT - Exit interviews & minority recruitment at Harvard	<p>Q: Why did so many students show up for exit interview at Harvard? A: Students felt freer to talk; CE promised them confidentiality. CE regrets that she never wrote the paper to summarize the exit interviews, although she's shared the info with people. CE didn't do the interviews for statistical results. Was curious about how the 3 groups had performed and how pleased they were on a human level (not just sheets of paper). Alvin Poussaint, MD held CE's position at Harvard previously and was interested in minority recruitment. CE continued with that and added a commitment to recruiting women students (info is from a letter that Daniel Guttenov -SP?- wrote about CE). Guttenov recommended CE for the Alma Dea Morani Award. CE wasn't asked to increase the recruitment of women. CE sat ex officio on the Admissions committee for 10 years without voting and watched the succession of applicants. They had a special sub-committee for minority students. Intense work of the faculty to do interviews, write reports, etc., because the number of applicants is enormous compared to the number of openings. CE spoke up if she felt a student deserved better attention, but she wasn't designated to increase the recruitment of women. Soon after CE arrived (6 months), times were changing after assassinations and equality laws changing and Harvard Medical School decided to take minorities. They were aware that some minorities might need extra tutoring because of some of the educational backgrounds they came from. CE's husband Leon Eisenberg was chair of the admissions committee and was fighting for equality. The number of minorities admitted was more like 15-20 instead of 1 or 2. It was and continues to be an enormous success.</p>
46	Administration	38:12.207	51:26.500	13:14.293	SEGMENT - More on minorities at Harvard, including women	<p>Alvin Poussaint would spend all of February visiting black colleges and other minority populations. Would look at student records and talk with them. When CE left Harvard Medical School, 18 percent of students were minorities. When CE assumed the Deanship at Harvard Medical School, she organized a discussion group once a week for women (men were also welcome). The uneasiness of women in a mostly male environment became clear. The students started a mentorship to help new students to adjust to this. Some of the discomfort included being the lone female in a class; the student would be singled out to give the point of view of all women. It was difficult to bring up an idea to a group of men; the idea was sometimes ultimately attributed to a man. CE saw that the adjustment for medical students was very difficult (lots of pressure, separation from girlfriend or boyfriend, finances, facing a cadaver for the first time, etc.) Students included a musician and an ex-fighter (pugilistic - Spanish for boxer); a very diverse population. Story of a new system CE created to get to know the students.</p>

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#	Topic	In	Out	Duration	Clip Label	Notes
48	Administration	51:26.511	57:08.206	5:41.695	SEGMENT - More on CE's student discussion groups	CE got nervous because she wouldn't have the time to deal with so many students in the groups so she got faculty to volunteer to participate. Some students came year after year and stayed in touch. The next year CE started a group of partners and spouses of the students. Then CE decided to invite students (and occasionally faculty members) to her home for dinner every Friday for the first two or three months. Made it clear to them that it wasn't an admissions interview. Just wanted to know what school was like for them. The students spoke freely. Then CE would reinvide in the second year. CE was surprised and disappointed that the married couples didn't want to be with the couples that were living together.
			Cum.: 5:46:40			
49	WIM		10:11.029		SEGMENT - More on groups, women in medicine	CE is not sure if her demonstration of group/facilitative skills affected the students in their own professional development or not. She knows the groups were helpful to the students, especially women. Q: Did the students make the connection that the group would help them with their professions? A: CE thinks they were so busy and just venting. Varied with the individual. A network of support was CE's only intention in creating the groups but there may have been a secondary effect. CE thinks that women bring a more human touch to the medical professional when they are operating as faculty members. Women bring another dimension to the care of patients. For example, it seems that women doctors are sued less than men. Women spend more time with a patient. Could be because of biology, environment, the need to relate at a different level, being more humane; there are many theories and no one knows the answer. CE believes that women's lives get enriched by knowing the person as a whole. CE knows this is a generalization but she believes there is a slight difference. Q: Do patients respond differently to a male or female doctor? A: Some do and some don't. Patients are getting used to a woman doctor. Q: Do children respond more openly to a woman, esp. to a female child psychiatrist, because they are more of a mother figure? A: Yes, but it depends on the individual. For example, CE's husband can relate very well to children. Also, women patients tend to relate better to women doctors, especially OB-GYNs. And women chose CE because they could relate better to a woman.
