

Tech photo by Todd Fujinaka

An evening view of the Boston skyline, from the top of MacGregor.

MIT students confront Gray

By Michael J. Garrison

About 50 protesters marched to the office of President Paul E. Gray '54 on Wednesday. They questioned Gray on MIT's policy on South Africa. The protesters came from an anti-Apartheid protest outside the Student Center [see story on page 19] and spoke with Gray outside his office for 45 minutes.

Gray first offered to speak to students in small groups, but the protesters insisted Gray come out of his office. They shouted, "No backroom meetings." Gray was accompanied by Vice President Constantine B. Simonides and Walter L. Milne, assistant to the Chairman of the Corporation and the President, and several Campus Police officers.

Just before Gray emerged, a student announced, "Paul Gray is payed by the Corporation to keep the peace. . . . [He] will gladly lie if it will diffuse student activism on campus."

As Gray came out of his office the crowd began to yell, "Divest Now! Divest Now!" When Gray turned to go back into the office, the crowd quieted down.

Gray first stated that he spoke only for the MIT and himself, not for the MIT Corporation. "My view on Apartheid is that it is an evil, unsupportable, unjustifiable, vicious system; the sooner it ends the better," he said.

"MIT has investments in American corporations which have some operations in South Africa," he said. "We are not likely to divest." He denied MIT investments strengthen the South African government.

One of the demonstrators, who was identified as a Vietnam veteran, replied, "We learned from the Vietnam War . . . how the US

corporations invested, and without that the Vietnam government wouldn't last a day. . . . Look how long they did stand without the backing of the US corporations — not a day. Without US investment in South Africa . . . the . . . regime would have a very doomed and brief existence."

Another student said US in-
(Please turn to page 15)

Dry rush is possible

By Craig Jungwirth

The *Ad Hoc* Committee on Alcohol proposed a dry rush for the Friday through Monday of MIT's Residence/Orientation (R/O) Week. It is a "reasonable policy," said Robert A. Sherwood, associate dean for student affairs.

He felt that all social programs during the initial days of R/O Week are directed at freshmen. Most freshmen are younger than 21 years of age, the minimum legal drinking age in Massachusetts.

Rush differs from "private" parties occurring after rush, because rush is considered a formal part of MIT's orientation, Sherwood said.

"I cannot make a comment concerning dry rush," said Inter-Fraternity Conference (IFC) Chairman Tinley Anderson '86, "because the IFC has not made a formal policy."

The *Ad Hoc* Committee on Alcohol's "proposal is nothing more than that: a proposal," he said. The IFC regards the proposal as a guideline, not necessarily a policy.

The IFC is "in agreement that certain precautions concerning alcohol must be taken and that these precautions need to be defined," Anderson added. The precautions would include measures "to help curb the visibility of alcohol to the public and law enforcement agencies."

"Essentially, there will be no parties [during a dry rush] as we know them during the term," said Stephanie Scheidler '85, a member of the *Ad Hoc* Committee on Alcohol.

Several reasons prompt proposal

Sherwood identified several reasons for the dry rush proposal.
(Please turn to page 10)

ODSA sponsors alcohol forum

By Lisa Doh

Nearly 100 people attended an alcohol forum Wednesday sponsored by the Office of the Dean for Student Affairs (ODSA). They discussed policies concerning dry rush and guidelines for parties proposed by the *Ad Hoc* Committee on Alcohol.

Representatives of the *Ad Hoc* Committee on Alcohol, the Inter-Fraternity Conference (IFC), the Dormitory Council, the Student Center Committee, Campus Police and the Committee on Student Affairs attended.

Dean for Student Affairs Shirley M. McBay and Associate Dean for Student Affairs Robert A. Sherwood, as well as students from various fraternities and dormitories, also attended.

The meeting intended to elicit a wide range of views that students had. Their views regarded the 1 am closing of all parties and a dry rush during the initial

days of Residence/Orientation Week. This dry rush would prohibit alcohol consumption in all common areas while freshmen are being recruited.

Barbara M. Fienman, campus activities director, summarized the 14 letters McBay received. Fienman said there is not a very strong opposition to the bartending seminars, event planning, and reduction of advertisement on other campuses. Most agitation is generated by the dry rush and the 1 am closing.

"We need to do what is best for the freshmen," Sherwood said. "By enforcing a policy that would not make alcohol so readily available, we can alleviate the concerns of parents, reduce the chance of becoming involved in liability suits, and most importantly, protect the safety of our students."

John Ashley '85, president of
(Please turn to page 10)

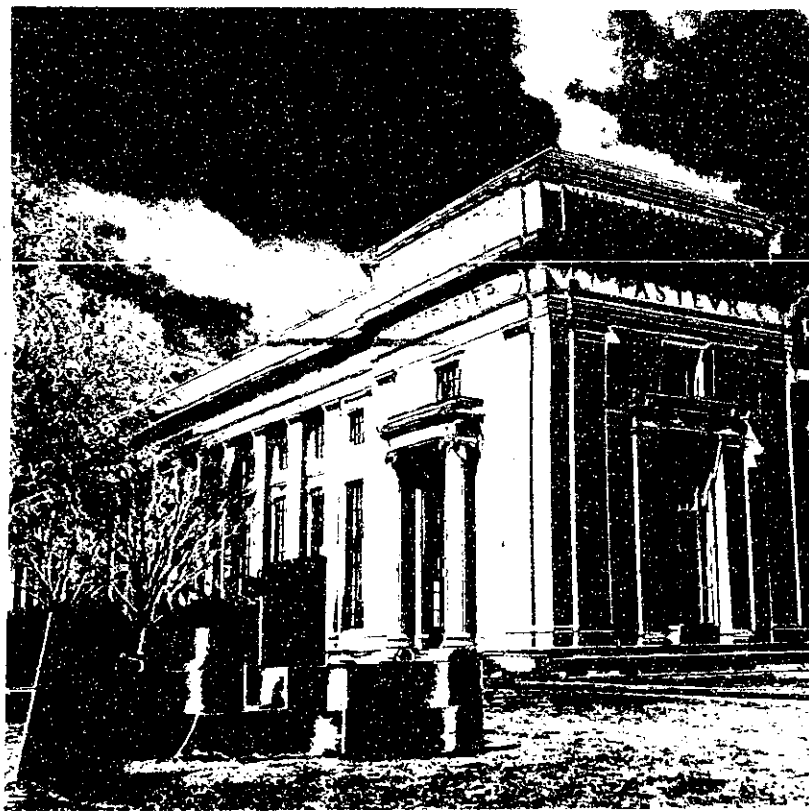


Photo-graphic by Bill Coderre

Posterization techniques render this interesting perspective of Killian Court.

Alley repairs impeded

By Edward Whang

Frustrated students have impeded the already delayed Amherst Alley renovations, according to Paul F. Barrett, director of Physical Plant.

"We are running into difficulty with people on the street. They're annoyed with the construction," he said.

Barrett urged students to be patient with the construction. The construction is "annoying and frustrating, but harassing the work is only delaying completion. It's counterproductive."

The project, which began last summer, has relocated Amherst Street closer to the tennis courts from Danforth to Fowler Streets. The change is intended to provide a better environment for dormitories and fraternity houses along the alley, Barrett said.

"The project has been in the plans for 20 years. Moving the street north creates a buffer zone between the road and the dorms. It's not safe with the road right in front of the doors," he said.

