

Students propose changes for center

By Janice M. Eisen

Two graduate students in architecture presented ideas for possible renovations of the Julius A. Stratton '23 Student Center at a Student Center Committee meeting last Sunday.

Walter Dackiw G and Michel Mein G, students in the Environmental Design section of the Department of Architecture, made the presentation. The architects' concepts are "visions," Dackiw said, not formal plans.

Assistant Dean for Student Affairs Stephen D. Immerman stressed the ideas are "not even proposals."

The suggested renovation would cost about \$15 million to implement, the architects said.

The architects are helping the committee define and understand the problems with the design of the Student Center and seek possible solutions, Immerman said. The process as "sort of like a big problem set," he said.

James S. Person III '86, chairman-elect of the committee, said the ideas presented are "maybe not realistic" but will provide a basis for future design. "We want the Student Center to be just that: a place where students come together."

Dackiw said Immerman and Micheline K. Fradd '85, a member of the committee, had asked him and Mein in June "to take a look at the Student Center."

"It's not exactly the best building around," he continued.

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Alice Giubellini, a senior secretary in the Department of Economics, wins a \$100 gift certificate redeemable at the Harvard Coop for this first-prize winning photograph in *The Tech's* photography contest. Eight other winning photographs — including two by Giubellini — appear on pages 12 and 13.

Saxon suggests US Youth Service

By Edward Whang

The United States should consider requiring all young people at an appropriate age group to perform military or "socially valuable activities" at state and local, as well as national levels, according to David S. Saxon '41, Chairman of the MIT Corporation.

"I recommend that we examine seriously the potential of a program of universal youth service coupled with an analogous universal 'G.I. Bill' for education," he said in a speech at the meeting of the National Association of State Universities and Land Grant Colleges.

Except in cases of extreme hardship, no deferments from service would be allowed, he said. Participation would provide access to higher education, however, he added.

Saxon said Monday he does not believe his proposal should necessarily be instituted; rather, it should be seriously studied and considered.

"My motive for this idea is dissatisfaction with the way we now do things," Saxon said. "I am unhappy that the only service to the nation that we talk about is military service." "This is unfair; more often than not, people who volunteer for the military do so because they have no other alternative. What we need is something much broader," he continued.

"I am also unhappy with education," Saxon said. "So many [people] are badly educated. They often end up out of the mainstream, and they become outsiders."

"We need to achieve active integration of young people into

society, complete integration — ethnically, racially, economically, sexually, and so on," he said.

The service requirement should be implemented gradually, Saxon said. Participation should be on a strictly voluntary basis, with free education offered to those involved, he explained. Eventually, all would be required to participate.

"It would provide young Americans from all backgrounds with the opportunity to work together and give them in addition a greater sense of identification with and responsibility for the national welfare," Saxon said.

Saxon said he expects some opposition. "Anything compulsory goes against the grain, but it doesn't follow that it is the principle that rules. There are two examples of compulsory actions that are accepted by the public. One is draft during war, and the other is education."

"In fact mandatory education is considered positive, and countries that don't enforce it are considered backward," Saxon said.

"This mandatory service provides the mechanism by which socially necessary things can be accomplished; that is the goal," he said.

Several bills are currently in Congress to establish a selective commission to examine and make recommendations to the president and Congress regarding voluntary service programs, according to Saxon.

Rowe: Harassment has "chilling effect"

By Kevin D. Hurst

Last in a series

Sexual harassment affects nearly everyone at MIT, although only a small minority report themselves as injured by it, according to Mary P. Rowe, special assistant to the president.

The environment becomes uncomfortable for women in particular, she said, and "this causes a chilling effect on the relationships between some men and women students in a department."

Elizabeth J. Salkind '85, president of the Association for Women Students, said, "The only reason the Institute is concerned about sexual harassment is that it's illegal."

Sexual harassment, as defined by a Harvard report released this fall and by other studies, includes situations such as professors ignoring women students or women not being accepted as serious, competent professionals in their area, not just the "customary" images of sexual exploitation.

Rowe termed this kind of discrimination: "subtle discrimination." Unwanted teasing or attention may also inadvertently injure women.

Sara Mae Berman, a staff associate in the Office of the Dean for Student Affairs said, "It is overwhelming to read case after case of these type problems. It gives you the picture that the at-

mosphere is not easy — and downright hostile — for women, and is detrimental to moving forward."

Not all female students see a problem, Berman said. "There are some women on all levels who think things are all fine and dandy."

Male students at the Institute have typically been unaware of such a problem, or at best, reticent, Berman said. "This is a situation that [men] simply don't have to deal with," she said. "Practically the whole Institute is male-oriented."

Patricia E. Harris G, a student in the Architecture Department, described one problem. "Men have a limited frame of reference in terms of how to relate to me. They can't deal with the fact that I have so many unknowns," she said, referring to the fact that she is the only black woman at her level of study in the department.

Sexual harassment "undermines the educational process," Berman said. "A bad experience can blow the self-confidence of a woman. She starts to look for problems in herself that could be causing this."

"The pain is transmitted in a very serious way," she said.

Rowe said it is not an uncommon response for a woman to drop or not register for a class to avoid a professor.

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Finboard elects Vidaurri new chairman for 1984

By Andrew Bein

The Undergraduate Association Finance Board elected Michael A. Vidaurri '85 its 1984-85 chairman last Thursday, and Win Treese '86 its vice-chairman.

Vidaurri succeeds Raymond E. Samuel '84, who has been part of the Finance Board since Dec. 1980.

"I have all the confidence that Mike will do a good job," Samuel said. Vidaurri ran unopposed in the election. Samuel said he will work with the new officers

"for a couple of months, so when they take over they'll know what they're doing."

The Finance Board is the committee that allocates funds to student activities. Its budget must be approved by the Office of the Dean for Student Affairs, which will sponsor the activities.

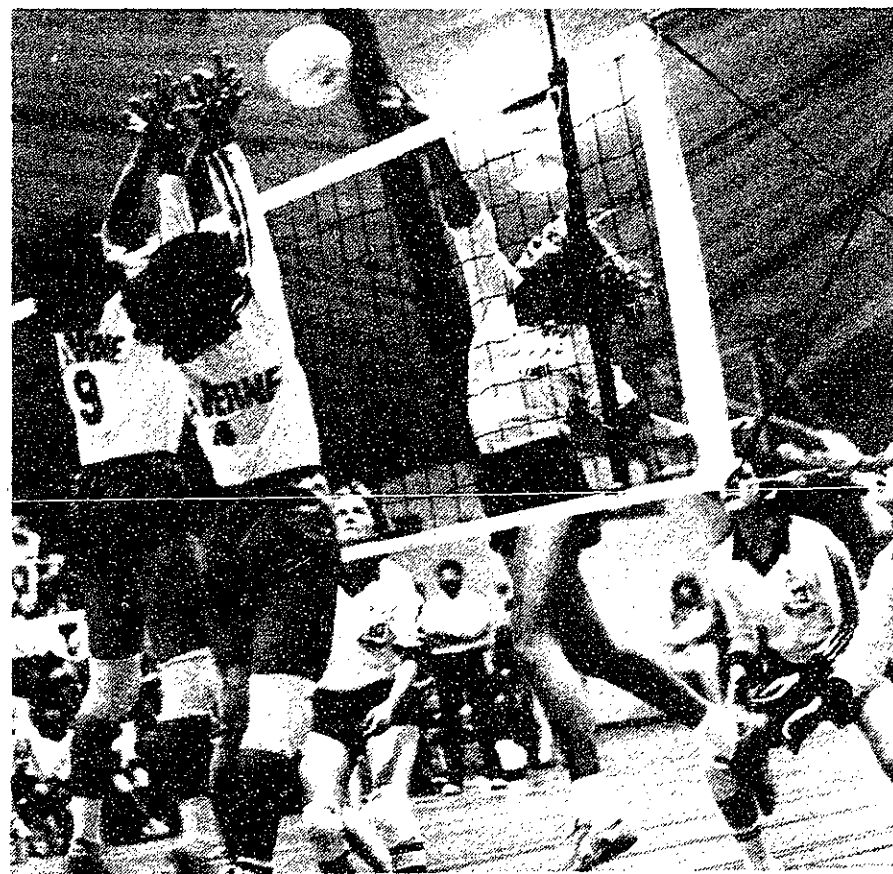
Vidaurri said the Finance Board "provides the students with the opportunity to enjoy the activities around the campus as a relief from their studies. We want

(Please turn to page 10)

IAP publication schedule

This will be the last scheduled issue of *The Tech* for 1983. During Independent Activities Period, issues will be published on Wednesdays: January 11, 18, 25, and February 1. The deadline for advertising and letters to the editor will be 5 P.M. each Monday.

Regular Tuesday/Friday publication will resume Tuesday, February 7.



Tech photo by Omar S. Valerio

Amy Smith '84 spikes in the NCAA Division III match for third place. MIT lost to University of LaVerne by a score of 3-1.

Peer harassment at MIT will be studied

(Continued from page 1)

The nature and extent of sexual harassment, however, varies widely among departments and even more from one person to the next.

"Every individual reacts differently to a particular incident," Rowe explained. "The extent of harm done can range from none to real academic and emotional damage."

Women who have been at the Institute longer seem to be more affected by the problem, Berman said. "After several years and an accumulation of incidents, they become more and more sensitive to what is really happening," she added.

Graduate women students experience other forms of sexual harassment, she said. In graduate work, networks formed among students and invaluable discussion of work are accomplished largely in informal meetings, such as lunch, Berman explained.

"This automatically happens for men, but women are not made a part of this unless they assert themselves," which men interpret as aggressiveness, she said.

The clear minority of women, who compose less than one-fourth the student population, is a primary cause of the problem, said Arthur C. Smith, professor of electrical engineering.

"Our reason for concern is the small number of women in Computer Science. A growing number of women in the department is necessary to improve the situation, he said.

Rowe cited other factors. She explained that there are systematic differences between the attitudes of large groups of men and large groups of women because they have been "socialized" differently.

"It is important for us to understand that the feelings on both sides are for real. Women need to convince men and men need to convince women that they are being hurt," she said.

Studies published by the Architecture Department and the

Computer Science area of Electrical Engineering, in addition to a continuing series of departmental memos and faculty meetings, speak of the departments' willingness to take the issue seriously, particularly among department heads, according to Rowe.

The Dean's Office is compiling information for an upcoming study of the "quality of life" for students at the Institute.

Salkind is completing a study on another aspect of the problem: peer harassment.

Salkind's report, planned for publication next spring, will disclose the results of a 15-page questionnaire sent randomly to 500 men and 500 women undergraduates last year.

The study achieved a 33 percent response rate, but men and women responded in approximately equal numbers. "This in a sense composes a representative sampling," said Salkind. "It indicates at least the scope and nature of the problem. Salkind said the purpose of her study is to increase awareness that harassment does exist.

Preliminary results show 73 percent of the female undergraduates experienced peer harassment, she said. The problem is more widespread than the faculty-student harassment, although most people do not consider the other form as serious, she added.

"It is exactly the same problem" in both cases, she said, "But peer harassment is so normal that it's invisible. The effects aren't as clear."

The study shows a significant difference between the attitudes of men and women on the issue: particularly, what exactly constitutes sexual harassment, Salkind said.

The question of whether "a woman really means 'no' when she says 'no,'" for example, prompted very different responses from the males and the females, she said.

"At the most conservative estimate, the statistics still indicate a major problem that requires addressing."