50	WIM	10:11.665	18:42.861	8:31.196	SEGMENT - CE's role in New Pathway curriculum	The peer groups gave people the idea that it would be possible to reorganize the curriculum and create the New Pathway program. Daniel Guttentvo (SP?) said in the letter for an award that CE was the unsung visionary who created a cultural change at Harvard Medical School. Now people at all levels recognized the value of more personal interaction so that New Pathway could come in. CE laughs at that and said she wasn't that important to the creation of a new cultural environment. May have had some influence. Perhaps he was playing things up in the letter. Story describing the New Pathway curriculum. CE left Harvard about 3 years after New Pathway was instituted. CE's role had changed because the housemasters were doing much of what CE had been doing. The students were delighted with the new program. Some anxiety at the beginning because the system was so different, but the students did well on the boards.

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#	Topic	In	Out	Duration	Clip Label	Notes
52	WIM	18:42.740	28:50.838	10:08.098	SEGMENT - Balance of career & family life, private practice, courses she taught	Q: CE balances teaching and private practice with her administrative work. When her children were older she had more time to be flexible. When they were smaller she felt torn. Story of her son's school play. By the time CE took the job at MIT, her children were in college. Her husband Leon Eisenberg was very supportive. Her professional life took off in Boston. At times it was hard to juggle. Had as many private patients as she could. CE would see them early in the morning and then in the evening. Had to be selective so she wouldn't take anything that would interfere with her other roles. CE couldn't give numbers; she never counted; depended on the time of the year. Would see one or two patients in the morning. Maybe 6 or 8 at a time. CE loved teaching. Does very well in small groups. Is less anxious in big groups than she was. CE grew up with the idea that little girls were not supposed to speak. Was fortunate to have 2 husbands who encouraged her to express herself. CE taught courses that she felt were not taught in medical school but the students would need or want, e.g., human rights. CE is very passionate about that. Got good comments from students. Taught courses in Human Sexuality and Careers & Life Development. The sexuality course was to her colleagues [?] and it was an enormous success. They had guest speakers at each class.
54	WIM	28:51.052	34:06.938	5:15.886	SEGMENT - A prostitute as a guest speaker in class	CE had prostitute as a speaker in her human sexuality class. Had to pay the prostitute her regular fee to PUMA (Prostitutes United of Massachusetts), a small group that helped prostitutes who were in trouble. One time when a prostitute was in class, CE was reminded of the Jane Fonda movie "Klute" in which JF played a prostitute. CE understood immediately that the prostitute was a very bright woman. The woman said she felt like a social worker. The woman was a good presenter. CE asked if the woman thought she was abused by men and the woman said, "I am a nurse. The hospital was exploiting my hands and my brain. What's the difference between exploiting that and my vagina?" CE didn't have an answer for that. The woman didn't mind being a prostitute.
			Cum.: 6:20:53			
55	Profession	0:20.057	10:51.402	10:31.346	SEGMENT - learning from women patients, professional and personal life	CE on problems that female patients were facing. For example, three in one family needed breast reduction. One went to a meeting and realized people kept looking at her breasts. CE learned a lot from women patients. Q: How did private practice, teaching, and administrative work feed one another? A: CE loved every one of those activities and didn't want to give up. She wrote a paper once entitled, "It's Still a Privilege to Be a Physician". CE believes being a professional person made her a better mother and vice versa. Didn't go through some of the boredom women do who stay home all the time. Needed the reinforcement of knowing she was doing well. Believes she did everything she wanted to do in her career. CE loved the dual role as a wife and mother and a professional, and the three roles of private practice, teaching & administrative work. She had doubts that her children wouldn't understand how divided she was but her sons have married professional women so it must have worked out for them. Going from individual to institutional experience benefited her teaching. CE's experiences all influenced each other. Loved everything she did.