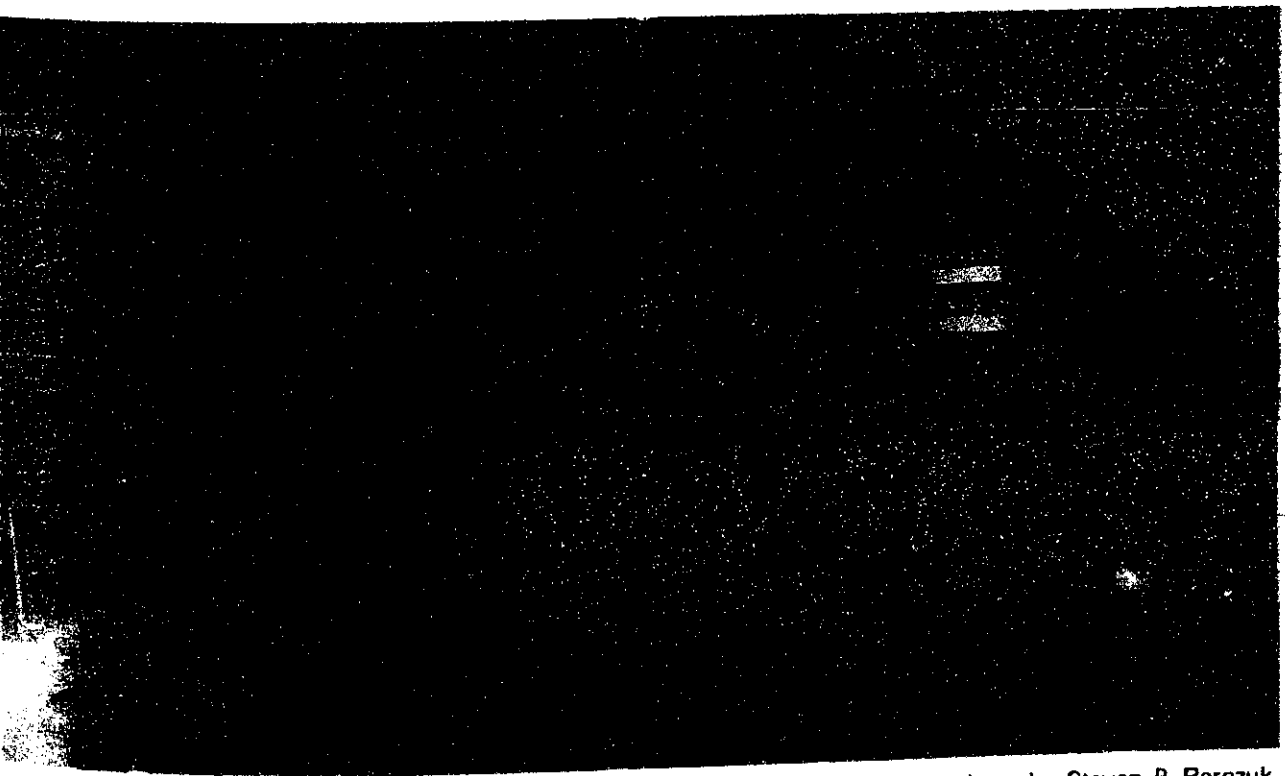
Relocation of the road has resulted in an increase in the speed of vehicles traversing the alley, according to Campus Police

Chief James Olivieri. "The relocation of the roadway has straightened it out. Speed bumps may be put in to slow down the cars," he said.

Students have continued to complain about the decision to restrict traffic to west-bound vehicles on a portion of the alley, he said. Residents of the dormitories and fraternities on west campus formed the Amherst Alley Reconstruction Committee (AARC) last November to protest the direction of traffic flow. The AARC claimed that west-bound traffic would inconvenience west campus residents, Olivieri continued.

Portions of Amherst Alley were designated west-bound because the nearest fire houses are located in Kendall Square and in Lafayette Square, Olivieri said. Police and fire emergency equipment can most rapidly reach west campus by entering through the Massachusetts Avenue entrance.

Many drivers had been using the alley as a "short cut" to get from Memorial Drive to Massachusetts Avenue, according to Olivieri. "We wanted to make it a pedestrian path as much as possible," he said.



Tech photo by Steven P. Berczuk

Construction on Amherst alley continues in front of Baker.

On the road: lobbying in Washington

By Joe Kilian

Representatives from MIT and other Boston-area schools travelled to Washington, D.C. last Thursday to participate in the University Lobby to End the Arms Race, sponsored by United Campuses to Prevent Nuclear War (UCAM). The MIT Disarmament Study Group (DSG) organized the lobbyists from Boston.

Boston: Wednesday, 11:00 pm

Few, if any, in the group could be considered throwbacks to the "hippy" protesters of a generation ago. Their clothing was typical of what one wears to class. If anything, they seemed slightly more clean cut than the usual university crowd.

The only evident talismans of the political group were the slogans a few wore on their shirts and buttons: "Save the Seals - Greenpeace"; "Jews for Nuclear Disarmament"; "We are not amused"; and a "No Hunger" logo were among the messages.

We left MIT shortly after 11:00pm Wednesday. Two buses were originally scheduled to transport the delegates from MIT, Northeastern and Boston College. But less than fifty people showed up.

Anyone trying to sleep during the first

ment with the students' positions. The lobbyists from Massachusetts were sure to have much friendlier meetings than those students from Utah, for example, would face.

Washington, D.C.: Thursday, 9:00 am

We pulled into the heart of Washington, D.C. The students who were scheduled to speak with Rep. Barney Frank at 9:15 am appointment rushed off, only to miss him. The rest of the group went to the Calvary Baptist Church.

A small black and yellow fallout shelter sign adorned the outside wall, causing some comic relief for those of us who noticed it. No matter what happened, we were safe!

We were later told the church was over a century old. Not the best place, it would seem, to weather an armada of thermonuclear missiles exploding down the street.

UCAM distributed information packets and directed us to the section of pews set aside for the Massachusetts delegation.

The restroom, then full of people going through painfully abbreviated morning rituals, was also turned into a *de facto* dressing room as some people changed into



Dick Clark, aide to Rep. Les Aspin, and Bryan Moser '87 discuss the disadvantages of Defense Department sponsored university research.

few hours of the trip had to contend with the rock music coming from the back of the bus, and several conversations going on at once. Topics ranged from refugee sanctuary legislation to the religious far right to the history of witchcraft purges. A man seated behind me politely asked if the smoke I had just begun to notice was bothering me. I considered asking him the legal status of the smoke, but lost my nerve.

On the road: Thursday, 6:30 am

We had one last rest stop before entering Washington, D.C. Music started blaring from the back of the bus as if part of a planned alarm system. Surprisingly conscious people began preparing for the day's lobby.

Students circulated copies of a voting record pamphlet published by the Coalition for a New Foreign and Military Policy and SANE in the bus. The pamphlet listed the record of 13 House and 15 Senate votes pertinent to either the arms race or US dealings with Central America.

The record indicated a problem with the group's lobbying effort. The legislators whose opinions the group was trying to influence were already substantially in agree-

ment with the students' positions.

UCAM representatives presented opening comments. Esther Caplan, a member of Yale Students for Nuclear Disarmament, also spoke. Yale students were

"It's okay to be angry, as long as you are still coherent." — Mike Furber, professional lobbyist

among the principle organizers of the event.

"I imagine you all have final exams and problem sets," she told us as she noted the large attendance. Over 1000 people from 150 colleges and universities were expected that day.

Caplan referred to a *Newsweek* article on growing conservatism among students. She read a section of the article which said that students felt "Issues such as possible nuclear war are obscure." Some students hissed in the background.

"I think *Newsweek* is wrong," she said. "I would say that student activism for arms control is alive and well here to-

day. . . . I hope we can influence some votes.

Professional lobbyists Pat Harmen and Mike Furber gave the Massachusetts delegation advice on arguments and tactics for effective lobbying.

"What you are trying to do is make a congressman see that it is in his best interest to support the position you hold," Harmen said. Lobbyists must convince legislators they have votes behind them. "That is the bottom line," she said, "they want to get reelected."

Lobbying on four fronts

The lobbying effort was planned to focus on four legislative proposals:

- The *Comprehensive Nuclear Weapons Freeze and Arms Reduction Act of 1985* was expected to be introduced in the House within a few days. This proposal would, according to the briefing sheet, allow Congress to "cut off funds for the testing, production and deployment of all nuclear weapons, contingent upon Soviet reciprocation."

- The delegation was to urge senators and congressmen to vote against "first strike" weapons, such as the MX missile, the Trident D-5 missile and the Pershing II missile. The key, according to Furber, was to fight such weapons on the budget level.

- The students were to support legislation against nuclear testing, particularly *House Joint Resolution 3*, which called for the resumption of the *Comprehensive Test Ban Treaty* (CTB) negotiations. We were to also support the *Threshold Test Ban Treaty* and the *Peaceful Nuclear Explosions Treaty*. Furber suggested to "try the CTB [with difficult legislators], which is this side of motherhood and apple pie."

- The lobbyists were to oppose space weapons, mainly the *Strategic Defense Initiative* (SDI). The goal was to at least get spending levels frozen to the 1984 level of \$1.4 billion.

Members of the delegation were also told to urge senators to co-sponsor a resolution introduced by Senators Kerry, Mathias, and Chafee, which would impose a moratorium on testing anti-satellite weapons in space as long as the Soviet Union reciprocated.

Harmen noted the high level of agreement we would have with the legislators and aids from Massachusetts, but maintained that it was still important that they be contacted, if only as a show of support. "It's real important for us to help our [supporters] keep their position," she said.

Furber described how lobbyists assign a legislator a number from one to five which indicates how supportive his position is. Someone who is certain to vote the desired way is given a one. Someone who's vote will always be in opposition is assigned a five. Someone whose vote can swing either way is given a three and is a professional lobbyist's principle target.

Furber said that all the Massachusetts people were "ones or twos" on the issues being lobbied that day.

Both Herman and Furber emphasized the importance of not seeming too confrontational. "You don't want to cut off the possibility of future talks," Furber said.

Furber also noted that because "the debate is swung so far to the right," it would be unrealistic to expect major gains.

Security was fairly tight as the delegation went to its first appointment.

The meeting with Jonathan Weiner and Jim Steinberg, aides to Senators Kerry and Kennedy, was scheduled for 12:30. People spent the last few minutes determining exactly who was going to ask which question. "I wish it was an election year," one person lamented. "It seems you can do so much more in an election year."