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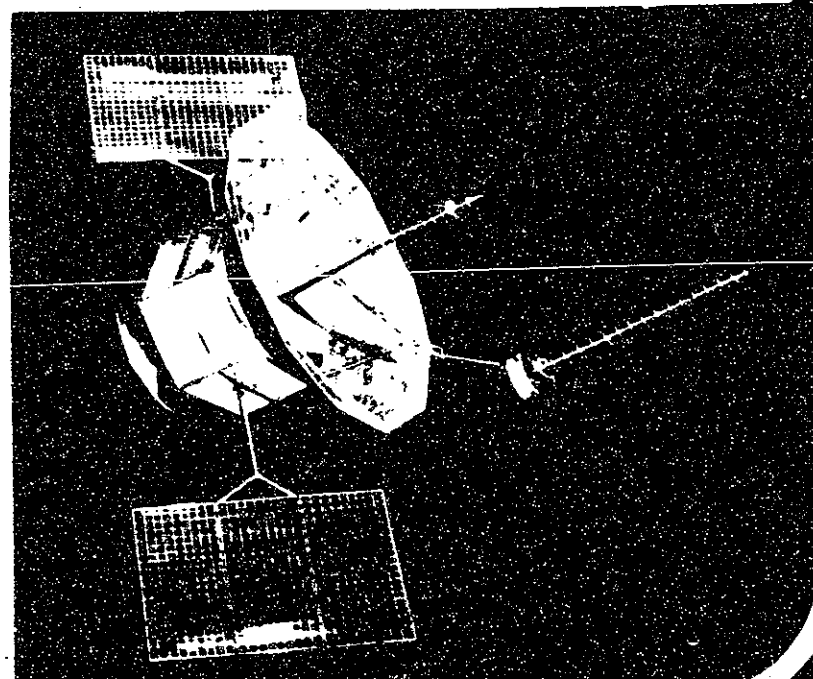
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Opinion

Editorials

Attend special faculty meeting

The faculty will meet today to discuss two proposals from the Committee on Educational Policy to relieve overcrowding in the Department of Electrical Engineering and Computer Science. Faculty members will likely implement one of the proposals: either requiring students to apply to Course VI at the end of their freshman year, as the committee recommended, or requiring high school seniors to specify whether they want to be eligible for Course VI. The non-Course VI applicant pool would ostensibly be an easier admission.

Either course of action will bear heavily on the future of the Institute. Both would set dangerous precedents, even though they supposedly would be in force for only a short time.

Faculty members should make every effort to attend this meeting and give the issue the great consideration it deserves. Students should likewise attend, though they do not have speaking privileges, to demonstrate both their interest and the falsity of the assertion that they should not be concerned because "any change will not affect them."

The end of the term is a busy time for all, but an issue of this dimension demands the full attention of the community. The meeting will be in Huntington Hall (room 10-250) at 3:15 p.m.

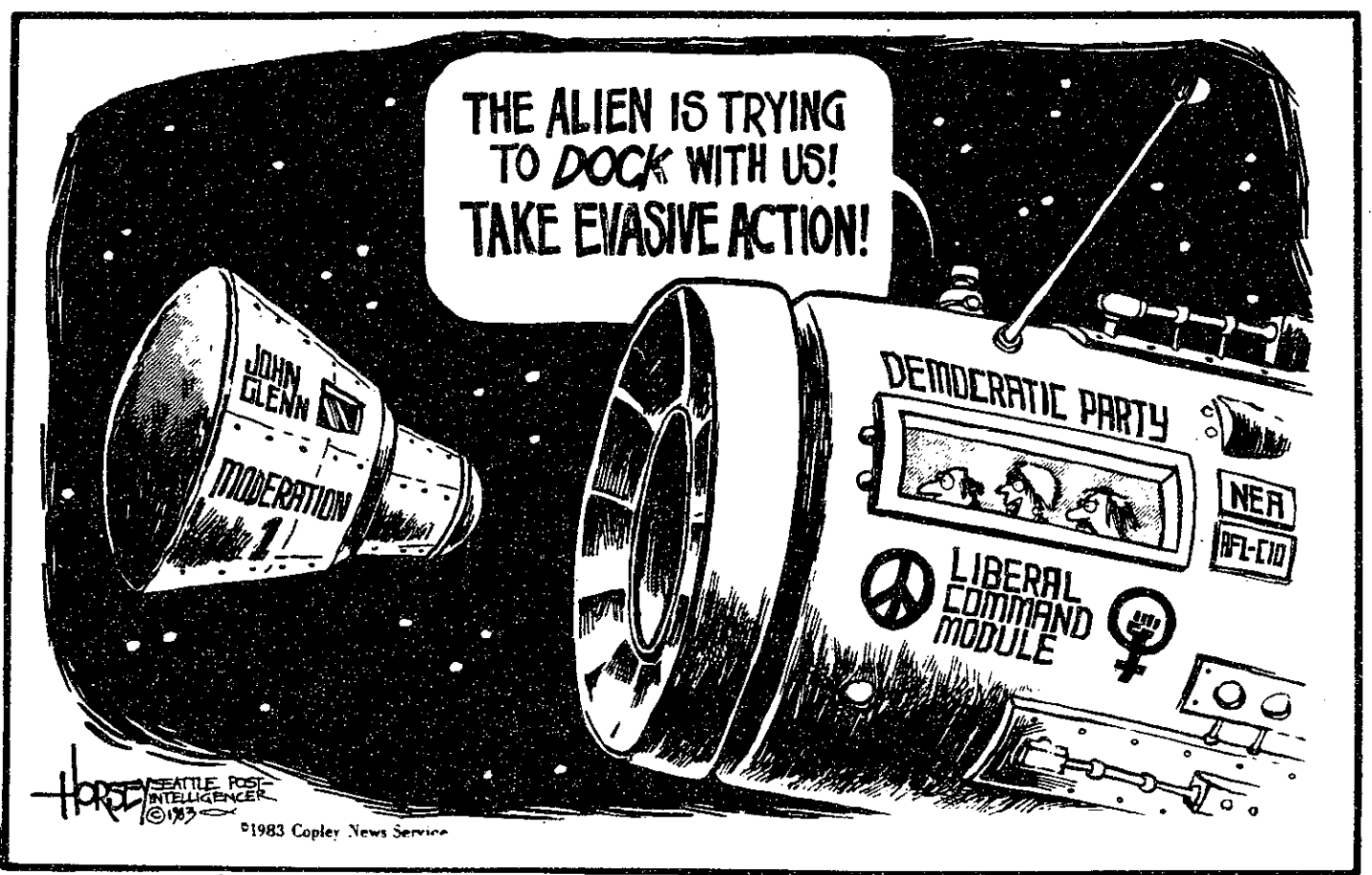
Women's volleyball deserves applause

The MIT women's volleyball team traveled to the NCAA Division III Championships last weekend and returned as the fourth-best team in the nation. Coach Karyn Altman '78 and her team deserve congratulations for the most successful season of any athletic team in recent MIT history.

Many athletes understand what competition at the national level entails: long hours of dedicated practice and unfailing concentration in competition. The benefits to athletes that follow those sacrifices are evident in both the short and long runs, providing an outlet for daily stresses, and goals to pursue other than academic performance.

Athletic activity at all levels allows one the chance to escape and exercise, both extremely valuable in a high-pressure environment like MIT. All students should reserve time for athletics and other outside activities.

The volleyball team exemplifies what students can achieve through perseverance, dedication and support. All members of the MIT community should be proud of their achievement.



Column/Mark Templer

The chameleon makes a run

The presidential primary season is still three months away, yet political pundits have already declared a winner for the Democratic presidential nomination: former Vice President Walter Mondale.

Mondale has a formidable lead over all of his Democratic opponents. Opinion polls show Mondale between 13 and 28 points ahead of his nearest challenger, Sen. John Glenn (D-Ohio). Mondale has raised 50 percent more money than any other candidate and has a huge political organization already in place in most primary states.

Mondale also has the endorsement of a large number of noted political leaders, as well as the full backing of two of the nation's largest labor unions: the AFL-CIO and the National Education Association. There is little question that Walter Mondale is now the man to beat in the presidential primary sweepstakes.

Mondale, of course, did not amass this lead by sitting back and watching the clouds. He has been running for president since Nov. 4, 1980. He started touring the country at that time looking for new ideas. He had none of his own.

Once it began to appear that the media had turned against President Reagan, Mondale abandoned his search for ideas and started campaigning in earnest.

Fritz "I am a feminist" Mondale is quite a character. His most outstanding characteristic is that it is very hard to figure out what he believes. *The New Republic* has called Mondale the Zelig of American politics, after the character in the Woody Allen movie. Mondale is a chameleon who blends in wherever he is.

Mondale began his amphibian career by repudiating his role in the Carter administration. He has been saying that when he was vice president, he privately opposed a number of controversial policies that he supported in public.

After he saw the success of this ploy, Mondale grasped the political value of amorphous ambivalence. If you are favor of a strong defense, so is Fritz. He supports the cruise missile, the Pershing missile, and the Trident submarine. He says to hawks that we must have "no illusions about the Soviet threat."

But if you are in favor of a nuclear freeze, so is Walter. He supports arms control. If he is elected, he will phone up Yuri and get right down to negotiating a deal.

Mondale's foreign policy views are also quite slippery. Mondale sharply criticizes the Reagan ad-

ministration's foreign policy, but he has supported almost all of its major elements: the US presence in Lebanon and Grenada, aid to El Salvador, deployment of cruise and Pershing missiles in Europe, increased military spending, and cancellation of the grain embargo.

On the domestic side, Mondale is against waste in government, but he is in favor of all kinds of spending programs for special interests like teachers, organized labor, big failing businesses, doctors, and agribusinesses.

Mondale is also in favor of clean air and water, prosperity, peace, jobs, women's rights, and minority rights. He knows what his interest groups think on every issue, and he is right with them.

Mondale, unfortunately, has spent so much time trying to please his various constituencies that he has failed to articulate co-

herent, concrete policies that would accomplish his lofty goals. He tries so hard to stand behind everybody that he is unable to stand on his own.

Mondale's views are like a malleable mound of clay. In the general election campaign, Mondale's mound will be baked by Ronald Reagan, and then smashed to pieces.

What is missing in Mondale's campaign is a sense of duty and conviction. He wants to be president, but he does not know why. He lacks the courage and vision to be the leader of the greatest country of the world. This is bad news for the Democratic party, which will probably nominate Fritz for president. But it is good news for President Reagan and other Republicans, who look forward to another four years in the White House.

Column/Simson L. Garfinkel

Think about education and how to improve it

Last of a five-part series.

Students come to MIT to get an education. To most, education means earning a degree and finding a good job. To others, it means to learn how to live with people and how to apply their ideas to the modern world.

The sense of this series has been that an education at MIT is much more than the simple acquisition of a degree, which most realize: It is a multi-faceted environment which changes the people inside it, and is changed by them for the better.

MIT should give its students the most in-depth, scientific and technical education possible within four years of study. It should combine these studies with a social education in the use of science and technology, so that graduates may understand their roles and those of their work in society.

MIT must remove the financial burden from students. Attending MIT should not be something for which one pays. MIT should not charge tuition; it should finance itself through patent and copyright royalties. The Institute would then need only admit students who would benefit the community.

The Institute must teach these students with the most effective and comprehensive techniques available — developed, naturally, at MIT. The students will study all subjects, not just those in which they major. They will leave MIT with understanding and vision.

The establishment of such an environment is not the task of one person but of the entire community. It is not necessary for everyone to agree with the goals mentioned here, but those who do agree must work consciously toward them. Those who do not work to change the environment will be left behind with the other chaff. The future of this community need not be dictated by history: The future is subservient to the will of the present community.

The uninterest of members of the community as to the function of education and of MIT in general — beyond a degree from the Department of Electrical Engineering and Computer Science — was the impetus for this series. The point of this series is twofold. It was designed to get people thinking about the possibilities for education and inquiry in this environment, and it made specific suggestions on key issues, including funding and core requirements.

The most important thing to realize is that an MIT education and the environment itself are constantly in a state of flux. It is possible for individuals to exert conscious force over this flux, and to have the Institute evolve toward a more perfect academic community. The key to this process is a continuing discussion among all the members of the community, and a desire, on the part of those here, to always strive for excellence.

The Tech

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Opinion

Column/Joseph J. Romm

CEP plan is least miserable for Institute

To paraphrase Woody Allen, there are two types of drastic short-term solutions to the "Course VI problem," the miserable ones and the horrible ones. The one the Faculty Committee on Educational Policy (CEP) will recommend to the faculty is only a miserable one.

The CEP will recommend limiting enrollment in the Department of Electrical Engineering and Computer Science (EECS) by subjecting would-be majors to some form of restriction after they come to MIT, including in all likelihood an EECS entrance exam.

Make no mistake — this is a miserable proposal. Even if the proposal discourages only a few potential majors from coming to MIT, the next freshman class will likely have some 350 to 400 eventual EECS majors. The department, however, thinks 250 is the ideal number. A gradual reduction via the restriction would mean perhaps allowing only 300 majors for the next class. This means 50 to 100 students or more unable to major in EECS, with each student wasting at least one year's tuition.