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#	Topic	In	Out	Duration	Clip Label	Notes
56	Profession	10:51.534	19:22.720	8:31.186	SEGMENT - professional disappointments, student suicide rates	Professional disappointments: when CE had to leave the Deans office in the medical school; when she had to take national boards ?; when she couldn't do well with a patient; when an MIT student committed suicide and CE had to call the parents (not a disappointment but an overwhelming sadness). CE was getting worried about the number of suicides. Were some studies that there were more ? suicides than at other universities. Other disappointments: when CE couldn't fully connect with a patient or couldn't provide what was needed. CE changed institutions over her career whereas other women stayed at one. Pros and cons: There are many advantages to staying at one institution especially if a woman feels successful and supported and can move up. CE was enriched by a challenge and new set of rules and professional life experiences when she moved to different institutions. Depends on the person and their life circumstances. CE moved a lot. Would have stayed more in one place if she had felt more secure. There were always pluses and minuses in her career.
57	Profession	19:22.754	28:55.210	9:32.456	SEGMENT - Intersection of professional and personal life	Personal and professional intersected for CE when she married Eisenberg and moved from Baltimore to Boston. CE was thrilled to be sharing her life with Eisenberg. Was willing to leave everything behind and start a new life with him. Her first goal was a personal life as a wife, mother and friend. That collapsed when her first husband died. Eisenberg helped her come alive again. CE knew she could always do something in her professional life. Story of CE's son encouraging her to get a job. Influence of professional demands on the choices CE made in her personal life: As an adolescent, pre-requisite for a boyfriend was that he be tall and good-looking. Later, CE realized she needed much more than that. Needed somebody that was more intelligent and learned than she was, and successful in his professional roles and personal goals. Then CE learned that different people have different types of intelligence. Had great happiness in her personal life. Her greatest pride professionally is that she never sacrificed her own needs or goals for a price (e.g., selling herself for a better job, being dishonest with herself). CE wasn't particularly ambitious.
59	Profession	28:55.810	37:26.572	8:30.762	SEGMENT - Professional demands and family life, being a role model	Professional demands affected CE's family life particularly when children were small (can't be in both places). Didn't have time to write professional papers. CE had to give up some precious moments in her family life. Never thought of herself as a model for other professional women. Was proud of the women who were progressing and gave encouragement. Perhaps someone who was more secure could have seen herself as a model. CE felt she was "an early woman professional who did a good job at everything she was given the opportunity. Realizes she was a role model but thinks she was too busy to give herself credit. Her husband remembers stories that she doesn't because she was so busy. CE is amazed when she thinks of where she came from. Thinks she's lucky to have had so many opportunities.

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#	Topic	In	Out	Duration	Clip Label	Notes
60	Profession	37:26.508	50:05.113	12:38.605	SEGMENT - old boy network, sexism	CE encountered "old boy networks" more in Argentina than in the US. Present in the institutions where she worked; part of the times. Men considered themselves the doers and the thinkers. CE encountered men who were willing to take chances with people like her. These men had a sense of who could do it and gave women a chance. CE learned to distrust or dislike the ones that made a verbal commitment to woman professionals but inside they didn't like it. The straight-forward ones who were honest about their feelings were better. CE asked them to give women a chance. CE didn't always recognize sexism. Recognized racism right away. Example of sexism: a man who said yes to having a woman in his department and then delayed the process by putting up stumbling blocks. In some cases the men were even unaware of their own prejudices so it was hard to trust them. Then, when confronted, the men looked for rationalizations. The hospitals would have someone who specializes in promoting the cause of woman and the racism problem in some cases. Women felt free to go to these women. One woman who heads the program at Brigham is Carol Nadelson, MD (Brigham and Women's Hospital, a teaching affiliate of Harvard University). CE got to know her because she and other women were invited to go to China to interact with Chinese women to tell them about how women can have both a professional and personal life. Nadelson was the first woman president of the American Psychiatric Association and the first woman president of the American Psychiatric Press. CE and Nadelson talked a lot. Story of a paper about what it's like to be married to a professional woman, written by Nadelson's husband and CE's husband Leon Eisenberg.