Weiner charged that the Senate was largely controlled by the president. "On a systematic basis the Senate does what the president wants, whatever the president wants," he said.

Weiner also urged that the group continue to put pressure on legislators, saying, "There is no substitute for direct political action."

Steinberg agreed with the opposition to SDI. If one is going to waste money, he argued, "at least don't waste it in a way that destabilizes the situation."

"Star Wars is Reagan's answer to the freeze," Weiner said, noting its emotional appeal to many people. "MAD is not a theory but a technological fact," he said.

When asked about Trident D-5's, both became less supportive. "D-5 is a problem," Weiner said, "but you have to set your priorities."

"Every nuclear weapon has problems," Steinberg argued. He cited weapons whose presence could not be verified by the Soviet Union for counting purposes. "D-5's are verifiable," he said. Of the weapons he thought should be actively opposed, "D-5 is not on the top of that list."

There were five such visits with Massachusetts legislators, or more commonly, their aides. Some MIT students also met with legislators and aides from their home state. Bryan R. Moser, '87, who is stepping down as chairman of the MIT Disarmament Study Group, went to speak with Senator McConnell of Kentucky. He characterized McConnell as a "very conservative young republican first term senator."

The meeting as "very disappointing," Moser said, "not because of his opinions and policies, but in the way he treated the students who came to speak with him."

The group had been originally allotted half an hour to discuss their views, he said. A few minutes into the session, however, the senator handed out copies of speeches he had made, and told the group that, "We had been preempted by a photo session," Moser said.

Representative Aspin of Wisconsin did not participate in the UCAM lobby day. MIT students, however, were able to speak to Dick Clark, one of his aides.

Rich Cowan G, presented Clark with a report put out by an MIT review panel on special laboratories in the late 1960s. The report examined MIT's relationship with Draper and Lincoln laboratories. "[Defense spending] biases the fields of study that are available at MIT," Cowan said.

He argued that defense spending also diverted the flow from non-military projects, causing a lack of good people in certain high-technology industries. "We can see the effects of this very rapidly," Cowan said.

Clark said that while there are shortages of engineers in some fields, "sooner or later the supply will catch up. I don't think you are 'wasting' [manpower on defense] because people want it."

Chris Linn '87, a member of MIT's Disarmament Study Group (DSG), questioned whether any money should be spent on SDI "if [it] . . . doesn't work."

"In order to make a case that you should cut off SDI funding you have to establish a case that it can't possibly work," Clark argued.

Another student commented, "Deficit spending is bringing down the entire economy."

"I don't think you can say that defense spending is the cause for the deficit," Clark said.

Moser, another member of DSG, said he opposed a system where "you need to rely on technology as a panacea for a political problem."

A fourth student asked if Aspin would continue his support for the MX. Clark said he did not know for sure. "In Washington, we people who work for Aspin are wondering what he will do," he said.

Boston bound: Thursday, 8:00 pm

After the group spent its last few hours going out for dinner and otherwise playing tourist in Washington D.C., the bus left on the almost ten hour return trip.

Some would stay for the weekend events, most notably a rally on Saturday. One person was tempted, but balked at the thought of not having any showers for an extended period of time.

"It was very important and overall it was a very good experience," Moser said later. "By going down there, I hope we showed some of the congressmen that we exist. . . . We knew our stuff, and from a responsible position let them know what our positions are."

The Boston chapter of UCAM is setting up a local lobbying effort, and a National Freeze conference will be held in Kresge on May 5, according to Moser.

Photographs by Sidhu Banerjee

Students gather at Calvary Baptist Church before meeting with their respective Congressional representatives.

news roundup

World

House bars Nicaraguan funds approved by Senate — The Senate approved the allocation of \$14 million in aid to the Nicaraguan rebels Tuesday. Later that night, the House refused to release the funds by a vote of 248-180. Both votes came after President Ronald Reagan sent a letter to Senate Majority Leader Bob Dole of Kansas. The letter pledged that only the \$14 million approved by Congress would be spent. The letter also stipulated that the money would be used only for non-military purposes including "food, medicine, clothing and other assistance for their survival and well-being." Nicaraguan rebels have said that their war is likely to continue regardless of US support.

Gorbachev claims US is not seeking an agreement — Soviet chief Mikhail S. Gorbachev said that the first stage of arms talks in Geneva imply that "... Washington does not seek agreement with the Soviet Union." Gorbachev cited the United States' refusal to discuss limitations in space-based weapons along with strategic and medium-range missiles. The first stage of Geneva talks ended Tuesday. Max M. Kampelman, chief American delegate to the talks, said the five weeks of negotiations were difficult.

Lebanon is prepared for Israeli pullout in Bekaa — Lebanese troops have been deployed between Israeli and Syrian forces in the Bekaa region in anticipation of Israel's planned withdrawal. A military source said the 1000 member force was ready to take over within hours of the Israeli withdrawal. In addition, Christian fighters withdrew from the hills east of Sidon, in southern Lebanon, in an attempt to ease fighting there. The Israeli cabinet decided Sunday that the withdrawal of all troops from occupied territories would be completed before June.

Nation

Protected land status is changing — The Bureau of Land Management has reclassified 200 million acres of protected Federal land which opens approximately 30 million acres to mining operations. The National Wildlife Federation challenged the decision, claiming that the bureau acted without the approval of legislators or the public. Land Bureau Director Robert F. Burford said that the Federal Land Policy and Management Act of 1976 allows the bureau to make changes in classifications.

CPI makes a big leap — The Consumer Price Index (CPI) rose by one-half of one percent last month. It was the largest increase this year. Economists agreed that the large increase was spurred by rapidly increasing gasoline prices. The economists said that there is no reason to expect a premature surge in the inflation rate. Other indicators of the economy were consistent with the CPI's increase. White House spokesman Larry Speakes said that legislative measures to curb spending were necessary to continue economic expansion.

Ex-senator Ervin is dead at 88 — Sam Ervin died Tuesday of respiratory failure. He was a Democrat from North Carolina and served as chairman of the Senate Watergate hearings in 1973. He became a Senate authority on Constitutional law during his terms in the Senate.

Coke will change its recipe — Robert C. Goizueta, chairman of the Coca-Cola Company, said the new taste is "smoother, rounder, yet bolder." Samplers of the new formula at a press conference Tuesday said the beverage tasted more like Pepsi.

Weather

Can we please have some fun in the sun — Today will be breezy and cloudy with some sunshine possible. Highs will be near 70.

Ben Stanger

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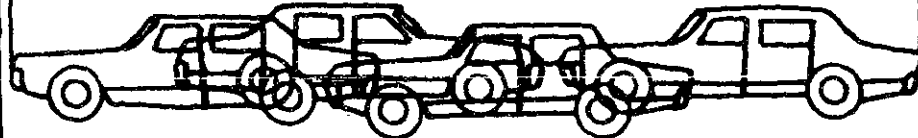
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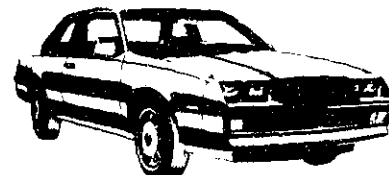
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opinion

Editorials

Proposals might hinder diversity

The structural changes in undergraduate degree requirements proposed by Chairman of the Faculty Arthur C. Smith will have few effects on the lives of current and future MIT students. Two of Smith's other proposals, however, have greater implications.

The proposal to guarantee a minimum of 48 units of unrestricted electives is an excellent idea. MIT's curriculum is frequently over-structured, forcing students into prescribed subjects at the expense of diverse, broadening experiences. Smith's recommendation would allow every student to expand at least four or five classes beyond the generic demands of his or her degree.

The proposal that one science distribution subject be outside the departmental requirements, however, conflicts with the interests of diversification it presumes to aid. The requirements for most engineering and science majors have scientific diversification built into them. If a student may satisfy the science distribution within departmental requirements, the course already requires diversity.

It is much wiser to continue the current system. Students can put the 12 units to much better use if they have unrestricted options.

MIT already graduates excellent engineers and scientists. The Institute's goal should be to encourage diverse interests among its students. Minimum unrestricted elective units encourage such diversity; an extra-departmental science distribution subject does not.

Use the resources; become educated

Established for advancement and development of science, its application to industry, the arts, agriculture and commerce.

Students pass beneath that quote every day — it is inscribed above the balconies of Lobby 7. MIT, as an educational institution, must have goals broader than those expressed in the inscription.

"At MIT it is clear the undergraduate education is too intense and its scope is too narrow," said newly-appointed Associate Provost for Educational Policy and Programs Professor Samuel J. Keyser last week.

Keyser does not have to be right. MIT offers its students a broad education, but it is up to the students to take full advantage of the Institute's resources.

One way to broaden an MIT education is to join one or more student activities. Activities provide an education which cannot be taught in lecture. They allow students to meet and interact with people of varied backgrounds and interests. Student activities offer valuable experience in working and communicating with others. They help train leaders and managers.