Before judging the CEP too harshly, consider that the faculty apparently feels compelled to take drastic action, and the only other realistic proposal available to the CEP was to have high school students apply separately either to EECS or to the rest of MIT. Those accepted by EECS

could still major in other departments, but those admitted to the rest of MIT would have at best a small chance of ever being able to major in EECS.

Make no mistake here, either — this is a horrible proposal. On arriving here, freshman will literally be in two different classes — EECS and non-EECS. The EECS class will be somewhat elitist if only because it is harder to enter, and those in the EECS class have no restrictions placed on them.

The likely outcome, in any event, of establishing any two-class system of this nature is that the two classes will tend to segregate, perhaps even by living group during rush week. Keeping secret the information about which class a freshman is in would be very difficult. Whatever cohesiveness MIT undergraduates now have would be severely threatened. If this proposal lasts for more than one year, the situation will just get worse and worse.

Some have argued that those who pass an EECS entrance exam would also form an elite class. Yet it will be far less elite because students who do not take the exam will have had one year at MIT to find out much better that a restriction against majoring in EECS is not important to them. I cannot envision those 50 to 100 who fail to get in EECS being shunned by their friends. Far more importantly, if the exam is offered at the end of the

freshman year, rush week will have long since passed and it will be extremely unlikely that much post-exam segregation could occur.

Another reason separate admission to EECS is horrible is that it codifies the EECS overenrollment problem by immediately placing students in either an EECS or non-EECS class. Since the MIT EECS class will be hard to get into, potential high school students who are interested in electrical engineering or computer science will be drawn toward applying to MIT's "special" department.

While a miserable exam in math and physics, for instance, would increase pressure during freshman year for the 400 or so potential EECS majors, it would, at least, get those students to learn those subjects better. The exam, in addition, will probably discourage some people from applying to MIT who do not want to gamble with their future.

The miserable exam, more importantly, will hurt fewer and fewer students as other, longer-term solutions reduce the problem. The horrible two-class system, however, will continue to hurt the entire student body as long as it is in place.

At least with the miserable exam, MIT is admitting it has a problem that it will try to deal with internally while it is trying to change its image to get a more diverse pool of entrants — the

ideal long term solution. With the horrible two-class system, MIT would worsen its image, making it harder to attract a more diverse student body in the future.

The horrible two-class system has the apparent advantage that students make their choice before they come to MIT and spend their money. This advantage is, however, somewhat illusory.

Suppose EECS admits enough students to get 300 freshman. Normally, about 70 percent to 75 percent of students who express interest in EECS end up in the department. This selective admissions process, however, coupled the widespread knowledge that EECS is an exclusive department, will doubtlessly increase that percentage to at least 80 percent, yielding 240 majors, and perhaps 60 open spots.

The rest of MIT will get about 800 freshmen. At present, 20 percent to 25 percent of high school applicants who do not indicate a preference for EECS still end up wanting to major in the department anyway. Even if this admissions process lowers this to under 20 percent, there would still be about 150 desiring entrance to EECS. Perhaps 60 would be admitted via the miserable exam, leaving about 90 disappointed students who would like to major in EECS but cannot. They will feel their tuition is wasted, just as would the 50 to 100 students

who fail the EECS entrance exam.

Wait a minute, you say, these 90 students knew the rules of the game before they came here. They made their choice rationally, even if it was based on limited information. That is small consolation, however. The 50 to 100 who fail the EECS entrance exam also knew the rules of the game before they came here. They knew they might fail to get into EECS.

While the two cases are not identical, in both cases we have perhaps 100 disappointed students who "wasted" their tuition and who knew before they came to MIT that they were taking a risk. With the horrible two-class proposal, you still have a miserable exam, although it is for perhaps 150 people, rather than 400.

If the original EECS class is made bigger to avoid the miserable exam, perhaps 400 students admitted with the hope of obtaining 300 majors, then there will just be more disappointed students in the non-EECS class, perhaps as many as 140.

These views in no way reflect the views of the CEP; I hate both proposals. If forced to choose between them, however, I would take the miserable over the horrible every time.

Editor's note: Joseph J. Romm is a student representative to the Faculty Committee on Educational Policy.

feedback

Faculty should not approve either plan

To the Editor:

Today the Faculty will discuss, and possibly act on, a proposal of the Committee on Educational Policy (CEP) concerning the overcrowding problem in the Department of Electrical Engineering and Computer Science. Having participated in the CEP discussions, we would like to point out a few student concerns.

We have not been convinced that action on either of the two proposals is necessary at this time. The situation will not resolve itself, but there are several other measures presently being tried out which, if properly ended, could alleviate the situation sufficiently to allow the Faculty to more carefully consider all sensible proposals, and act on them this spring.

The two options proposed by CEP are:

Option I: A selection process during the latter part of the freshman year, based on an examination and application for enrollment.

Option II: A change in the undergraduate admissions process, limiting students at the time of admission. We cannot "support" either of the two proposals, but we feel that Option II is clearly preferable to Option I. We have serious reservations about the implications of Option I on student life during the freshman year and on the future of Pass/Fail. These reservations are shared by an overwhelming majority of students we discussed the proposals at a forum sponsored by the General Assembly and the Faculty Committee on Educational Policy, students, when given the choice of either Option I or Option II, were almost unanimous in their preference for Op-

Option I would have serious detrimental effects on Pass/Fail and the freshman year, regardless of how the option is implemented. In addition, it is extremely unfair to the students who are not admitted to the department. We think that most students, given the choice, would rather be aware of all their options before coming to MIT, rather than waiting it out and risking everything on an application and exam.

It is a misconception to perceive Option II as a more "radical" change, and Option I as an internal one. All students will have to be notified before applying to MIT that they may be restricted from enrollment in Course VI. We feel that a student is forced to gamble \$15,000 and a year of his life on the hope of

gaining admission to Course VI the following year. It should be noted that the possibility for transferring to an electrical engineering/computer science department at another university is very slim.

It has been said that students presently attending MIT will not be affected by any faculty action

CSC president disputes UA News

To the Editor:

In *The Tech* of Dec. 6, 1983, under "UA News," the Chinese Students Club was listed as among the student groups which requested:

"1) The reinstatement of Dean Hope;

"2) An Office of the Dean for Student Affairs (ODSA) that is more responsive to student input

and student needs;

"3) An effective formal mechanism to assure future student input on ODSA decisions affecting students."

The Chinese Students Club Executive Committee has not taken any position on the issues stated above. The Execomm has expressed concern over the dismissal of Dean Hope; however, we

Hall, room 10-250) and show your concern.

Michael P. Witt '84
President

Undergraduate Association
Steven E. Barber '84
Chairman
Student Committee on Educational Policy

have not voted on any action to be taken.

Hau Yee Ng '84
President
Chinese Students Club

Editor's note: The Tech is not responsible for the content of the "UA News," an advertisement purchased by the Undergraduate Association.

PREPARE FOR 1984!

READ Orwell's prophetic novel during Christmas break. PARTICIPATE in IAP program on the book and the year.

Discussions will include:

- Big Brother & Psychotechnology
- Corruption of Language
- Police Tactics
- The national security state
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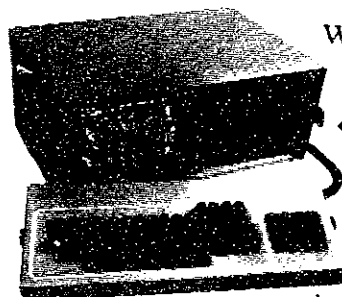
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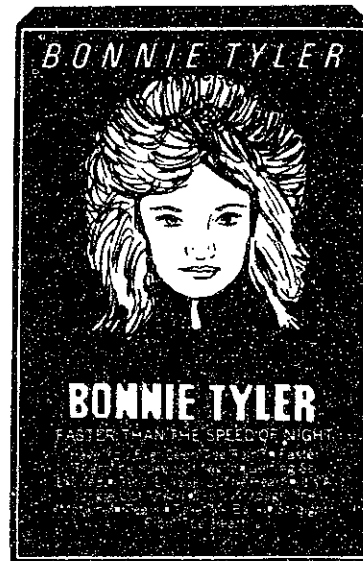
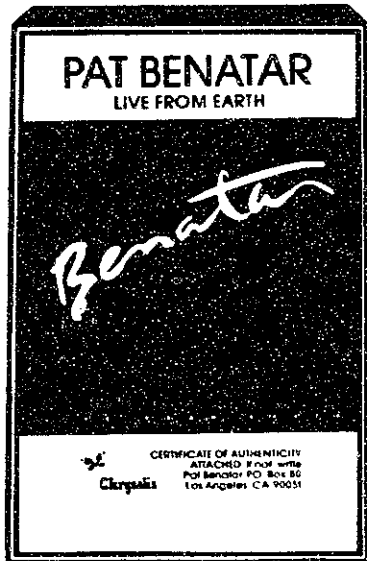
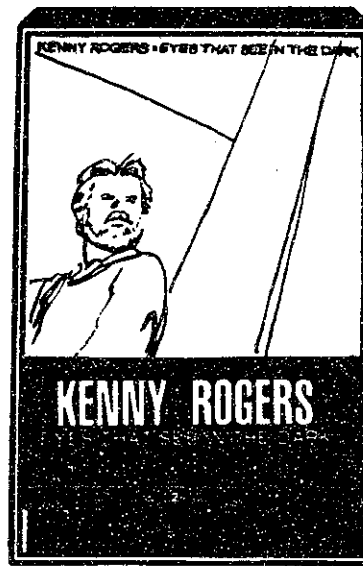
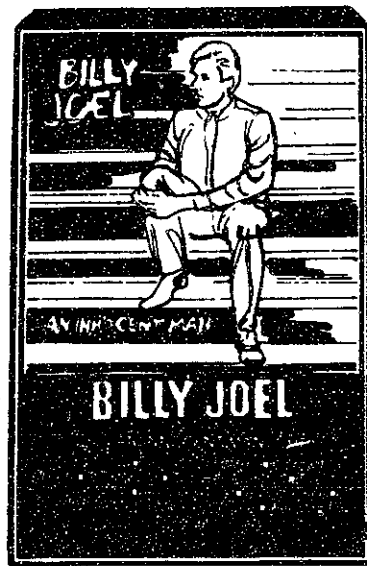
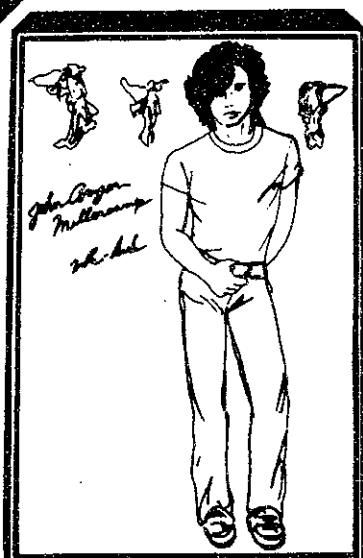
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feedback

Disturbed by Gray's remarks

To the Editor:

The entire MIT community, not just minority students, should be alarmed by both the tone and content of the remarks President Paul E. Gray '54 made Nov. 30 to students concerned with the firing of former Associate Dean for Student Affairs Mary O. Hope.

President Gray, who has only so recently lobbied for the First Amendment rights of those who work on nuclear weapons in Cambridge and who is evidently unwilling to inhibit the "rights" to free expression of those who bring pornographic films to MIT, has shown his scorn for the freedom of speech of those who may question or demonstrate their disapproval of arbitrary, unexplained MIT administration policies. President Gray apparently feels that free speech is a fine idea, as long as it is not too close to comfort for himself and the Administration.

The president's threat of a "backlash" in the community — in the Financial Aid Office perhaps? — and of personal consequences for students who continue to question Dean Hope's still unexplained dismissal may have a chilling effect on the free voicing of alternative viewpoints in every segment of the MIT community.