62	Profession	50:05.364	58:11.588	8:06.224	SEGMENT - Influence of social movements, another discussion group	Q: How did social movements and international events influence CE's career (e.g., WWII, civil rights movement, etc)? A: CE's social conscience has been active since childhood. Anything she considers a moral or political injustice pulls her heart strings and she has to react. Will continue to be active till the end of her life. Women had a lot of stress when they thought whether they'd have enough time with their babies. It was torturous to leave their babies. One of CE's colleagues (last name: Chris - SP?) was discussing that she was getting tired of being a woman. Men would say, "How did you do it?" CE and her colleague started a group for women to tell their stories and ask questions. Men began to come and it was great success. Invited women residents and more senior women physicians to share their stories. They had singles and married; people with children and without; lesbians, etc. It was not an official program.
			Cum.: 7:19:08			

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#	Topic	In	Out	Duration	Clip Label	Notes
75	Special Proj.	0:03.074	5:09.714	5:06.640	SEGMENT - Support group for women residents	CE lead a group of women residents who wanted to meet with her on a regular basis. They were feeling the pressure of working at a hospital with a primarily male environment. The women met at each other's homes, had simple snack and talk about their stresses as women in medicine. CE was asked to head the group. Learned a lot from these women. Had never talked on a regular basis to such women. Some stories were appalling. Tells one story. Residency is difficult anyway because of sleep deprivation, etc. but more difficult for women surrounded by men. CE doesn't know if such a group still exists; probably not necessary because of more of a balance of men to women and more understanding.
			Cum.: 7:24:24			
77	Special Proj.	0:22.581	11:31.457	11:08.876	SEGMENT - CE's human rights work	CE shifted her attention to human rights work about 20 years ago. A physician asked her to go to El Salvador (1983). CE is against war, particularly internal wars. CE agreed to go but not without trepidation. Very afraid. Lots of people being murdered. CE asked a colleague who had lived in El Salvador (Bob Lawrence) about it. BL reassured her. CE went with 8 or 9 people. Went to Mexico first because the mothers of people who had disappeared were there. CE's group tried to find what happened to the missing people. Were not welcome at the airport in El Salvador but were welcomed at the hotel. There were armed people at the airport. Aristocratic hotel in the middle of nowhere. Mission was to investigate what was happening to physicians and medical students there. Before Physicians for Human Rights (PHR) had started. Were to come back to the US and report what they found to the press. President Reagan was considering reinforcing the money sent to El Salvador (?). CE couldn't sleep the first night because of machine gun sounds. Couldn't meet in hotel because it was bugged. One student never came and they don't know what happened to him. CE knew her group would not "disappear" because they had American passports. CE's group was for peace. Not on any side. Visited jails and hospitals. Went to the Council of Women in El Salvador. Had been visiting the Ministry of War. Story of a woman who was raped.
80	Special Proj.	11:34.417	19:30.647	7:56.230	SEGMENT -First visit to El Salvador	After first visit to El Salvador, the American Public Health Association in Washington gave CE and the others an 'auditorium'. Worked 20 hours a day. Emotional impact was great. Went to a Catholic sanctuary. 800 kids and mothers. Malnourished. Men had been abducted. CE's group interviewed families. CE's group trying to make a dent in what North Americans were sending to El Salvador. Had gone to State Dept and the man lied through his teeth (Elliot Abrams, State Department official recently indicted for lying). Wouldn't accept their stories. Story of CE crying at a press conference she spoke at. CE felt she had an impact afterward. Gave the people hope. Story of a child in jail. CE felt she had to go even though it was risky. Glad that she went to El Salvador all the times she did.

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#	Topic	In	Out	Duration	Clip Label	Notes
83	Special Proj.	19:30.931	25:51.595	6:20.664	SEGMENT - Founding of Physicians for Human Rights (PHR)	About 1983, CE asked by a physician friend in Boston if she'd be interested in forming a human rights organization in US and outside. Five physicians started Physicians for Human Rights (PHR): CE, Robert (Bob) Lawrence, Jack Geiger (started movement in south to help African Americans have their own clinics), Jane Schaller (woman physician; chair of Dept. of Pediatrics at Tufts University), Jonathan Fine (Internist, Beth Isreal Hospital, Mass. General. Invited CE to join the group and originated PHR). Had no money but an enthusiastic commitment. Had one room office in Sommerville, MA and part-time secretary, Suzanna Sirkin. Had worked for Amnesty International. Had a small baby. Took notes and nursed at the same time. Story of PHR's Nobel Prize and other work. 1986: CE went to Chile with Bob Lawrence. CE wrote article "Sowing fear: the Uses of Torture and Psychological Abuse in Chile". 1988: Paraguay, then back to El Salvador in June 1989. PHR is open to all, not just physicians.