Involved students will not be the "narrow-scoped" people Keyser spoke about.

Activities are not the only opportunity for broadening one's education. Boston, Cambridge, and MIT provide ample opportunities for new experiences — experiences unrelated to academics and the living group. Each student should budget a little time to discover that there is something else of value to do, other than school work. Even a short walk along the Charles is a learning experience.

We are here at MIT to become more than just state-of-the-art engineers, scientists, educators, and managers. We are here to become educated human beings.

We must take advantage of the opportunities to reach beyond our academic demands. We all must make the effort to be well-rounded.



Column/Ellen L. Spero

People in between the lines

The Tech really hates students and their activities. The people there are selfish and arrogant. They care about nothing but themselves.

That's right, for over 104 years, our reason for existing has been to harm and belittle students. We work day and night merely to accomplish this end and gratify our already inflated superiority complex.

The pleasure of seeing the name Ellen L. Spero on top of this column and knowing that my efforts further the demise of student interests gratifies my ego enough to last me the rest of my waking hours.

In all seriousness, I am not a martyr and neither is any Tech staffer. I will be the first to admit that there are benefits from being on staff. Yet, there is something beyond the fringe benefits: the bylines, the free food, and the outstanding opportunities to learn — something beyond the resume listing and the friends.

Something that keeps us coming back.

The thrill of seeing one's name in print wears off quickly. A title can go on a resume after just one day on the job and without spending half the night struggling to get a piece the way you know it should be. Grades often go down exponentially over time at The Tech.

Yet people keep coming back.

The true cause is less obvious and often comes later, after the immediate fringe benefits have worn off. This cause is stronger — much stronger. It is why so many people have committed so much to the paper.

It is simply the satisfaction that comes from knowing that we have put out the best paper we could, that we have given it our all, from knowing that the paper gets better with each contribution.

Above all, there is the drive. The drive to get better, because we know that there is so much further to go. There is so much more to cover, so much more to do.

It is the drive that comes from having to say, "If only we could..." one week, pushing us to try harder the next. And the satisfaction of saying "We did it," the next week pushes us further.

The Tech, like all organizations, suffers from a shortage of people. There are not enough staff hours to allow us to cover everything of interest, or importance, to the community, everything the paper wants to.

If we do not cover some event, it is because we cannot. A trade-off exists between conserving these limited resources and trying to publish the best student news-

paper possible. We must accept that if we exceed our resources by too much, if we push our staff past its limit, we will collapse. Burned-out staffers who passed those limits litter the history of The Tech.

Yet we strive.

And with each miss, comes the grief. Following the grief, comes the determination to try harder and do better next time.

The Tech's primary purpose, according to its constitution, "shall be to publish a newspaper on a regular basis, and to provide experience in journalism and publishing for students of the Massachusetts Institute of Technology."

Implicit is the goal of publishing a respectable newspaper and to provide the best experience possible. Sometimes these goals conflict with each other. Sometimes, the paper's quality is not what it could be, because we wish to provide the experience in journalism and publishing. Sometimes, the paper's quality is not what it should be, because even Tech editors have to sleep.

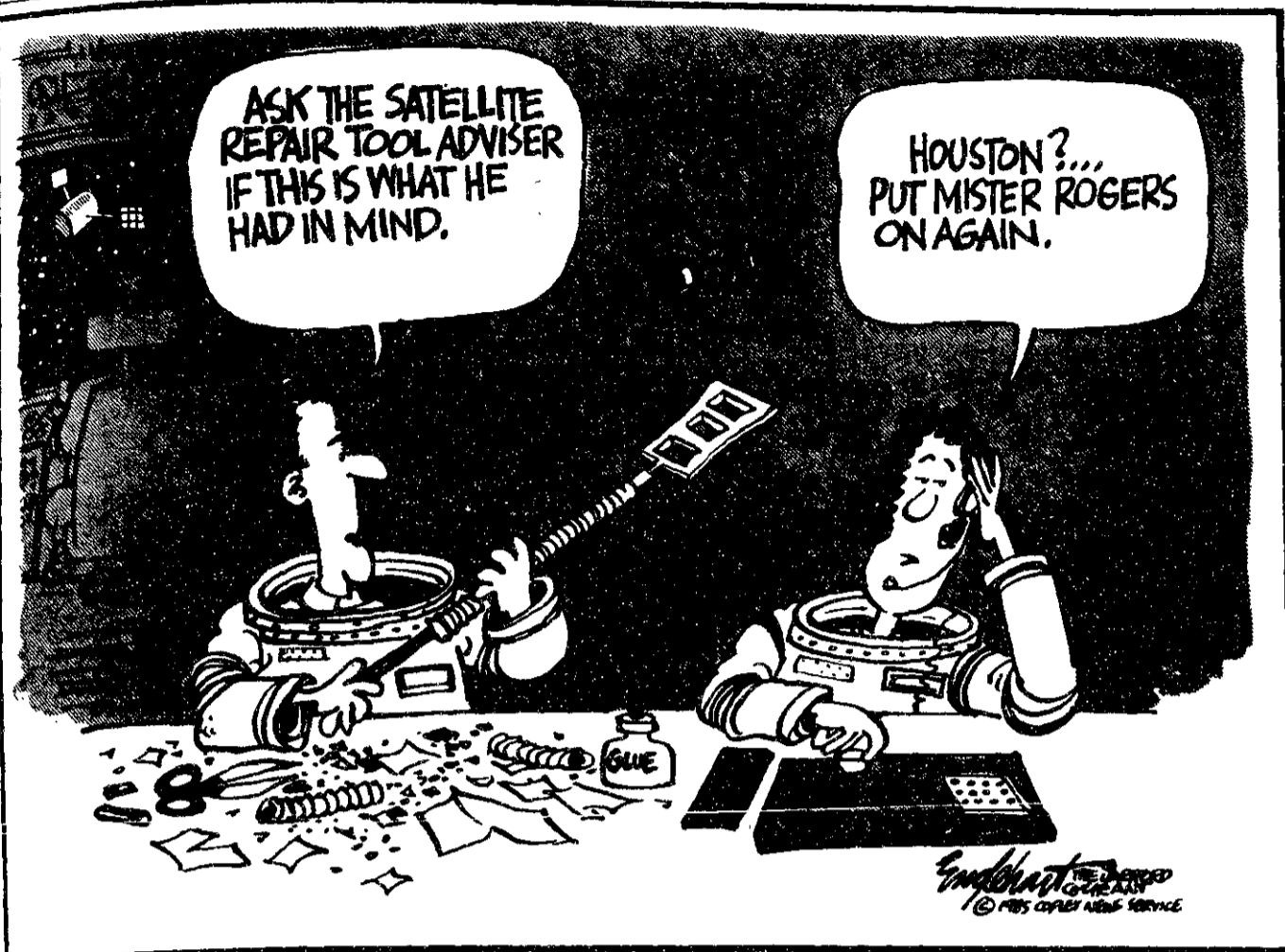
The commitment pays off ultimately. Only with the tolerance of mistakes, can we expect to learn. Only if we are given the chance to learn, can we publish the best paper we can.

Only then will more people keep coming back.

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opinion



Guest Column/Caroline B. Huang

Counteracting harassment

Should women receive "special treatment" at MIT? This is a current question asked about all minority groups as well as women. I will address the question as it applies to women from my experience as a woman graduate student in electrical engineering.

Women have the Margaret Cheney Room, which is a women's meeting-place and study room. There are women's organizations, such as AMITA, an alumnae association. There are groups devoted to fighting for women's rights, such as Pro-Femina (which also welcomes concerned men as members). Mary Rowe, the special assistant to the president, is especially concerned about women's issues at MIT.

Do women deserve this "special treatment"?

A male professor offers a woman student a bachelor's thesis only in exchange for sexual favors. A comment made by a female graduate student at a seminar is ignored, while her male colleague is listened to seriously. Some members of a fraternity write a letter to *Penthouse* detailing an orgy they supposedly had with a women's living group next door. They distribute copies of this letter to that group.

A picture of a nude woman is printed out on a research group's computer system to demonstrate the graphics of the system.

Do women deserve this "spe-

cial treatment"?

The incidents cited above have been described in *The Tech* and the student-published booklet, *Barriers to Equality in Academia: Women in Computer Science at MIT* (1983). But cases of sexual harassment are not often publicized. The student learns of them mostly by word of mouth. How reliable is this? Sexual harassment is prevalent enough that, even if one hasn't experienced it oneself, one almost certainly knows someone personally at MIT — an office-mate, a secretary, a neighbor — who has.

The kind of harassment which is that prevalent is not just the subtle put-down or off-hand sexist comment, but the kind of harassment which causes a woman to move out of her living group, change faculty advisors, or change her job.

How does a victim of harassment decide what action to take and how to deal with the stress which harassment causes? Women must organize. Organized, women can direct their voices and actions most effectively. Women have organized themselves, without the help of the Institute, to discuss problems specific to women.