The blackmail inherent in Gray's remarks is particularly pronounced because of his threats against those who use what he vaguely labeled "coercive

action" [*The Tech*, Dec. 2]. Would a peaceful, non-disruptive, but oh-so-public picket line outside 77 Massachusetts Avenue be "coercive action?" What about taking the Hope issue to Boston media? Sponsoring an Undergraduate General Assembly resolution? Or circulating a petition for Dean Hope in a dorm or fraternity? Perhaps a professor's speaking to his students on the Hope case? Possibly members of the Institute community calling for an objective panel to investigate this affair? Or even writing a letter to *The Tech*?

The menace to the free exchange of ideas across all segments of MIT life is thus clear in President Gray's not-so-veiled threats against those who dissent. This danger is also apparent in the themes implicit in the statements made by administration figures: Just trust the Institute to do the right thing for you, we're told. Don't ask any questions when we administrators choose not to explain controversial actions we take, or you'll be in big trouble. Remember, you can only get along at MIT if you are a team player. These overt and covert messages should alarm us all; accepting them at MIT would weaken our Institute, just as accepting similar ideas in the political sphere could weaken the fabric of our national life.

Of course, there are other issues in the current affair — like the apparent assumption that mi-

nority students are more likely to act violently than other groups when expressing their group concerns. This assumption can readily be derived from the stationing of Campus Police around the president and the dean for student affairs. (Have expressions of discontent from other campus elements ever prompted similar police deployment in the post-Vietnam era?) And doesn't President Gray's warning of a "community backlash" state to minority students that they have no right to be at MIT, but that they are here only at the sufferance of others at the Institute? Moreover, isn't there considerable racial paternalism in the idea that although minority students (and others) found Dean Hope an effective counselor and intermediary, the Institute can claim to know what these students need better than they do?

Ultimately, even these significant issues seem less important than the implications of these administration attempts to stifle dissent and alternative viewpoints on issues affecting Institute life. How appropriate that it's almost 1984.

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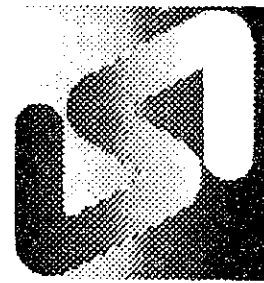
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Architects envision new Student Center

(Continued from page 1)

The redesigning of the Student Center is a complex problem, Dackiw said. "There is no real vision of how it should be.

Dackiw and Mein cited three major problems with the Student Center's present design: unclear traffic flow and arrangement; "dark and unwelcoming" parts of the interior; and overused and underused spaces.

Mein said he would like to change the entrance "dramatically." The central area needs more light and more obvious activity, he said, and he would add an atrium and remove the central stairway between the second and third floors.

The architects said their ideas would provide more space for student activity offices, but might move some of those offices to the basement.

Dackiw proposed the excavation of 16 feet of earth from the front of the Student Center, "making entrance to the first floor less awkward and admitting more light." He later said the height of the water table might be a problem, but there would be no structural difficulties.

The Kresge Oval and Massachusetts Avenue border area are more difficult to redesign, Dackiw said. The steps leading to the building from Massachusetts Avenue would be removed as part of an excavation, he explained.

He mentioned the possibility of a tunnel connecting the Student Center to MIT's main entrance, an idea greeted by applause from some of the committee members in attendance.

Dackiw called proposals for a bridge over Massachusetts Avenue, however, "quite silly."

Immerman said later that the Institute has reserved the area under Kresge Oval for future development.

The main axis of the Institute, which extends from the Athletic Center through the Infinite Corridor and to the new Arts and Media Technology Building, is very important, Dackiw said at the end of the presentation. The axis is, however, now "confused" by the raised area in front of the Student Center.

Any changes made to the front of the building must take account of the activity that often goes on there, he said.

Person called the presentation "very exciting" in a brief question and comment session which followed. "It's about time we did something like this."

Immerman told the committee members that when making actual plans, they should consider financial constraints and have any renovations made in stages.

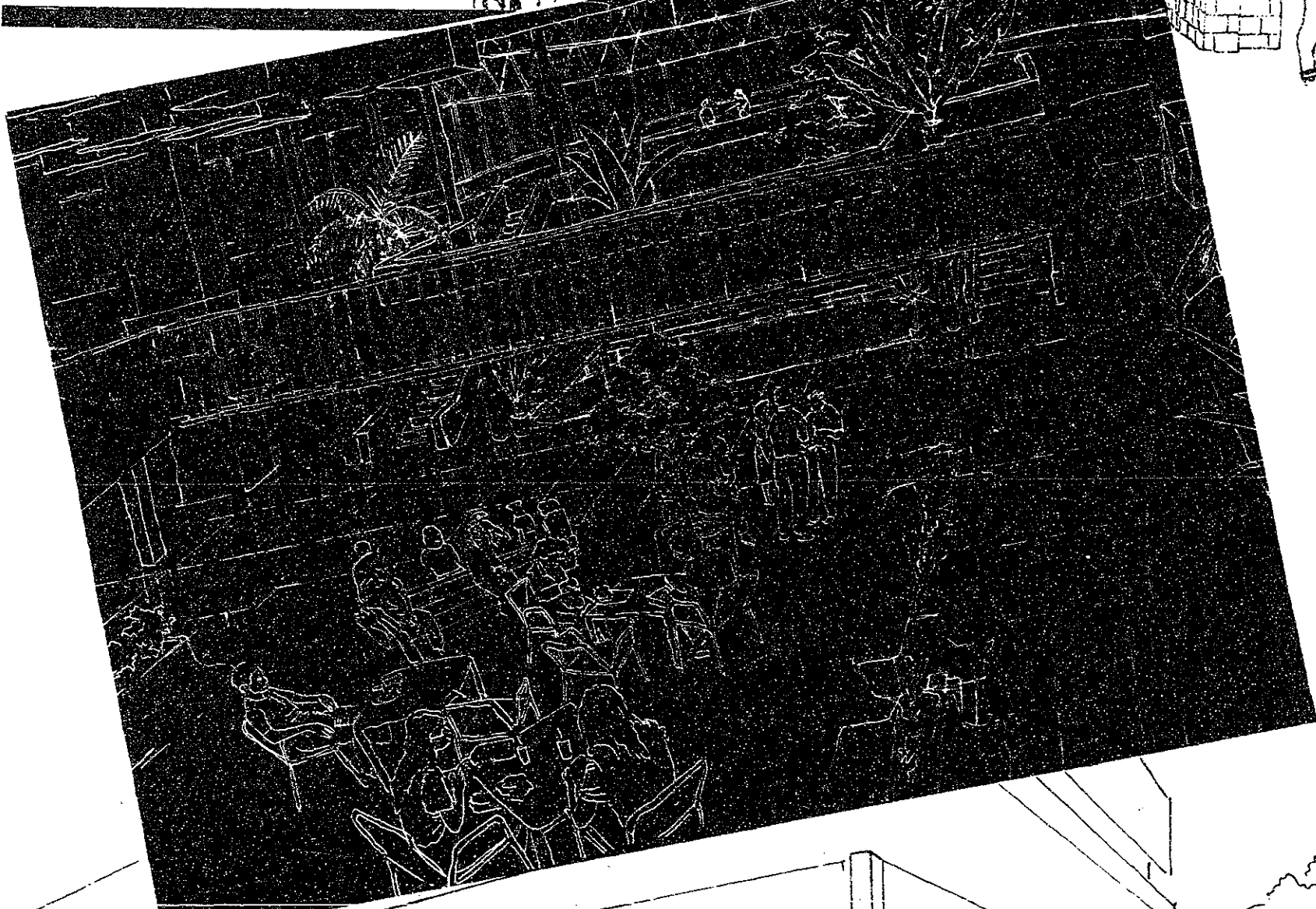
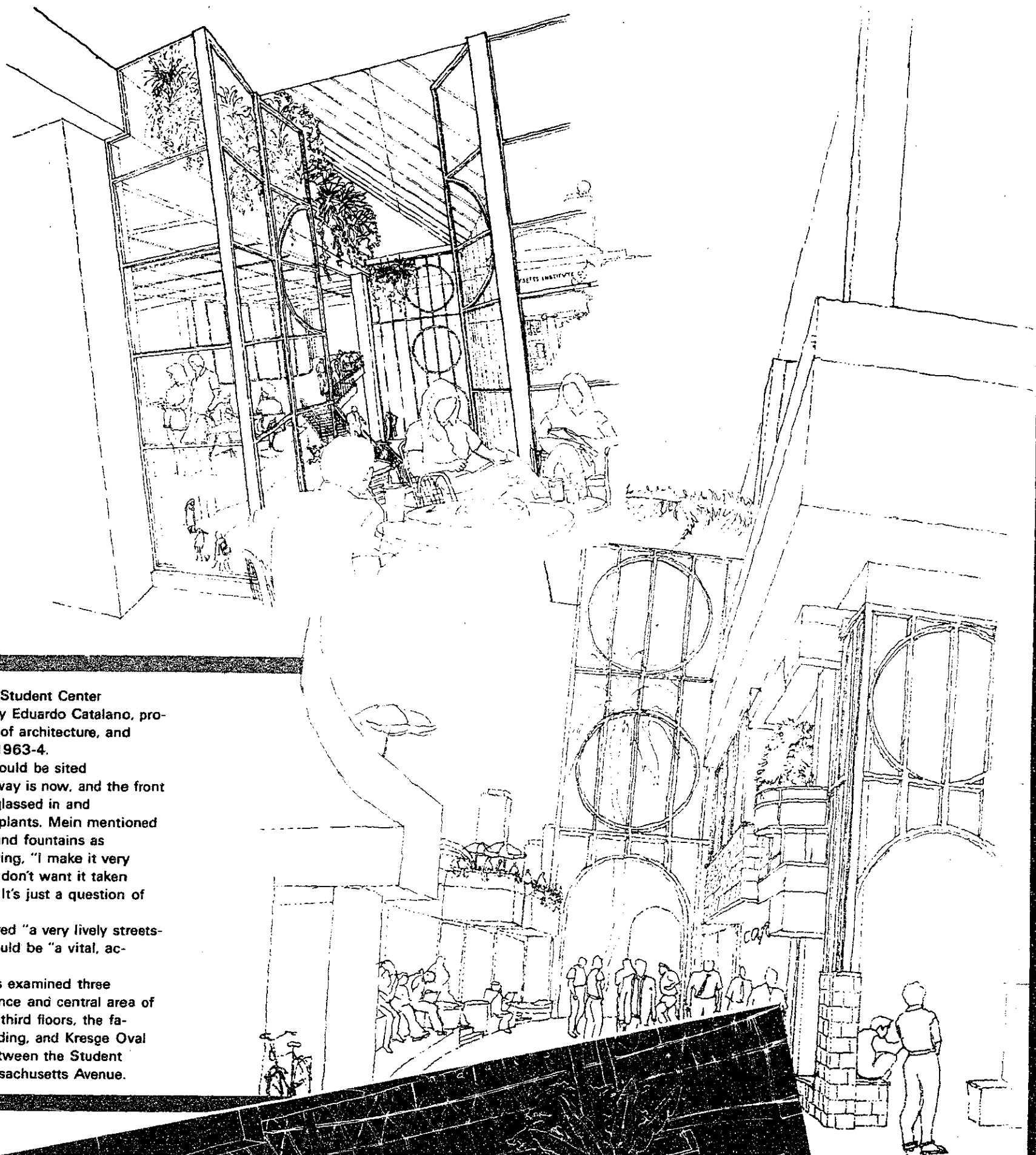
Mein said such an approach would be possible, since the ideas would allow the continued functioning of the Student Center during renovations.

The Stratton Student Center was designed by Eduardo Catalano, professor emeritus of architecture, and constructed in 1963-4.

A cafeteria would be sited where the stairway is now, and the front area would be glassed in and decorated with plants. Mein mentioned atria, terraces, and fountains as possibilities, saying, "I make it very loose because I don't want it taken too seriously. . . It's just a question of ideas."

Dackiw pictured "a very lively streetscape" which would be "a vital, active space."

The architects examined three areas: the entrance and central area of the second and third floors, the facade of the building, and Kresge Oval and the area between the Student Center and Massachusetts Avenue.



Wednesday, Dec. 14

President Gray will hold office hours today between noon and 2 p.m. Any member of the MIT community may schedule a 15 minute appointment on a first come, first-served basis by calling x3-4665.