84	Special Proj.	26:04.403	26:33.227	0:28.824	SEGMENT - Arrival in Chile	In Chile, went right from airport to jails because all of the physicians of the Chilean Medical Association had been put in jail.
			Cum.: 7:50:58			
86	Special Proj.	0:06.720	7:08.125	7:01.405	SEGMENT - continuation on Chile	Whole Chilean Medical profession was in jail. PHR wasn't welcome. Had to ask permission at Embassy. Finally got in. Reason PHR was called in: The week before, University students had a manifestation (demonstration) and parade against the government/Pinochet. Peaceful. Placards and banners ("No Quermos Pinochet"). Formed barricades with old tires so transit couldn't continue. Military came with guns and tear gas and students dispersed. Story of two students the military caught and burned. Carmen Quintana was the student's name. PHR was also asked to help with physicians in jail who were being accused of helping the subversives. Didn't ask who needed help in emergency room. CE got CQ's family in a neutral location and assured help. CQ's family didn't want help because they were worried that other children would be taken. CQ and family got moved to Canada for a year. CQ back in Chile and has a family.
88	Special Proj.	7:09.602	15:28.988	8:19.386	SEGMENT - the press, PHR now	PHR told reporters their findings. Were free to speak because PHR from North America. CE summarized the Chilean experience in an article. Doesn't remember what she wrote but would make a plea for a government not to use torture to interrogate. PHR reported to press and wrote full report for PHR organization. Evolved. Now: Annual Budget of \$5 million & 40 full-time employees. PHR could give individuals a voice when they were being suppressed. CE still involved passionately. Has tremendous respect for participants. CE does less because of age but continues to do psychiatric exams on individuals seeking political asylum in the U.S. Describes that work. CE started out working with people from Latin American because she didn't need an interpreter. For other nationalities, tried to find interpreters who were impartial and might not distort.

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#	Topic	In	Out	Duration	Clip Label	Notes
90	Special Proj.	15:30.765	25:37.909	10:07.144	SEGMENT - More on PHR; rise of women in AMA	CE saw women that were raped by soldiers. Act of violence. 8 or 10 men raping young virgin women. Some got sick. Some escaped. PHR sent a delegation to Liberia to find out what happened to these women. Pregnant women were disowned. Wandered through countryside with baby with no money and no respect. Happening in Sudan. Suzanna Sirkin has gone. CE still on PHR board. Make decisions, some quite painful. Will PHR be able to do the things they'd like? Try to do more in the U.S. Tells turning points in PHR's evolution. Started course on human rights at Harvard Medical School (The Physician and Human Rights: 1995-6, 1996-7, 1998-9). Faculty had to approve voluntary course that students would get credit for. Many foreign students. Mixed group. Physicians are quite recalcitrant to change ways and moods. American Medical Assoc is very slow at moving in that direction. Now a woman in charge of JAMA (Journal of the American Medical Association (Catherine DeAngelis). Marsha Angell, first woman editor of New England Journal of Medicine, allowed CE to publish an article about human rights. May have had trouble earlier. Board policymaking is important. Tries to influence medical schools curriculum. Engage more people as volunteers. Have a group of speakers.
			Cum.: 8:16:39			
92	Profession	0:10.256	10:14.785	10:04.530	SEGMENT - More on PHR	Q: How has role of physician changed since the 1950s? (human rights movements, etc) A: PHR did work in landmines (Nobel Prize). Activism was a response to social changes. CE as role model; didn't see herself that way except in some foreign countries that were far behind. Example: Prague. Gave lectures. Had faculty members as guests. Husbands expected women who were studying to be physicians to stay home. Felt like a role model in Argentina. Didn't become a role model because she was exceptional but because they didn't have anyone else. Story of PHR's Nobel Prize for work to eradicate of landmines. PHR discussed changing name several times because they accept people from any branch of medicine. CE thinks PHR was her great accomplishment in medicine. Anyone could have done her other jobs. PHR distributed brochures across world. Her social conscience helped her in PHR. Relieving human pain in countries where people cannot speak up, no rights to freedom, good food, housing, etc. Movement in global medicine continues to grow because people are aware of their responsibility.