These problems exist, and they won't go away if we pretend they don't exist. Support groups can help a victim of harassment feel

less alone.

"The younger women students are unaware of discrimination," a fellow graduate student remarked to me. "They feel they have the world in their hands!" Optimism is very powerful, and women should use it. Those who don't believe resistance will counter them may have that much more encouragement, that much more confidence to go forward. Often, however, resistance does appear in some form — if not at MIT, then later on the job.

That resistance should not cause total discouragement; it should not make the earlier optimism a farce. That is only possible if one is ready to face resistance, if there are ways of countering resistance. At MIT, we have some established means of recourse: a woman can talk to Mary Rowe or Pro-Femina, for example.

Optimism must be combined with knowledge that sexual harassment exists, that one can take action, that one *must* take action if discrimination against women and others is to be stopped. Many of us are here only because of the actions of women before us, who recognized problems and did something about them. "Special treatment" which originates from those hostile to women must be countered by special actions.

Column/Diana ben-Aaron

The class gift seniors should be sponsoring

"Look at that. The second derivative is positive." — one student's reaction to the 1982 tuition hike from \$7400 to \$8700.

Ed (not his real name) took last term off, and it wasn't to "find himself." It was because he ran out of money.

He has supported himself with very little help from his family since his freshman year of high school when he got himself declared an emancipated minor and moved out to an apartment.

A crack programmer, Ed worked part-time and summers to keep the apartment, cooked and did his laundry, and still did well enough in school to get into Berkeley, Harvard, and MIT.

He chose MIT on the spur of the moment because his best friend was going here. Sure, it

was more expensive than the other schools, but he'd manage somehow — he always had. And he did, until tuition caught up with him.

Last summer, his family's financial situation changed, and they were no longer able to contribute even the small sum they had been sending to MIT. Ed wrote to the Financial Aid Office from his hometown, where he had a summer job, and got a low-level no: Financial Aid regretted it was unable to increase his aid package at this time.

He appealed to the top brass in Financial Aid, and started looking for a full-time job for fall term. The job came through before Financial Aid did.

Ed came back to MIT in September to pack, and to talk to Financial Aid one last time. This

(Please turn to page 8)

Column/Thomas T. Huang

Look back before leaving for future

I was puzzled by the sleeping form of my brother in the dark. Lying in bed with my chin against the pillow, I squinted across the room. In the morning, I was leaving for Boston.

His body seemed too large, stretched on the mattress in the dim light of the streetlamp. His feet, almost as large as mine, reached the edge of the bed. Jutting out from beneath wrinkled sheets, his legs were long, thin, and hairless.

I remembered his pinchable calves when he was a baby. His legs would jiggle as he moved in diapers and shorts unsteadily through the park near our house. It's funny how quickly babies learn to walk, and how quickly they forget when they grow and their bodies change.

Now, at the age of thirteen, his legs had grown to stilts in blue jeans, and his feet had become rowboat oars, flailing away at the floor.

The day he was born, my mother had said, "It's time," and I, as a curious child, stooped to look under her skirt. We all piled into the Ford Maverick to get to the hospital that Sunday morning.

The nurse later told Father that our mother was having complications. He gathered my sisters and me in the cold, white room, and told us to pray.

I think that's the only time he ever told us to pray, and it made my stomach feel hollow. Perhaps I sensed that my father, scared, had to ask his children to help him. Someone older would have seen his vulnerability, his love. But we were scared out of our wits.

We had never gone to church. We had never read the Bible. Yet we had to talk to God on that Sunday morning. Faced with tragedy, people run to God, just like animals run to water in a forest fire.

My mother and Greg came home, both healthy. Sometimes I would stare at the baby in his crib and remember praying in the hospital. I watched the girls with their grins stroke his hair.

Greg's body was tiny, but he had a huge head, the top of which looked like a ball of black fur. When my sisters tip-toed into the nursery, the ball of black fur would pop up to meet them.

I was quiet, confused. I had been the youngest child.

For five years before Greg was born, I got used to the attention from university professors who came to our Christmas parties, and ladies in dark dresses with bright lipstick who had tea with my mother.

Things changed. I always lost my fights with my brother, because my mother admonished me to set an example for him. I couldn't hit back and the competition between us grew. He used to run a lot, giggling uncontrollably. When we raced in the park, I had to slow down to let him overtake me. But he yelled at me if he thought I let him win.

"Don't let me win, Tommy! Don't let me win!"

Seven years ago, there was an accident. My family was at a picnic, and my brother built sandcastles with a pail and shovel in the sandbox. He bumbled and sang.

I circled the sandbox from a distance. To attract his attention, I threw a small stone to hit the sand in front of him. It struck him in the forehead. Shocked, I ran to the crying Greg and held him until my parents came. The scar on his skin soon vanished, but the scar in me had not. From then on, I became the older brother, as I should have become long before.

Now Greg often stood quietly with his hands in pants' pockets, and I was annoyed, because the habit reminded me of myself.

I tried to connect the silent young man with the running child. I was a silent young man, too, and perhaps my brother was following my path. Somehow, just as in the park, I had slowed down to let him overtake me.

Still unable to sleep, I got up from my bed and approached my brother. I listened to his snores, which blended with the whir of his electric alarm clock. I had only a few hours left.

Even though he had now a young man's body, asleep he looked like a baby. Vagrant strands of hair rested on his pillow, and his eyelashes fluttered slightly. I longed to go back in time.

He turned over and seemed to pout. We would be apart from now on, since I was going away to college for the first time.

I studied his face carefully, every feature of it, because I knew that, when I returned, the child would be gone.



opinion

Column/Robert E. Malchman

Some of the good things

Fourth in a series on life at MIT

Three-quarters of what you read on the opinion pages involve complaints, criticisms or censures. Somebody is dissatisfied with pornography/the UA Council/commons/the Dean's Office/you pick it.

This column will be different. MIT students have it better than many of their peers at other schools. We should step back from our criticisms for a moment and take note of the worthwhile things here.

● **Food:** "What?" you exclaim. "Commons is worthwhile?" No, of course it isn't; it's terrible. But go on up to Harvard sometime. They have a place in the Yard called the Harvard Student Union. All the freshman have to eat there, three meals a day, seven days a week.

The Union does not actually serve dishes. They just have two vats — one filled with green, the other with brown. The green is the meat, the brown the vegetables. Try subsisting for a year on large dollops of vile-tasting colors.

Wellesley College's food is slightly better than MIT's, but their system is a bigger screw than ours. Wellesley used to require a 21-meal plan. That changed a couple of years ago: Now students can buy a 14-meal plan, although it costs much more than two-thirds the 21-meal price.

Wellesley students can also now cash in their meals at the college convenience store — re-

ceiving 50 percent less than what they paid for the meal in the first place.

At MIT, you can get off commons if you really hate it. With the installation of kitchens in East Campus and Senior House, only four of the ten dormitories have any mandatory commons requirement.

● **Housing:** MIT's system is great. Residence/Orientation Week may be hectic, but I don't know of any other college where 80 percent of the freshmen get their first choice in a single year, let alone year after year. Caltech has a similar system, but you have to live with nerds.

Even if you are one of the small number who get stuck in your last choice dormitory, you can almost always transfer after one term and definitely after a year. If you like your room, you can stay there for four years.