* * * *

Lewis Hyde, author of *The Gift: Imagination and the Erotic Life of Property*, will speak on the central thesis of his work tonight at 8 p.m. at the Cambridge Forum, 3 Church Street, Harvard Square. Admission is free; the lecture is open to the public. For more information, call 876-9644.

Thursday, Dec. 15

Today, Friday, and Saturday, the Dance Umbrella at the Joy of Movement Center, 536 Mass Ave., Cambridge, presents the *Zellsworth Dancers* — an evening of dance, poetry, and music. Tickets are \$5.00. Call 492-7578 for more information.

Friday, Dec. 16

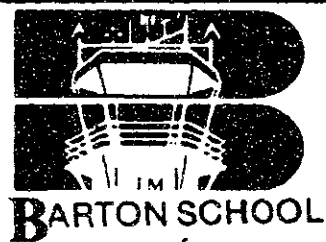
Students are reminded that today is the deadline for turning in freshman performance evaluations forms to instructors. Blank forms are available in room 7-104.

Saturday, Dec. 17

The French Library in Boston will host a *Fete de Noel/Christmas Party* from 2 p.m. to 5 p.m. Short films and a puppet show are part of the entertainment, and French refreshments will be available. For more information, call 266-4351.

Sunday, Dec. 18

College students interested in summer jobs at Jewish camps in New England are invited to attend the first Jewish Camp Fair today from 11 a.m. to 3 p.m. at The Grosman Jewish Community



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Campus, 333 Winchester Street, Newton. For directions and information, call Marjorie Berkowitz, 232-8710.

The Department of Civil Engineering will conduct a **UROP Traineeship Program** and will offer ten traineeships of \$600 each during the coming Spring Semester. For more information, call the Civil Engineering Undergrad Center at x3-8011 or Professor Hemond, x3-1637.

The Student Financial Aid Office alerts students to the \$1000 scholarship being offered by the **Huguenot Society of America**. The scholarship is offered annually to

one student at MIT who is nominated by the Institute and is of verifiable Huguenot descent. For more information, contact the Student Financial Aid office.

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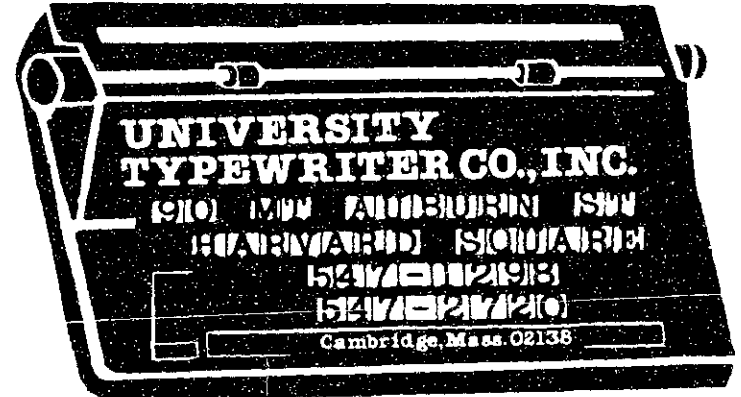
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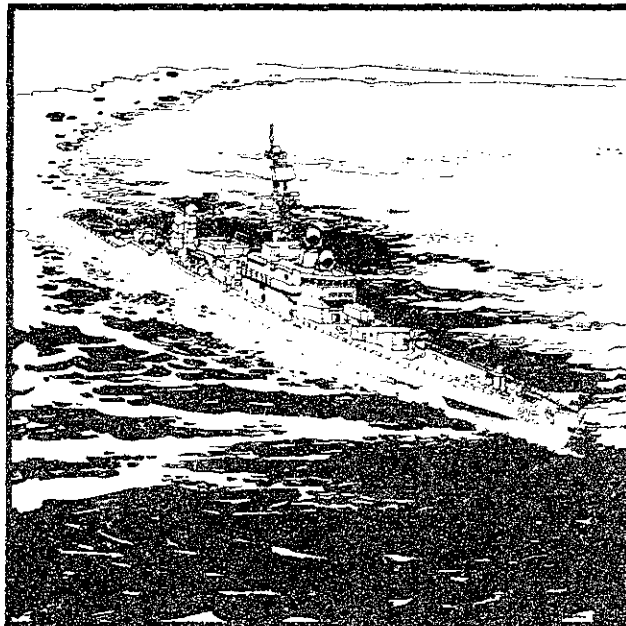
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Finance board will make a liaison with activities

(Continued from page 1)
to help the clubs as much as we can."

The Finance Board exceeded the \$13,550.34 which was left to be allocated to be needed for new projects in its budget last May, but Samuel said this is not a problem, as groups who have already received funds will not be spending them in entirety.

Vidaurri said, "We want clubs to ask us for more, so that we can help them more." He said he wants "clubs to be more aware of what we have to offer."

He said, in order to do so, he will create a liaison between the Finance Board and other student activities.

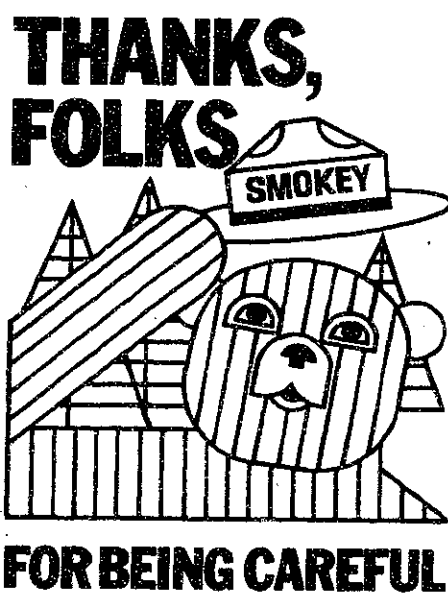
"I will be sitting in on as many meetings [of other student organizations] as I can," Vidaurri said.

Samuel said, on matters concerning a proposed activities fee which would go directly to the Finance Board, it "is not the time for" an extra charge above tuition for all students to cover activity costs. This is because the administration is supplying funds readily anyway, he explained.

Vidaurri said, "I strongly disapprove of administration interference in student activities, in that they give funds to the Un-

dergraduate Association and let them decide what to do."

Vidaurri wants to "change the idea that students don't have time for activities. We want them to think twice about that."



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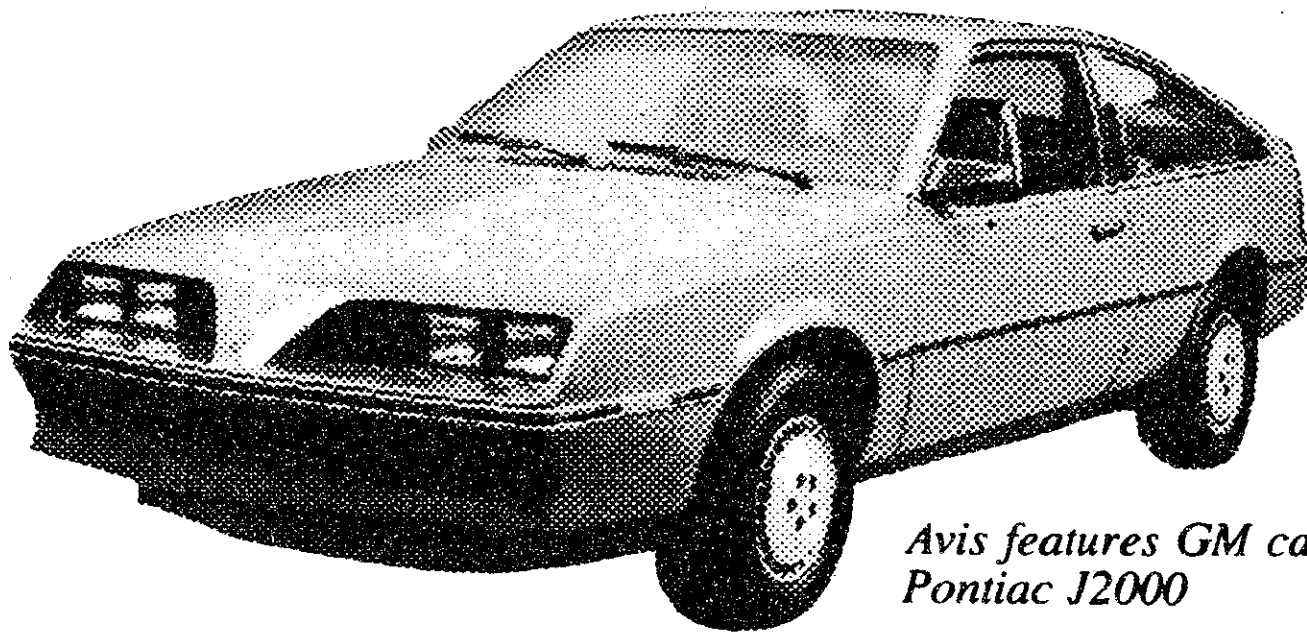
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MIT Symphony's Mahler enthralls

ARTS

The MIT Symphony Orchestra, conducted by Professor David Epstein, Sat., Dec. 10 in Kresge Auditorium.

Saturday night's performance of Mahler's 4th Symphony by the MIT Symphony Orchestra showed a brilliance all too often lacking from the renditions by even the most famous orchestras of the world. For the music appeared to come not from the chairs of a myriad all too fallible humans, but unadulterated out of the ether, the soul of a composed enshrined in his music's naked truth.

Unbreakable coordination became quickly apparent. Textures of winds and brass first superimposed themselves on

strings as in a layer cake, then combined in perfect balance. The attention of the audience was fully captured; time became irrelevant: the clock stopped.

The power of strings rising to a plateau of urgency elated, the sound of brass weaving in and out brought intellectual pleasure, percussion playing thrilled. Sybaritic winds added depth, and the combination made for a plenitude of dimensions but a unity of whole, the capture of the mind and ecstasy of the senses.

With the second movement came a spectrum of emotions; latent tensions hid in seemingly innocent strings to be later released in monstrous proportions and allow no listener immunity from the heart of the

music.

An inward-looking third movement provided new sensual pleasure. As textures built up, violins and violas joining rising basses and cellos in an open sound full but not the least schmaltzy; as a gentle flute responded and an oboe danced, joy and sorrow, strife and peace walked arm in arm without paradox; as within one run of a bow a whole range of feeling was exposed, we saw a new and deep meaning in the profound music of a complex composer.

Soprano Judith Kellock joined the ensemble for the fourth movement which contains the text *Life in Heaven*. Though

her diction was not at all times perfect, the spirit was there. Backed by a rainbow of orchestral colors, an intense rendition reached a peak in the transparent sound produced at the invocation of the name of St. Peter. Divine glory was then followed but not transcended by the excitement of a wasp-like resonance of strings.

The word *Tod* (death) drew a nervous little ripple in the strings, but rapture returned as we heard of angels baking bread in a heaven the MIT Symphony Orchestra joined to the human and mortal earth in a quite stunning performance given at a new plateau of the ensemble's expressive power.

Jonathan Richmond

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UA News

BAKE SALE

The Class of '86 (Paul Gray's Little Dahlings) will be holding a Holiday Bake Sale in Lobby 10 on Dec. 12 & 13. Cookies, Cakes and even Rice Crispy Marshmallow Treats will be available for consumption.



NEWSLETTER

The Class of '86 newsletters have arrived. They were sent out over the weekend and offer you a chance to get to know your elected officials. Also, it is a great way to find out exactly what your class has been up to. If you have not yet received your copy or you would like another copy of the newsletter please call Toi @ dl-8663.



RING COMMITTEE UPDATE

The Class of '86 Ring Committee has chosen a ring company. And the winner is... Herff Jones/Dieges & Clust. For more details on the Class of '86 Ring Committee please read our latest newsletter.



Class of 1985

By the way, dear president, what is the Class of '85 doing? Your class would be interested in knowing. Thank you.