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#	Topic	In	Out	Duration	Clip Label	Notes
96	Profession	10:16.592	21:16.353	10:59.761	SEGMENT - Human rights influence on CE's private practice	CE saw private patients during human rights work. Had no influence. Maintained a separation. Psychiatric patients have victims also. CE always had great compassion for psychiatric patients, particularly the very sick ones. Their human rights had been abused. Even the practice of psychiatry at the time was abusive (pre-medication). Human rights work didn't influence CE's dealing with individual patients. A physician's international awareness has an enormous positive influence on his/her practice. Physicians are more learned about what's happening in Botswana and Zimbabwe. Learn more as they publish more. See impact on colleagues. Large percentage of young people want to visit foreign countries. Started program in Czechoslovakia to get students a broader experience. Some had never been out of New England. When CE stopped being a Dean, more activities went to international health. CE volunteered to continue a fellowship for young physicians to learn what was happening outside of the United States. When CE was Dean, she enlarged a program in which students got credit for 6 week or 2 month intensive Spanish classes. CE then gave a lecture in Spanish. Guillermo Herrarra, MD. Students went to remote sections and practiced medicine and came back confident in Spanish language and clinical skills. Had to do auscultation of patients (listening to internal sounds of the body, i.e., via stethoscope). Program continues to grow (exchange to other countries). Great fun. Student had to write paper when they returned.
98	Profession	21:16.250	30:18.551	9:02.301	SEGMENT - CE work in human rights for women & women's health	CE's work in human rights for women and women's health. With PHR: Clinical support for raped women and maternal and infant mortality rates. Education of little girls in other countries. Asylum work for women and men. Enormous success. 90% success because people who seek help are more aggressive and intelligent in finding their way in the system. The judges trust the doctors. Program for women not part of PHR: CE was, in 1992, part of the Office of Research on Human Health. Through that program, CE co-chaired the Women's Health Workshop on re-entry of women into biomedical careers. Part of National Institute of Health. Created through marvelous woman (can't recall name) who invited CE to participate. Not as involved now. CE helped organize lectures, select people for committees, chair of a couple of things. Symposiums to help women excel in their fields. CE was just a small cog in the wheel of the program. Similar to what was developed later at Harvard. Find a mentor for women who got behind in research if they left the program for a while. Disappointed that people in other universities didn't hear about it. Could have had more postions. Money and mentors were available. CE loved the meetings; learned a lot.

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#	Topic	In	Out	Duration	Clip Label	Notes
99	Profession	30:18.728	41:23.875	11:05.148	SEGMENT - Other roles helping women; CE's article (privilege to be physician)	Other roles CE worked in to help women advance in medicine and sciences: National Academy of Science. CE participated in the Committee on Women in Science and Engineering (in 1990s). Encouraged women. Contact with different organizations. Incorporate women into those organizations' boards. Organized meetings and invited speakers where women could learn "how to beat the system". Males dominated. Some committees were well-received. Some were recalcitrant. Most people in medical professional have a narrow field of vision. Immersed in research, forget about the world, including injustices. Can't blame them, but they ought to be more connected. Not always a conscious decision. Story about the article CE wrote entitled, "Why It's Still a Privilege to be a Physician".
101	Profession	41:16.983	49:51.641	8:34.658	SEGMENT - CE's fantasy world; retirement; women vs. men in healthcare	CE's fantasy world helped her survive difficult times. She loves the freedom she has now. Retirement gives freedom to read. Never had time to indulge fantasy world of authors. Undercurrent of sadness: not feeling as active. Particularly when she stopped seeing patients. Continued to see students but felt she had to stop seeing patients. Misses it but not as bad as she thought. Important part of her life. Young people will be just as good. CE tells favorite quote. Q: Were woman held to a higher standard than men? A: Some. Hard to judge when numbers are involved. Standards are high for both men and women. Both sexes were discouraged by parents. CE's view on healthcare system.