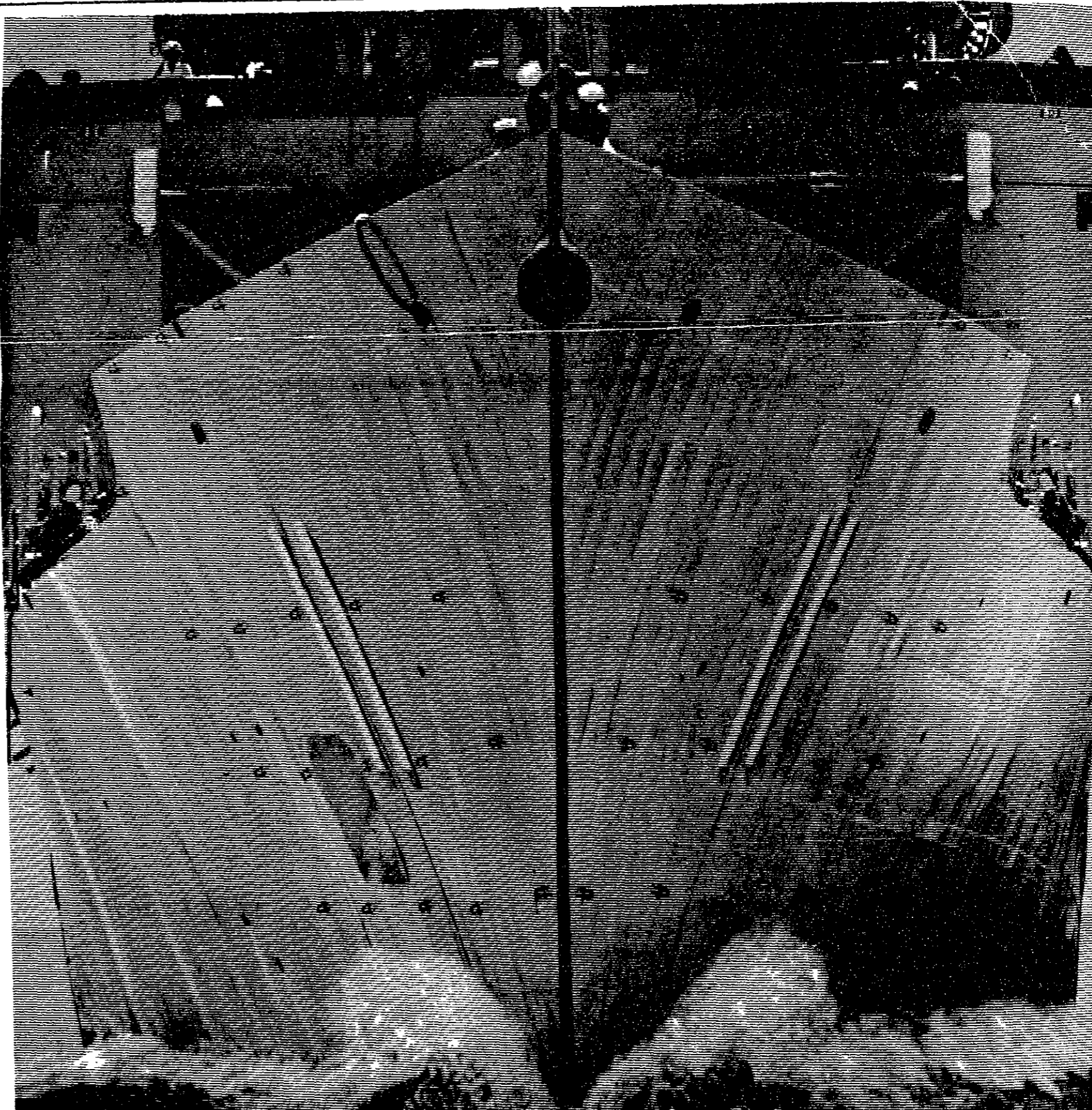
Most other schools are like Wellesley when it comes to hous-

ing. Everyone goes into a lottery each year. There are no squatter's rights to rooms or even dormitories. The diversity among dormitories falls on a line between good and bad, not among different types of good. Many people get stuck in places they do not want to be.

● **Autonomy:** MIT students have tremendous freedom in planning their academic and social lives. My friends at other schools are continually amazed at how late I can add and drop classes, that I can easily take classes in any department or school at MIT, that I can take classes at Wellesley and Harvard. They are amazed by the concept of Independent Activities Period. They just don't do those things.

Social life at MIT may be difficult to manage, but you have great freedom in managing it. There is a balance between dor-

(Please turn to page 7)



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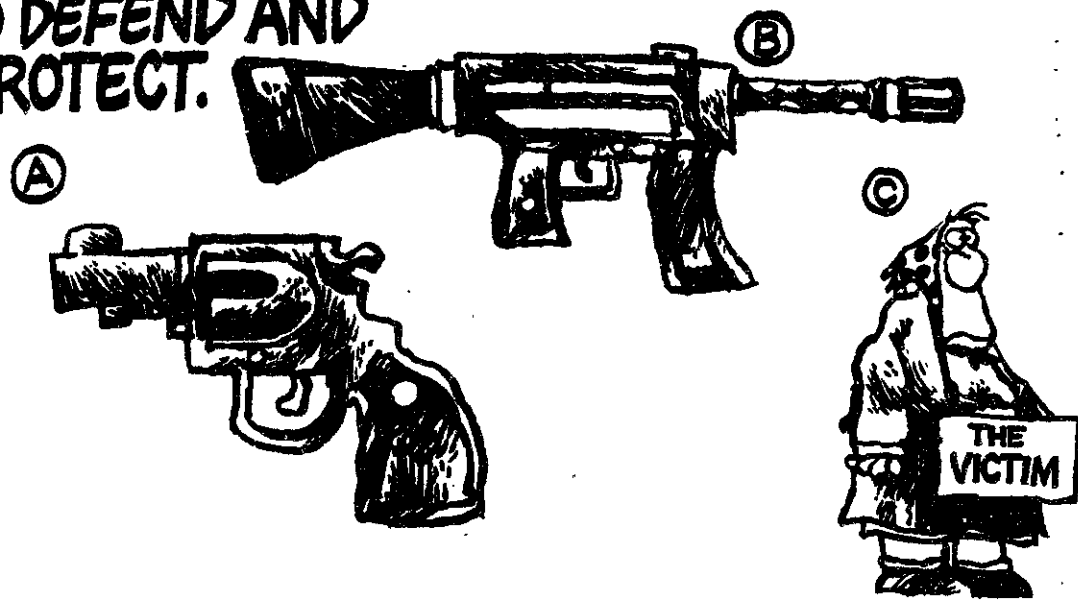
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opinion

CHOOSE THE ONE THE NRA ISN'T SPENDING MILLIONS TO DEFEND AND PROTECT.



Column/Martin Dickau

The rarity of victory and the hilarity of defeat

We were tied, 3-3. My performance up to this point certainly had left much to be desired. My opponent was advancing toward me again. As he launched his attack, my arm shot out, and the point of my blade hit his chest.

"Attack misses," the director said to us. "Stop thrust was good. Touch right." She glared at me. I grinned back sheepishly. We were both well aware that I knew better.

Good intentions, however, do not hold up well under panic, and on my opponent's next advance, another counterattack and another scathing look.

Fencing is but the latest symptom of my unwavering willingness to try my hand at yet another intramural sport, secure in the knowledge that I will probably make a fool of myself.

Although Penny was angry with me, I took some comfort in that she was not laughing at me, at least not within my hearing. Another fencer had assured me she would stop by to laugh, but was out of luck — the competition ended a day earlier than expected. But she had gotten enough laughter out of my team's recent C-league softball game.

I glanced behind me at the infield and outfield. Everyone was in the proper position. Everyone was watching me, waiting. I turned back to the batter and launched my pitch. He swung. The grounder shot back toward me. I put my glove down just in time to deflect the ball past my shortstop into left center field. Bases loaded.

Disgusted, I slammed the ball back into my glove and contemplated the next batter. I threw my best slow pitch. Twelve feet of arc, dropping across the batter's right shoulder. He swung. The ball sailed over my head, sailed over the center fielder, sailed over the center field fence.

I had just given up a grand slam. "Hi Marty!" I heard a voice. Ann stood at the fence separating Briggs' Field from the Alley. She was laughing. Not every C-league team can lose 21-1.

Some sports, fortunately, do not lend themselves to attracting the attention of passers-by, and a humiliating loss can remain a fairly private affair.

I had never played water polo, but when the sign-up list appeared on the F-Entry bulletin board, I figured here at last was a sport I could handle. After life-saving, anything in the water had to be easy.

A scene I had become much too familiar with in the past dozen or so minutes was repeating itself. I swam toward the center of the pool to meet the oncoming attacker. I treaded water, blocking his way. Finding no open teammates, he raised himself with a strong kick and threw the ball over my outstretched hand, past our goalie, and into the net for another goal.

I suppose the score turned out to be as close as it was only because our opponents' arms were tired. Not every C-league water polo team gets to score 13 goals. As I lay by the side of the pool, frantically gasping for breath, I reflected on our loss. Hadn't life-saving taught me that nothing in the water is easy?

My affair with intramural sports is not complete masochism. I do not find the idea of winning all that repulsive. Once in a while, I even find myself on a winning team.

"Set, Mitch," I called as I hit the volleyball into the air. For once, it missed the rafters, missed the referee, missed the back wall, and came down on our side of the net. Mitch jumped, he struck, and the spike struck between two members of the opposition. Game and match. Victory.

Column/Simson L. Garfinkel

Problems with our protests

I spent last weekend at Columbia University, where I saw the student blockade of Hamilton Hall. Students have chained the doors of that building shut and are staging a sit-in on the steps, to protest their university's investments in South Africa. They had been there for over two weeks, through cold and rain, and their protest has attracted national attention. They are there still.

We don't have protests at MIT the way Columbia does. Earlier this month, Boston-area students marched from Boston University, through MIT, to the Cambridge Common, protesting everything from Reagan to South Africa.

But that demonstration wasn't an MIT protest: Most MIT students didn't even see it. Every Columbia student has seen the blockade of Hamilton Hall. Of the nine students who were arrested in the Boston demonstration, only one was from MIT. There was another demonstration Wednesday on the steps of the Student Center. It, too, was ineffective.

Why are demonstrations at MIT so pitiful? Because most students don't care about the issues, and those who do care are too extremist to have any effect. Because they are such a minority, MIT extremists apparently feel compelled to adopt completely unrealistic goals, and make statements which do more harm than good.