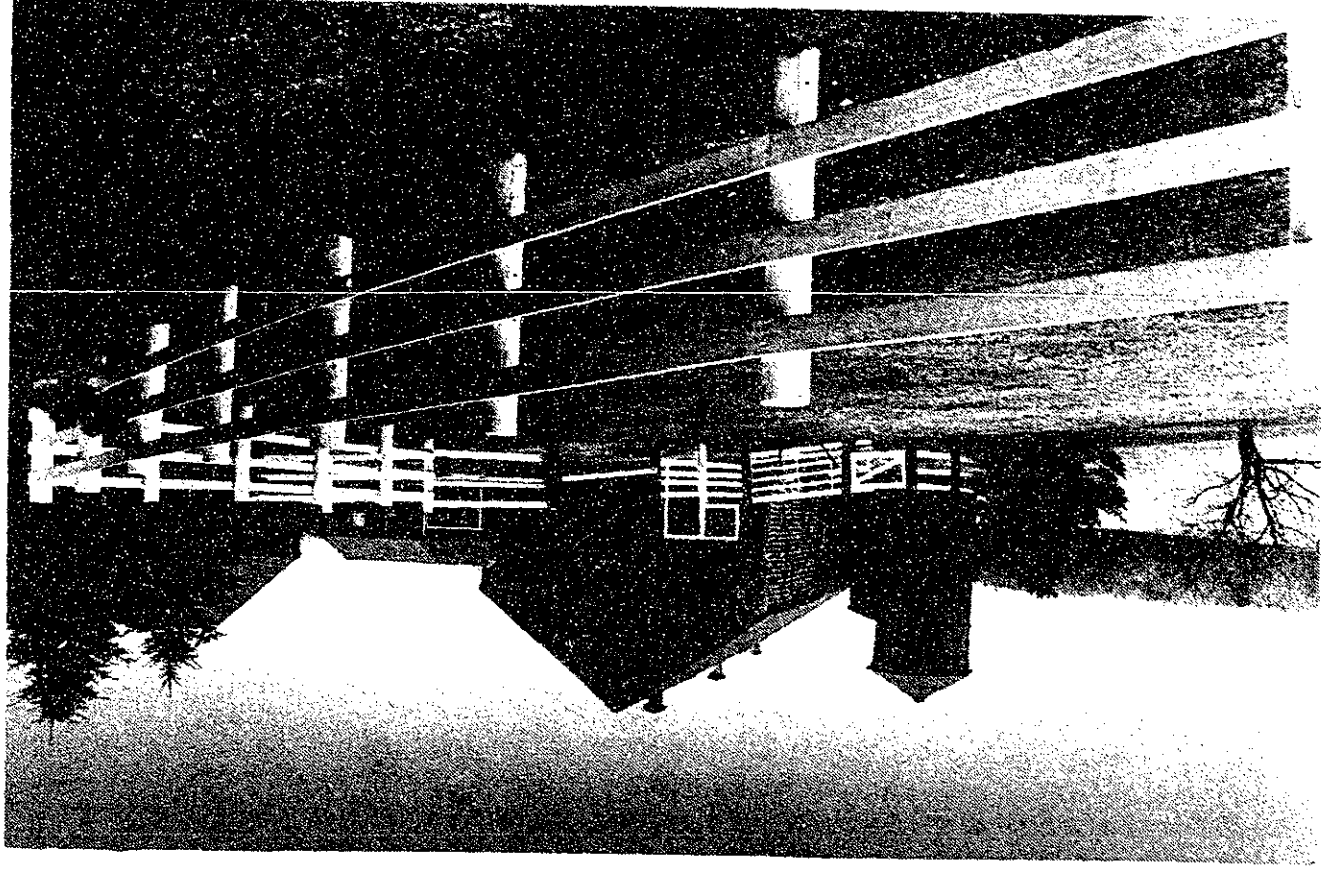
Love,
Class of '85



Photographs judged by:
Stan Grossfeld, chief photographer, The Associated Press
David Tenenbaum '74, photographer, The Boston Herald
Joanne Raibe, photographer, The Boston Herald

The first prize photograph is reproduced on page 1. All prizes will be awarded as gift certificates redeemable at the Harvard Coop. Prizes furnished in part by the Harvard Cooperative Society. Winning entries in The Tech's essay contest on 1984 will be announced and published during the Independent Activities Period.

Joseph Clogowski, honorable mention \$10



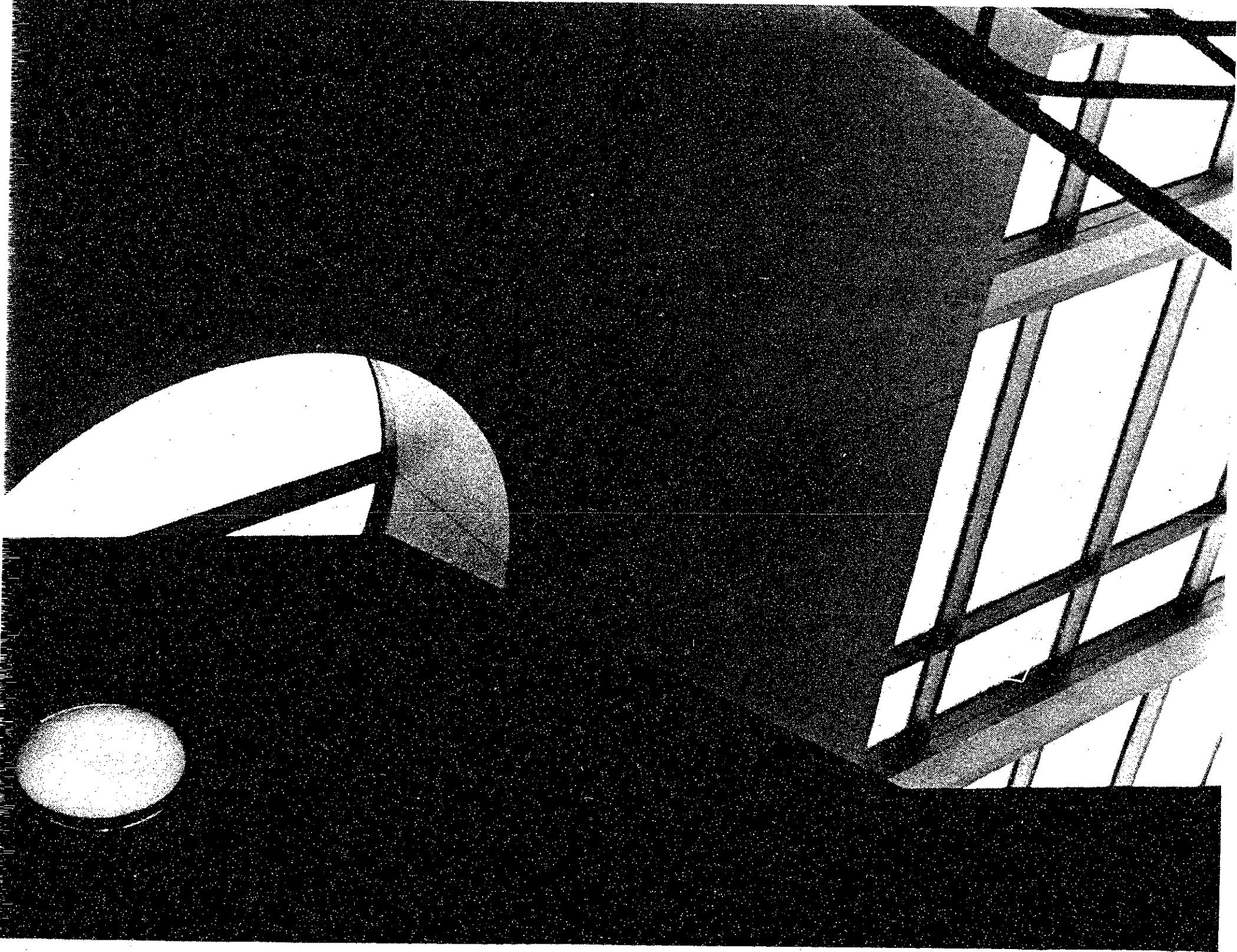
Dimity Zarkh '86, honorable mention \$10