104	Profession	49:52.206	55:57.288	6:05.082	SEGMENT - Women's contribution to medicine	Many women and men recognize contribution women have made to medicine. Some do not. CE feels she has sounded evasive in interview. Didn't mean to. Hard for CE to generalize men and women. Women made contributions. Can't ignore history. Women could have made more if they'd had more opportunities available: educational problems, all women schools. Tells some things CE saw at John Hopkins that made her want to go back to Argentina. Tells story of great "to do" about the first "blue baby" (baby with malformation of heart; couldn't breathe) that was operated on at Hopkins.
107	Profession	55:59.106	1:02:56.93	6:57.833	SEGMENT - Private life	CE gives interviewer credit for making interview easy and enjoyable. CE is not that different privately and publicly. Is who she is with all her strengths and weaknesses. Tells what she does to recharge. Loves to talk to close friends. Male and female friends. They are different as friends. Different responses and interests. Men see her more professionally. Fewer male friends. With woman, CE expands. Talks with female friends about problems she's having with husband and children. Women understand better because of similar experiences. Most friends are unfortunately in medical profession. Easier to relate to people you see everyday. Common experiences. Most significant people in private life: husband, children, friends.
			Cum.: 9:19:35			

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#	Topic	In	Out	Duration	Clip Label	Notes
109	Retirement	0:07.296	8:04.565	7:57.269	SEGMENT - Husbands, children and stepchildren	CE on her grown sons and step children. Talk about first husband, Manfred. Remarried. Some similarities between two men. Were friends. Both contributed a lot to CE's life. As a whole, made her happy, sometimes made her unhappy. Respected her as woman physician. Confidants. Encouraging. Feels lucky to marry both of them. Felt lucky that the husbands already had children. Acquiring a second family. Children felt very welcome when they had more. Both made CE feel wonderful most of the time. Never a regret. Talks about children and stepchildren. CE went to Oberlin College where Larry was, to talk with him about it. Tells story of when Larry told CE to marry Leon. Larry is now a professor of psychiatry and the humanities at University of Rochester Medical School.
112	Retirement	8:06.192	16:17.301	8:11.110	SEGMENT - Son Alan; other children, influence on career choice	Other biological son Alan Guttmacher. Will become Acting Director of Human Genome Project this year at NIH. Loves that her sons are such magnificent human beings, are good friends of ours, have built lives whose goals CE respects. Have wonderful lives by the standards and needs and their own families. Struggle a lot in different way. Sons are somewhat different people. CE sometimes believed when people said psychologist's children are brats and maladjusted. Talks about stepchildren. Talks about her need to be surrounded by kids and its influence on career choice.
115	Retirement	16:33.731	24:48.595	8:14.863	SEGMENT - What brings CE joy; getting older	Many situations where CE feels completely content and joyful: Travelling. Seeing children and grandchildren. Being with friends. Content to be alone. In retirement, loves to be the owner of her own schedule and being able to do what she wants when she wants. Being independent. Fought for that. Feelings about getting older: never felt much older. Gave it some thought but never an intense question of growing older. Many advantages to growing older. Fractured femur. Had to be really dependent for the first time. Can go to the movies at half price. More at peace with herself. Recognizes more of her strengths. Doesn't worry about things she used to, such as being a widow with small children, not having a license, who would look after the children if she died, am I too fat? Q: Has the view of older women changed? A: A little bit. Difficult to generalize. There are realities to face. People without enough money and having to decide between meals and medicine is a serious problem. Medical care for elderly is improving but some areas are terrible. Homes for elderly women particularly.

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#	Topic	In	Out	Duration	Clip Label	Notes
116	Retirement	24:52.276	35:56.777	11:04.501	SEGMENT - Favorite places; spirituality; citizenship	Favorite places: home. New place too. Loves travelling. Visiting children. Foreign countries. Exotic places. London & Paris. Drove/ran elephants and giraffes. Can't do anymore. Loves chamber music concert halls. Gardens. Embraces life most of the time. Some places were depressing. Embraced life of the poor people that had to live there. Never fully understood difference between religious and spiritual person. CE is not religious and is spiritual. Strongly connected with other people and the cosmos. Use of word "spiritual" has come up only recently. People feel threatened by nuclear war, etc and want to connect to something. Fascinated that young people are becoming more religious. CE discusses becoming a naturalized citizen.