The Columbia blockade is for one purpose only: to force the University to withdraw its investments from South Africa. The MIT radicals, on the other hand, call for an end to apartheid, an end to US imperialism, an end to Reagan — and they never enumerate any means of attaining their goals.

For example, the radical MIT newspaper *The Student* called for militant subversion of the April 20 national demonstration in Washington: "... all revolutionary and progressive students [should] attend this demonstration and make it as militant as possible." While the blockaders at Columbia have the support of university students and the community, most of the MIT community have only ridicule for *The Student* and those students it represents. Columbia students learn how to attain their goals, while the MIT radicals merely learn how to make themselves look foolish.

It's important to understand why we can't have Columbia-style protests at MIT, and why our radicals have overreacted to

this apathy in the manner they have. Many explanations come to mind, and with them perhaps the seeds of our salvation.

It's not that MIT students are so overworked that they don't have time to think about anything but their academic work, as a lot of people claim. I don't accept this explanation because students at other universities are just as overworked.

No, at issue is something far more tragic, and it will not be resolved at graduation when the course load is lifted. Many MIT students feel they lack control in the political arena. They feel that they will do great things in aerospace, biology, computer science and the like, but that they will never have the chance to contribute to the world of politics. Sitting around and talking about the latest in stealth technology is time well spent, since it might spark an idea in the minds of the participants. Talking about Central America, however, is just "flaming."

Another factor which closes the average MIT student's political consciousness is what I call the "mercenary syndrome." MIT students feel a tremendous urge to Get In, Get Good Grades, Get Out, Get a Job and Get Rich (and somewhere Get Soaked for financial aid).

Students at MIT tend to come from families with incomes lower than those of students at Harvard, Yale, and Columbia. Many at the 'Tute feel that mastery of technology is the key to riches, and they intend to master technology as far as their abilities permit them.

More of the good things

(Continued from page 6)
 mitories and fraternities. There are numerous other universities to go to around Boston. There is Boston.

The MIT administration, at least until its stupid decision to close parties at 1 am, left students' social lives entirely to their good judgment. Aside from Dean Shirley M. McBay's occasional forays against the Lecture Series Committee, student activities can pursue whatever their members want.

• MIT: In addition to being the best technical school in the world, MIT also provides one of

best liberal arts educations. I will graduate with a degree in political science. Very few political scientists from other colleges had classes in physics, calculus,

This attitude doesn't leave much time for political awareness. It doesn't leave much time for anything else, for that matter.

An unfortunate consequence of MIT's apathy has been the formation of small radical groups like *The Student* which seek to make up for the lack of general political involvement at MIT by, unfortunately, going overboard the other direction. Members of these groups find it possible to act only by over-acting. It is terrible that their talent has been channelled to such a wasteful end.

Is this a situation that needs rectifying? And if so, what is to be done?

We have to fight the trend toward political apathy at MIT, if not for the sake of the society, then for ourselves.

An MIT education equips us to deal with many issues of the time: arms control, world starvation, technology transfer to the Third World. Yet these issues remain in the hands of those who are technologically incompetent: graduates from Harvard and Yale who brag about not being able to perform simple calculus.

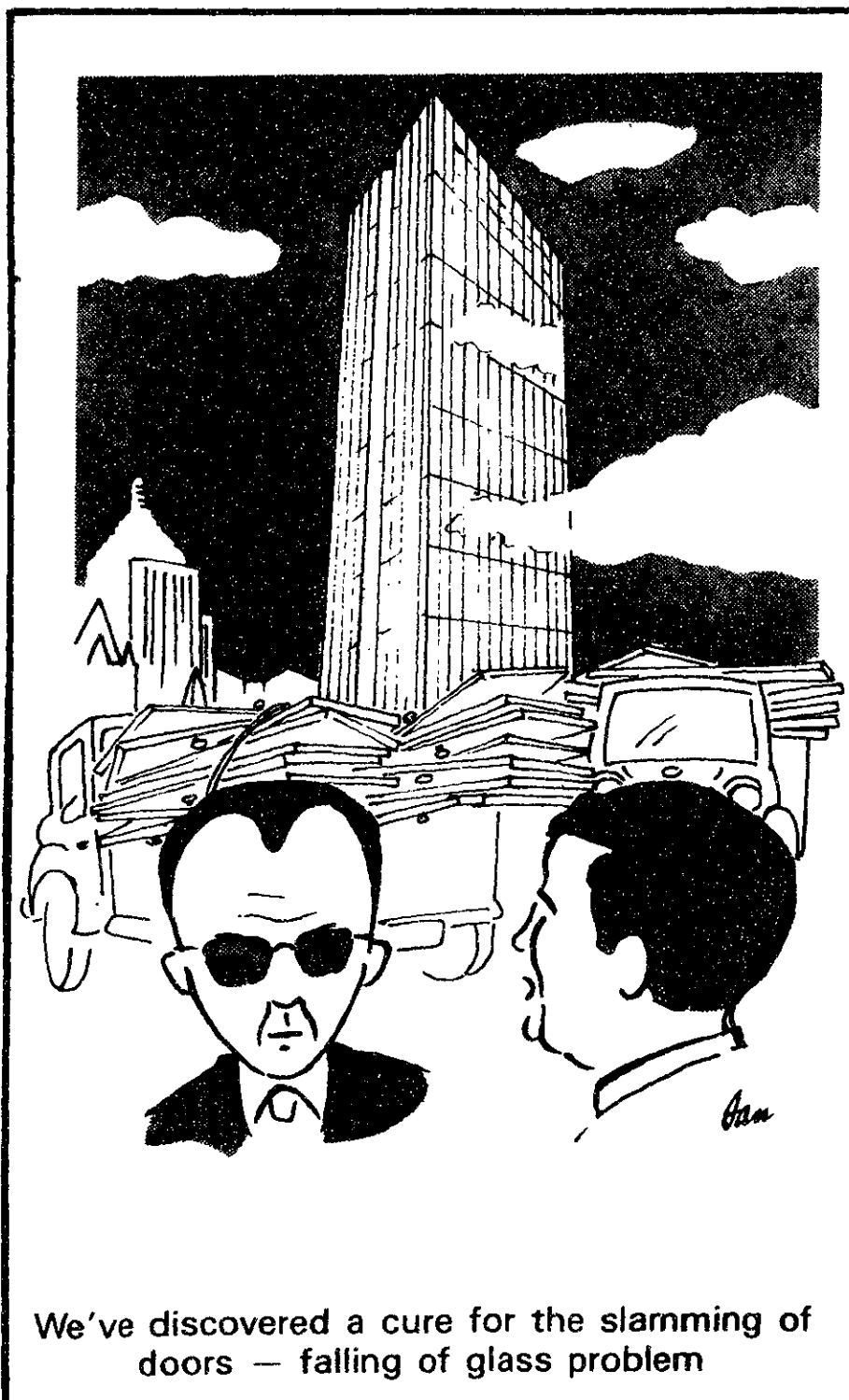
Political experience in college is apparently a prerequisite for future political action. Students must be allowed to practice politics, to take up positions and causes which would be political suicide in the real world. This is what students at Columbia are doing now; they are also furthering a worthwhile cause. By not taking part, MIT students not only forsake the world of today, but we give up tomorrow.

chemistry, biology and mechanical engineering.

The renaissance person who seeks the best in breadth and depth of education has perhaps four choices: Stanford, Berkeley, Princeton and MIT.

People in the real world are incredibly impressed with MIT, even more so than with the Ivys. I think people figure, "Well, if I were a senator's kid, I could have gotten into Harvard, too." But everyone remembers how difficult trig was, never mind differential equations. Having "MIT" on your resume opens a lot of doors that other names would not.

At least, all this is what I keep telling myself when I pull an all-weeker trying to finish my work by only three days after the end of the term.



opinion

Column/Daniel Crean

If you find a better diploma, buy one

When I go up on the graduation platform on June 3, I want commencement speaker Lee Iacocca to hand me the keys to a new Chrysler. Maybe a Le Baron or a Regency 98. Hey, I'd even settle for a Skylark.

But I doubt it will happen. I don't think Iacocca will hand me the keys to anything. Instead somebody will probably hand me a diploma which says I graduated from MIT. The diploma may not have much of an intrinsic value, but it will have cost a lot more than any new car produced by Chrysler.

That cost is both monetary and non-monetary. Tuition for the last four years amounted to over \$36,000. The cost in frustration, time, lack of freedom, and danger to my physical/mental health is incalculable.

What, then, is an MIT education worth? It is impossible to quantify the value of either an MIT education or an MIT degree. The best we can do is guess.

One approximation would be to look at it from an economic viewpoint, in terms of supply and demand: The more people want something, the more they are willing to pay for it. Its value is determined by how badly people want that thing.

By this viewpoint, MIT's education is worth quite a bit. People want to be students at MIT very badly, despite the recent rises in tuition. The Admissions Office has to turn down more people than it accepts year after year. The MIT education and/or degree are apparently valuable things, or at least they are perceived that way by applicants.