Alice Giubellini, third prize \$20



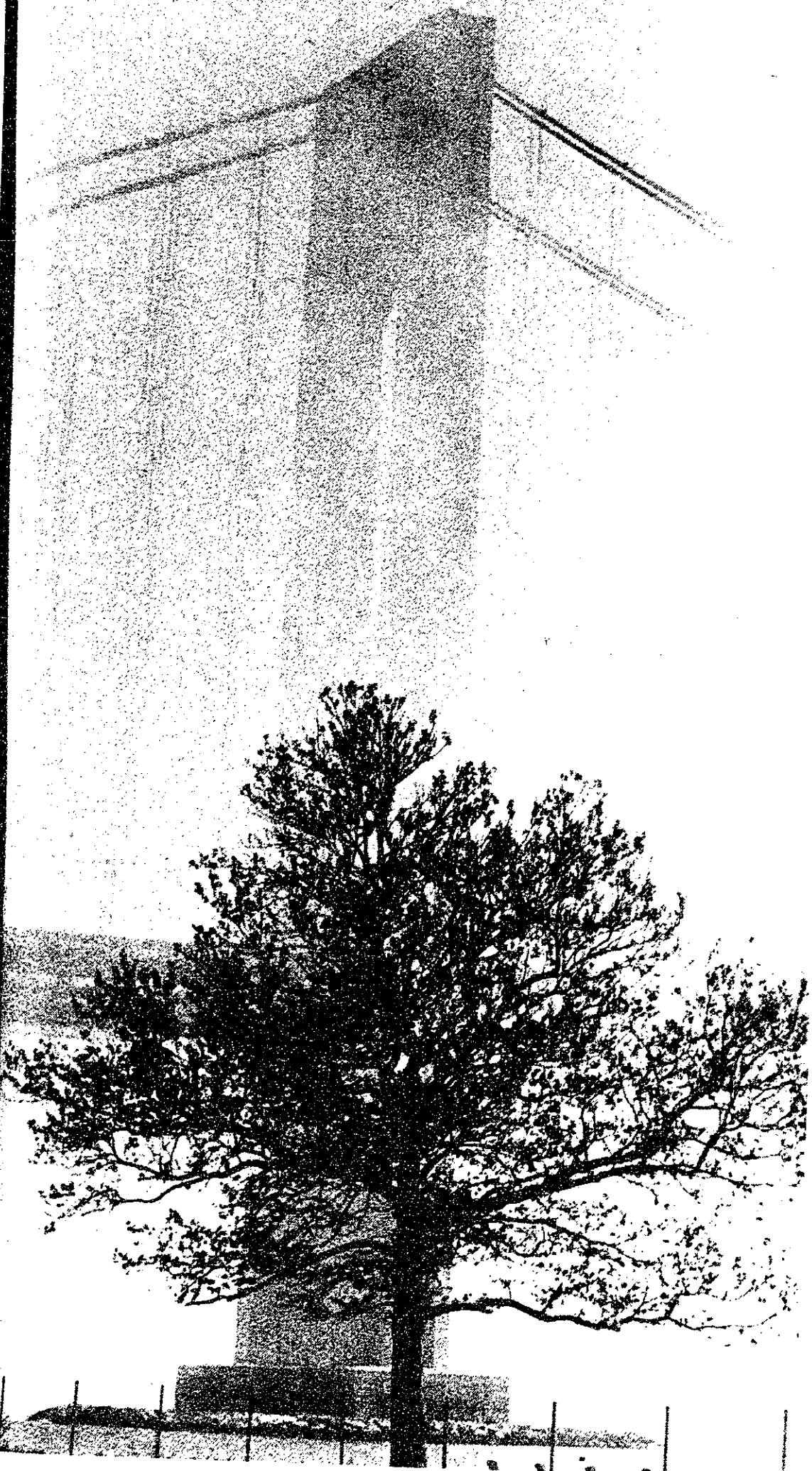
Hiel Kyung An, third prize \$20



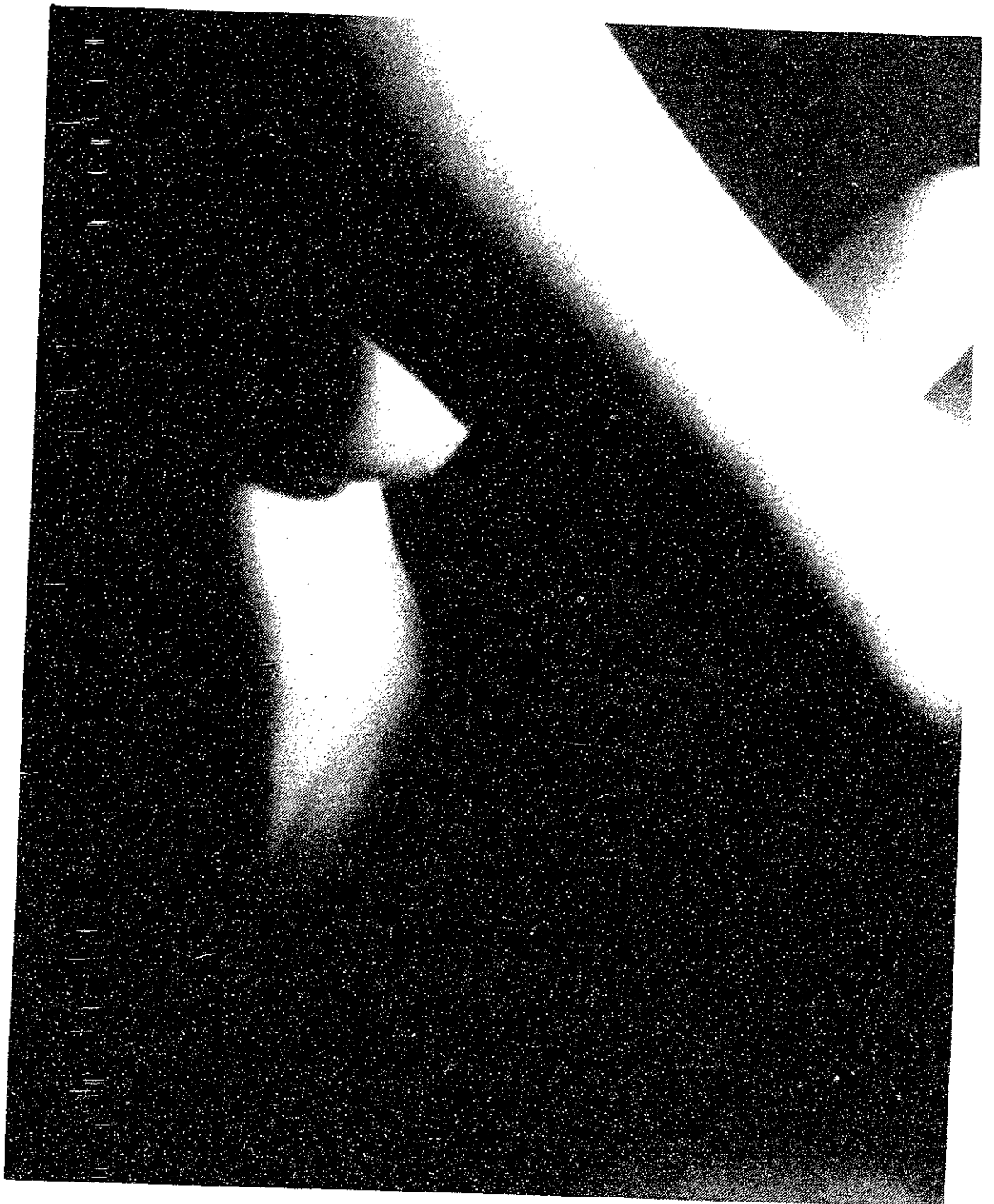
The Tech

Photography

Contest Winners



mitry Zarkh '86, second prize \$50



Daniel M. Tani '84, honorable mention \$10



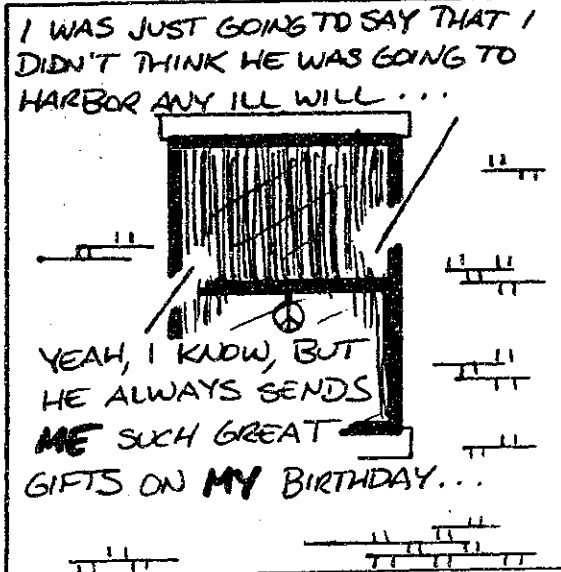
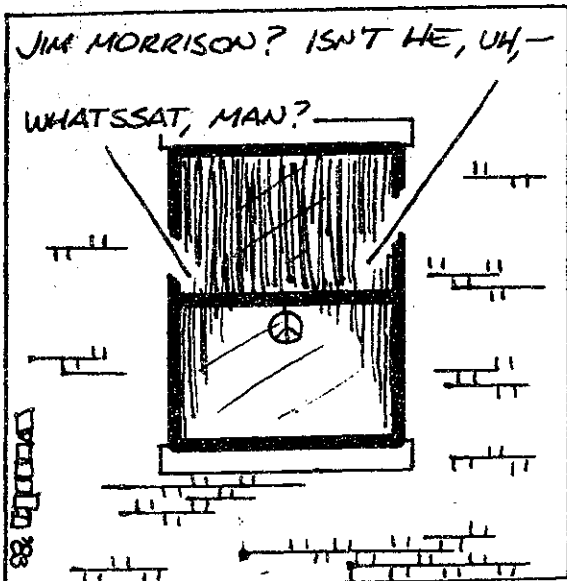
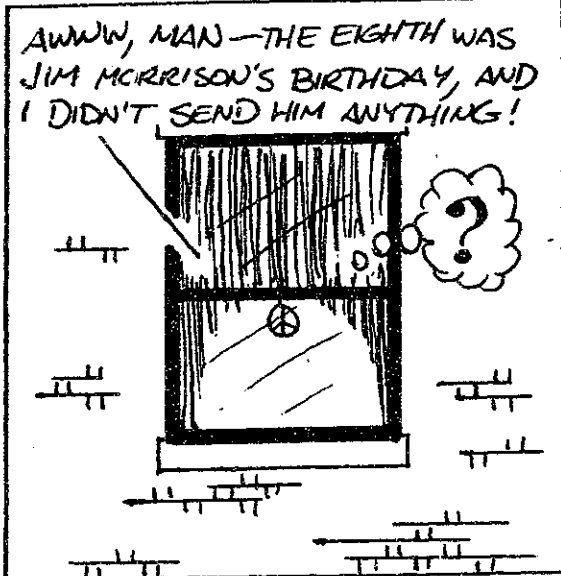
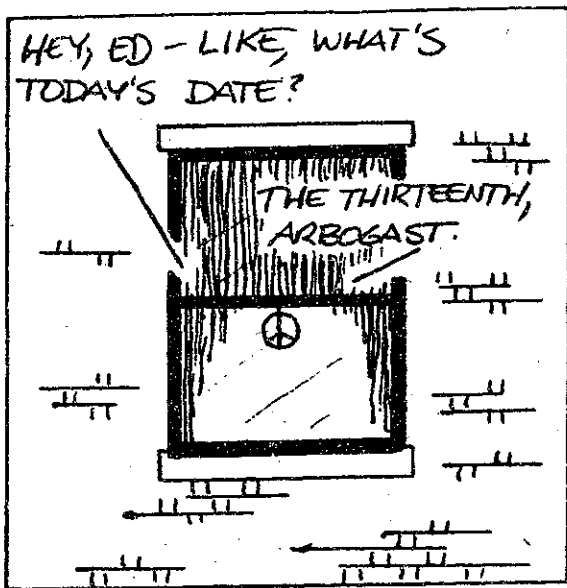
Giubellini, third prize \$20



Joseph Glogowski, honorable mention \$10

comics

Outside Looking In
By V. Michael Bove



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sports

Volleyball tournament is "learning experience"

(Continued from page 16)

The UCSD defense held firm, however, stopping the engineers' next two serving attempts while the Triton offense added another two points, raising the score to 12-4.

The engineers had one more chance to score, but the Triton defense broke Wesslund's serve. UCSD won the final three points, despite blocking and tipping by Amy Smith, the Tritons taking the game, 15-4, and the match, 3-1, to advance to the finals.

A learning experience

MIT head coach Karyn Altman '78 called the match a "new experience" for MIT. "We can play just as well as UCSD," she said, "but we just came out too slow." The team "can't be laid back, and you can't fall behind" against a fast offense like UCSD's, she continued.

Amy Smith said the game was a "learning experience." MIT was "nervous and intimidated," during the first two games, she continued.

Second seed Elmhurst college defeated the University of La Verne in the other semifinal match, 15-5, 2-15, 15-10, 15-9.

Elmhurst dispatched UCSD, 15-10, 15-11, 9-15, 15-13, in the final to win the national championship.

Leopards skin MIT

The Engineers had a rough time against La Verne in the consolation match. A disappointed tri-captain Wesslund summarized the match best: "We just didn't put it together."

La Verne jumped out to a 3-0 lead, but Kauth answered with two points. Koster and Cantu held the next Leopard serve, allowing Jennifer Smith to tie the game. La Verne then put in five to Wesslund's one to take an 8-4 lead, mostly on MIT mistakes.

Leopard Shauna Hinrich put in two points, but Heng answered with two on a pair of Munro spikes. La Verne and MIT each scored one more point before the Leopards took over. La Verne, leading 11-7, capitalized on four MIT mistakes to take the first game, 15-7.

Game two was a nightmare for the Engineers. The Leopards erupted to an 8-0 lead, serving several aces and once again capitalizing on the Engineers' sloppiness. La Verne broke Munro's and Jennifer Smith's serves while adding four points to its own score.

Losing 0-12, the Engineers finally got on the scoreboard. Rachel Chin '87 served for five points with Cantu spiking, Kauth, Amy Smith, and Cantu blocking, and Chin herself making some great saves. La Verne, however, countered with three of its own, putting the game away, 15-5, and taking a 2-0 lead in the match.

MIT salvages a game

Game three started off slowly for both teams. Heng, Kauth, Munro, Jennifer Smith and Wesslund all served for MIT without winning a single point. La Verne only managed two points in five attempts. Akiko Kodaka '85 came in to put MIT on the scoreboard with one point, assisted by a Kauth spike. The Leopards, however, answered with two of their own before Munro stopped the run with a spike.

La Verne stopped Heng's and Kauth's next serves while the Californians upped their lead to 5-1. Munro put in four points (one ace) with Cantu spiking and Heng making a great save. La Verne, however, answered with three before Wesslund and Koster

stopped the drive with a block.

La Verne added two points and then MIT took over. Wesslund, Cantu, and Heng each put one serve in with Koster assisting at the net, bringing MIT within one point of the Leopards, 8-9. Kauth added three, helped by Munro's spiking and Wesslund's blocking, to give the Engineers an 11-9 lead.

The two teams traded spikes and blocks, with La Verne picking up a pair of points. Koster served an ace before La Verne held the Engineers. Ahead 12-11, Wesslund brought the game home for the engineers, serving three straight points including one ace.

La Verne, ahead 2-1 in games, came out strong in the fourth contest, winning three straight points before Munro killed the leopard run. Kauth put in two points, but La Verne answered with three, raising the score to 6-2. Cantu added one for the Engineers, but the determined La Verne squad took over, dumping in six straight points on vicious spikes.

Jennifer Smith added two MIT

points to bring the score to 5-12 but they were to be the Engineers' last of the season. MIT had three more serving opportunities but La Verne held firm. Hinrich served the final two points of the match, one on an ace and the other a blocked Koster spike. The Leopards took the match, 3-1, and third place in the tournament, leaving fourth for MIT.

All-Americans named

Altman described La Verne's players as "good, quick athletes. MIT hasn't been pressured all season," she continued. "Our strengths fell apart due to lack of experience. We made it to the final four, an improvement over last year. Everyone else has more experience. Our program is improving; it just needs time to grow — you can't make leaps in one year. There is no disgrace in losing. We were ranked fourth and we finished fourth."

Other bright spots included tournament officials naming Cantu to the All-America team. They also named Munro a second team academic All-American, and Wesslund a third team All-American.

Heng gave the best description of the Engineers' experience in California: "Our inexperience in national championships really

showed. Still, we had a great season. When we look back, we won't remember the last two games as much as the first 41."