118	Retirement	35:57.520	45:01.267	9:03.747	SEGMENT - Human rights	Human rights. Friends' children killed by Argentinian Police. Heard from them and family. CE was a member the American Psychiatric Association Committee on Emerging Issues (?). Women were asked to be new members. CE and an African American woman. Very tall, in full military outfit. Asked to tell about their lives. Woman told heart-wrenching story. Raised in the Bronx. Sad family history. Among drug addicts, prostitutes and homeless. Teacher thought she was bright and encouraged her to go to college. Became a psychiatrist. In charge of psychiatrists in Vietnam War. CE thought her own story was a bed of roses in comparison. CE told story. Was upset about what was happening in Argentina. CE was asked if she would tell a congressional sub-committee. Agreed then realized it would endanger her family still in Argentina. Turned down the invitation. Was frustrated because she couldn't speak up. Felt good joining PHR because then she could speak up. After day with committee on emerging issues, woman psychiatrist talked to CE. Related well. CE at MIT at the time. Students were protesting. Tells the story of when a woman asked CE if she'd like to join the army. Different people have different reasons for choosing a career in medicine.
120	Retirement	45:15.545	54:13.280	8:57.735	SEGMENT - Qualities of successful women; multiple interests	Qualities successful women have in common: intelligent, hard-working, commitment to a higher cause, compassion, good reasoning ability, know how to evaluate situations and make best judgement, more secure, may have anxieties but move on. Qualities common to men as well. Definitely are differences in women of different generations. Society has changed. More support. Women now plan ahead much more carefully. Have an alternative plan, too. Q: What needs to be done to keep women in science and medicine? A: Teaching of math and science. From kindergarten on. Massive effort should be made. Q: What does people who have the ability to work well in multiple areas say about medicine and people's capacity in general? A: Ask people who came up with Renaissance award. CE doesn't feel she's a renaissance woman. Suggested women for award whose paths were a little too narrow. You lose and you gain when you do all those things. CE tells why it doesn't matter that she is not a full professor.

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#	Topic	In	Out	Duration	Clip Label	Notes
122	Retirement	54:13.668	1:03:54.82	9:41.153	SEGMENT - Pursuing other interests	Interests CE would have added: would still like to do things. Sometimes feels she is wasting time and energy on something that is personally rewarding. Not very satisfied with that. Exploring ways she could be useful with her training. Gets scared. Old. Doesn't want to promise if she can't deliver. Part of reason she stopped seeing patients. Limited by time. Tells of courses she audited at Harvard after retirement. Took political science class. Three teachers. One was president of university who left because he taught that women were not as able as men in science. One was the best professor in political science. One was Thomas Friedman who recently wrote a book on the best seller's list and was a correspondent for New York Times. They were disagreeing on issues and had amazing 2 hour discussions. Didn't take a course last year and missed it a lot. Leg problems and the move. No place to park. Used to park in front of a friend's house but friend moved. Friend she started with died. Doesn't know if she'll continue. Pampering herself now. Son told her she's wasting time and she'll get bored. Continue with PHR.
123	Retirement	1:04:01.46	1:11:01.73	7:00.273	SEGMENT - Reflecting on oral history interview	CE was ambivalent about oral history interview. Thought it was important but didn't know how much she could tell. Fulfill fantasy that she was a renaissance woman. Reviewing whole life in a short period of time. Impressed when she received questions but didn't review carefully. Wanted to be spontaneous. Didn't know interviewer. Wondered how helpful the oral history would be for future women. Has no doubts that it will be helpful. Pushing Physicians for Human Rights. Wants to find a graduate student to write a thesis on it. Pleased with how interviews have gone. Impressed by amount of prep work. Felt free with interviewer. Enjoyable. Stayed away from painful parts of her life that she could have described more fully. Private. Felt a little superficial. Hopes oral history continues. Hopes it's encouraging for woman interested in medicine.
			Cum.: 10:30:36			