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Sports

Volleyball takes fourth in NCAA tourney

By Victor J. Diniak

LA VERNE, Calif. — The women's volleyball team took fourth place in the NCAA Division III Tournament here last weekend.

The squad dropped its semifinal match 15-1, 15-7, 16-18, 15-4, to the tournament's top seed, the University of California at San Diego (UCSD), and lost the third place match against the third seed and defending national champions, the University of La Verne, 15-7, 15-5, 11-15, 15-7.

In other tournament action, second seed Elmhurst (Ill.) College defeated the University of La Verne in the semifinals, 3-1, and went on to upset UCSD in the finals, 3-1.

The first semifinal match pitted MIT versus the UCSD Tritons. The Tritons, all but one of whom were Californians, have been ranked first all season in the NCAA Division III coaches' poll and have made both finals in the tournament's two-year history.

Tritons start well

The Tritons came out strong in the first game of the best-of-five match. The Engineers started sluggishly, quickly falling victim to UCSD spikers and blockers. Anella Munro '85 stepped up to serve with MIT behind 0-4 and put the Engineers on the scoreboard with what was to be its only point in the game.

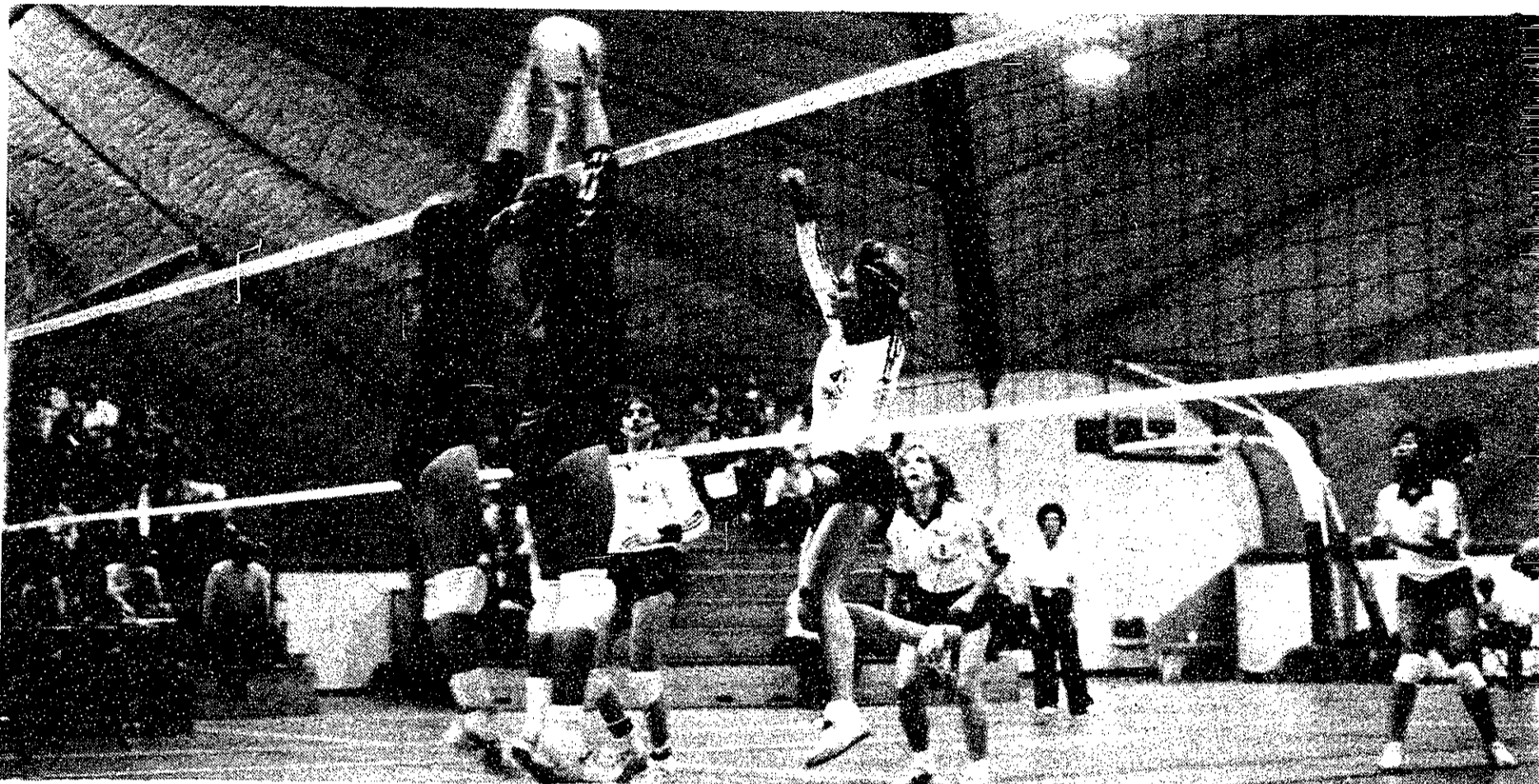
UCSD allowed MIT only four more serving opportunities, each of which failed due to Engineer mistakes and the tough Triton defense. UCSD scored 11 unanswered points, despite spikes from Munro, Janette Kauth '85, and Lori Cantu '85, as well as blocks by Barbara Wesslund '84, and Julie Koster '85.

The Tritons again took a 4-0 lead in the second game, but Munro quickly cut the lead in half. The two teams traded blocks, spikes and saves with UCSD coming up on top, 5-2. Michelle Heng '84 served an ace but the Tritons countered with one of their own. Kauth's service resulted in side out, despite a fantastic Heng save. UCSD started a run but gained only two points before Munro took control with a commanding kill.

Munro served for one point, bringing the score to 4-8 in favor of UCSD, but the Tritons added three of their own. Kauth stopped the Triton run with a spike, and Cantu put a point in with the help of Munro at the net before losing the serve. UCSD stopped Heng's and Kauth's serves but Munro put two in before the Tritons scored their final three to take the game 15-7 and go up 2-0 in the match.

MIT takes one back

Game three was the Engineers' finest hour in the tournament.



Tech photo by Omar S. Valie

Barbara Wesslund '84 faced a tough defense from UCSD blockers during the first elimination round of NCAA Division III championship. MIT found itself down 3-10, on the edge of elimination, but the engineers refused to quit. Instead, they dug in and played intense defense, showing the California crowd that there is volleyball in the East.

UCSD had two opportunities to increase its lead but the engineers held them on both occasions. Wesslund served for two, assisted by Cantu at the net, to bring the score to 5-10. UCSD added one, but Cantu put in three of her own, two of which were service aces.

The Tritons broke Cantu's serve and added two points to their own score, bringing themselves within two points of the match. The Engineers pressed on, Heng serving for two with Koster's net assistance to bring the score to 8-13 in favor of UCSD.

Koster stopped UCSD's next scoring attempt with a commanding spike, clearing the way for Kauth to serve. Kauth added one with Munro and Koster blocking at the net. UCSD answered with a point of its own before Wesslund spiked off of a Kauth serve to break UCSD's serve.

Within one point of elimination, Munro stepped up to serve; the result was three clutch points with the help of Cantu's spikes and Koster's and Wesslund's blocks to tie the game at 14.

UCSD called time. The Tritons came out of the break to put one point in, despite tough defense by Koster and Wesslund. Jennifer Smith '86 answered with two on blocks by Amy Smith '84, Wesslund, and Cantu to give the Engineers a 16-15 edge.

UCSD tied the game at 16, blocking a Cantu spike. Wesslund served but a fine UCSD save brought the serve back to the Tritons. Kauth then spike a Cantu set to give the engineers another chance. One chance is all the engineers needed.

Cantu stepped up to the service line and a Munro spike gave the engineers a 17-16 lead. Cantu again served, and after a series of

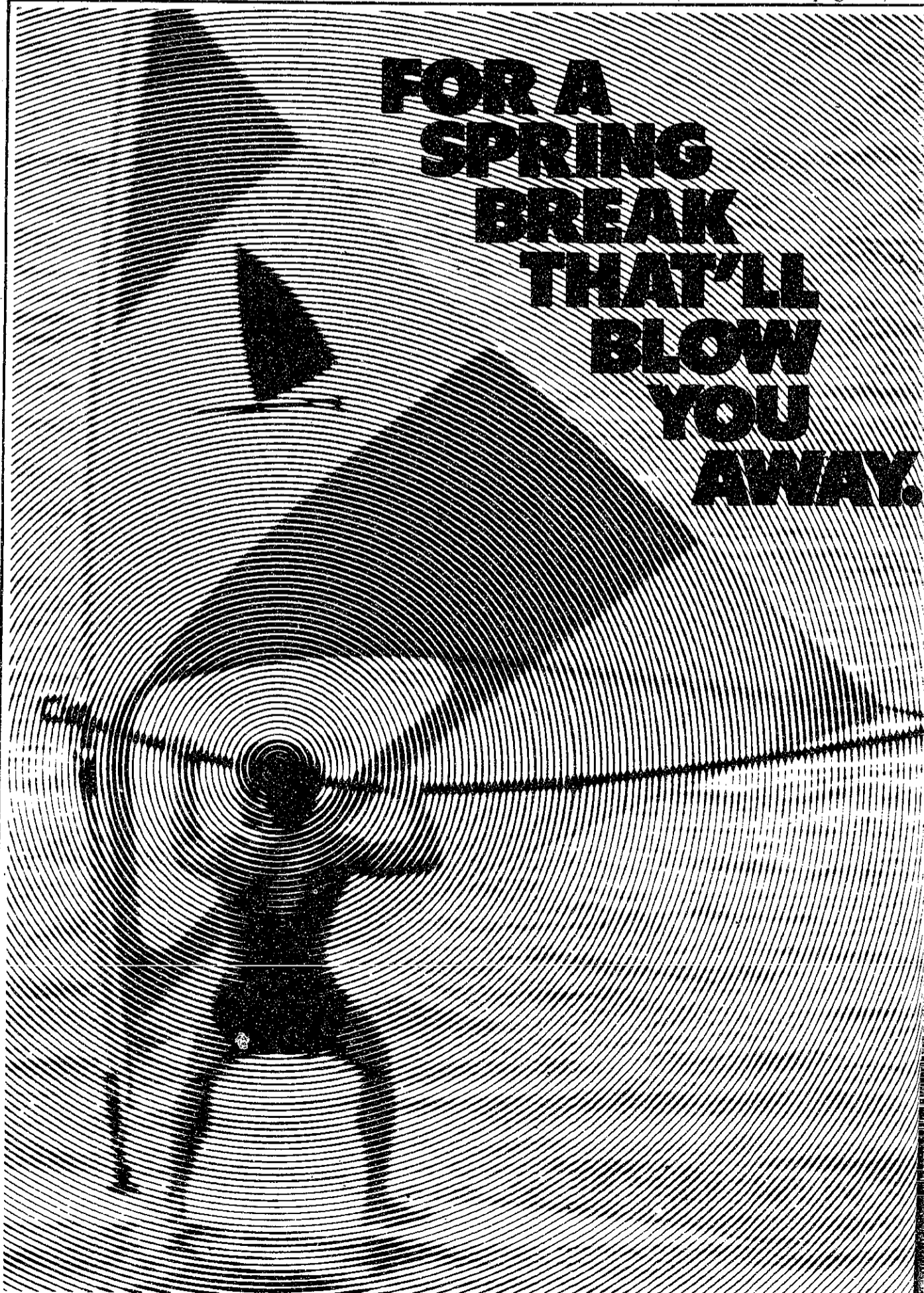
shots, Cantu and Amy Smith blocked a Triton spike, giving the engineers the game and earning the respect of the West Coast crowd.

The fourth game was UCSD's. Kauth gave the engineers an initial lead of 2-0 with Munro spiking a Heng set. UCSD promptly answered with one. The two teams then traded tips, spikes, and blocks before UCSD's Deb-

bie Doran broke the game opening serving for six points, many Engineer mistakes.

The Engineers held UCSD's next two service attempts, but Wesslund's, Cantu's, and Heng's attempts all fell victim to UCSD's quick style of play. The Tritons then put three points on the board despite a Koster spike before Cantu broke the serve with a k-

(Please turn to page 15)



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