Last Christmas, "The CBS Evening News" ran a ten-minute segment featuring kids from around the country telling what they wanted for Christmas. "A new bike." "World peace." "A job for my father."

Almost all the responses were worthy things to want for Christmas, but there was one response that really bugged me. One kid wished "that me and my brother get into a good college."

The whole thing left Dan Rather pretty misty-eyed, but it almost made me throw up my egg nog. The kid who wanted to get into a good college wasn't some 17-year-old high school senior; he looked about ten, way too young to even be thinking about college, much less making Christmas wishes about it.

But these days some ten-year-olds are worrying about getting into good colleges, and some seventeen-year-olds are absolutely frantic about it. Seventeen years ago *The Graduate* was an extremely popular movie. Its hero was a guy with a bright future who chooses, instead of graduate school or a high-paying job, to sit around his parents' pool.

If *The Graduate* were released today, it wouldn't be nearly as popular as it was in 1968. Today, the movie *Risky Business* is extremely popular instead. In *Risky Business*, the hero is an ambitious rich kid whose main problem in life is getting into an Ivy League school. At one point he tells a friend "your life is set," because he was accepted to Harvard. We know that's not true, but many high school students believe it.

Risky Business is in some sense the 1980s equivalent of *The Graduate*, at least in terms of capturing the mood of many young people. In *The Graduate*,

Benjamin is an upper-middle class guy who rejects the standard cultural conventions. In *Risky Business*, Joel is an upper-class kid who not only espouses his parents' conventions. He wants to outdo them in terms of getting ahead in standard society. Benjamin is offered the world and he leaves it alone. Joel goes out to take the world, and that includes going to a "good" college.

I'm not saying the values of today are not as good or are less noble than those of the 1960s. But they are different, at least for many people. Many high school students naturally expect — and are expected — to go to college. Because of their age and other constraints, these future yuppies are limited in how they can be successful. Going to a prestigious college is about the most successful thing they can do.

And MIT, for all of its bad points, is a very prestigious college. That, I think, is why MIT is such a sought-after place. Whether MIT's education and degree are really worth much more than their equivalents at state schools is debatable, but from a supply-and-demand standpoint they are worth a lot more. MIT will continue for now to attract people who believe it worth the price and who hope that after they graduate they will be able to buy a Chrysler LeBaron.

Column/Steven Wheatman

Trying to get lucky at MIT

By light of day, most MIT students confess to being worldly scholars whose greatest aspirations are to either get into graduate school, or to get one hell of a good-paying job.

Yet, what do these engulfer and devourers of college text material do after the sun has set and the problem sets have been punted?

Many of these fiends of the differential equation scramble to the nearest nightclub to, as Loverboy so aptly put it, "Get Lucky."

After paying the highest of cover charges, and doling out twice the cover for a glass of Coke with a splash of rum and finding a stool at the bar whence he or she can eye the night's offerings, this social animal will do just that: Spy, with the intent to "get lucky."

Yet, much to the person's surprise, those spied on are not always in the mood for a sly "come-on." I recently went to a local hotspot to find out exactly what all the fuss was about. Now, first and foremost, I'm no Casanova, or at least I'm not always too successful being one. I can't bring myself to use as suave a line as 007. "Wheatman. Steven Wheatman." It just doesn't work. Too many syllables I guess.

So I casually approached one damsel and over the blaring sounds of the D.J.'s sound machine, graciously screamed, "Come here often?"

"Come on," she replied. "You can do better than that. Try again later."

"Sure thing," I said. I walked away to try with a new unsuspecting victim. I spied her from afar. Her flowing bleached-blonde hair glistened in the black light. She knew her stuff — she'd been blowing off guys all night, and I knew just the line to throw at her.



THIS IS ONLY A TEST, IF THIS HAD BEEN AN ACTUAL EMERGENCY, WE WOULD'VE BEEN TAKEN OVER BY TED TURNER.

A gift that will really count

(Continued from page 5)

time, Financial Aid said it was happy to announce that with the additional information he had submitted, it could increase his aid package by the needed amount.

Too late. The company had made him an "exploding," or time-dependent, offer; he had already signed the Faustian contract. That's the high-tech biz, kid.

In the computer mail he sent me between programming deadlines, Ed said he still plans to make a lot of money, but he is never going to give any of it to MIT. "Harvard treated me better

in the few months it thought I was going to go there than MIT has treated me as a student," he says.

* * * *

Phil (not his real name) is finally coming back in the fall, but only because MIT "ate" the debt that drove him home two years ago as a sophomore. Like Ed, he is the kind of student the Institute desperately needs, actively seeks, and doesn't always deserve: a hard worker, a quick thinker, and a relentless questioner.

His story is similar to Ed's, except that Phil is not an engineer. The kind of jobs he gets pay

much less than the lucrative positions Ed can network himself into. Ed is barely able to keep up with tuition hikes; Phil cannot even approach them.

* * * *

Anne (not her real name) wasn't able to come here at all. She was at the top of her high school class, won the state science fair, and got into MIT. An MIT professor described her science fair project to a class of freshmen as "brilliant" and lamented the fact he would never have her as a student.

BU, or maybe it was UMass, gave her a slightly better financial aid offer, and it was just enough to make the difference. She is a junior at another college now.

* * * *

A year ago, I wrote a column saying I would not contribute to the Class of '85 gift unless it was a scholarship fund. Two weeks ago, I got a newsletter from the Class of '85 inviting me to contribute to the Class of '85 gift. I'll let the class committee (they didn't sign their names) tell it in their own words and with their own capitalization:

"Continuing in the tradition of presenting a Graduation Gift to the Institute and its students, the class has voted on Trees as its class gift. As in past years, the gift was selected to improve the quality of student life on campus. Additionally, the gift should be something which would not ordinarily be provided by the administration, as is the case with our gift."

I stand by my decision.

Do we want to try to give everyone who gets in a realistic chance to work his or her way through the Institute, or do we want a little plaque in front of the Fasset Garden? Apparently, the plurality of the class has chosen the latter. As my contribution, I'd like to suggest a motto for the plaque: "We got ours."

Bill Coderre '85 (his real name) gave me a splendid suggestion: don't just get mad, make a donation to the Alumni Fund in the name of the Class of 1985, earmark it for scholarships, and encourage all like-minded seniors and alumni (the Class of '35 is matching the tree contributions) to do the same.

I am sitting down to write my check right now. It will be a very small check — as a senior with loans coming due and no job offers, I can ill afford to give more money to MIT — but I think it's worth it to make the point. If we students waste our money on shrubbery, we will be unable to protest when MIT shortchanges our classmates.

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Do you think that women, as a minority at MIT, should be given special attention?



Rina Goldberg G, Course VI:

"I think that in one sense that it would be nice to equalize the ratio between women and men because it makes things a lot more normal, a lot more sane for everyone. But on the other hand I kind of feel offended. . . . I don't want to think that I'm here because I'm a woman and not because I deserve to be here. I would not want to see MIT lower their standards to allow more women in. So it's kind of a paradox."



John Baez G, Course XVIII:

"I just think that everyone should receive the attention that they need."



Tareq Hoque '88:

"No one should receive any preferential treatment over anyone [else]."



Susan Janes '85, Course XII:

"I listened to some of the meeting when they invited the prefrosh, and I at first thought it was a bit discriminatory to have something for just the women and not for the men. But after listening to them . . . what they're trying to do is get more women here, and they're not going to mess with the admissions policy. And so really the only choice they have is to try to get more women to accept. I'm not really sure if what they're doing is right, but it is working."



Cathy Smith '85, Course XII:

"I don't think that they should receive any more attention than is needed to remedy any kind of discrimination that exists that you can prove."



Angela Winand '88:

"Special programs are important to women to make them feel comfortable, to get to know other women as part of the community. It's good to have someone in the Dean's Office to answer any questions and concerns you have as a woman."



Andy Chien '88:

"There definitely is a problem with the male-female ratio; it makes it uncomfortable for both sexes. I think MIT could do a whole lot more to help the situation, maybe emphasizing other aspects of the school and playing down the engineering."



Bill Larkins G, Course VI:

"Equal rights are equal rights for one and all, by giving someone an advantage, treating them special, it taints . . . stigmatizes the accomplishments of that minority."



Shiva Ayyadurai '85, Course VI:

"I think there should be sufficient programs to teach them to fight sexism at MIT because women suffer sexist attacks at MIT . . . that go unreported. MIT also got rid of the Dean for Women Students Office and I think that that should be put back in. There should be programs to help women at MIT especially if they're suffering sexism, which they do."



Barbara Ex '87, Course X:

"I don't think that [women] should receive any special attention once they are here, but I'm in support of things like Women's Weekend, and efforts to get more women here. It's definitely the way to increase the number of women here rather than lowering acceptance standards; to work harder to get the ones that are accepted to come here."



Ella Atkins '88:

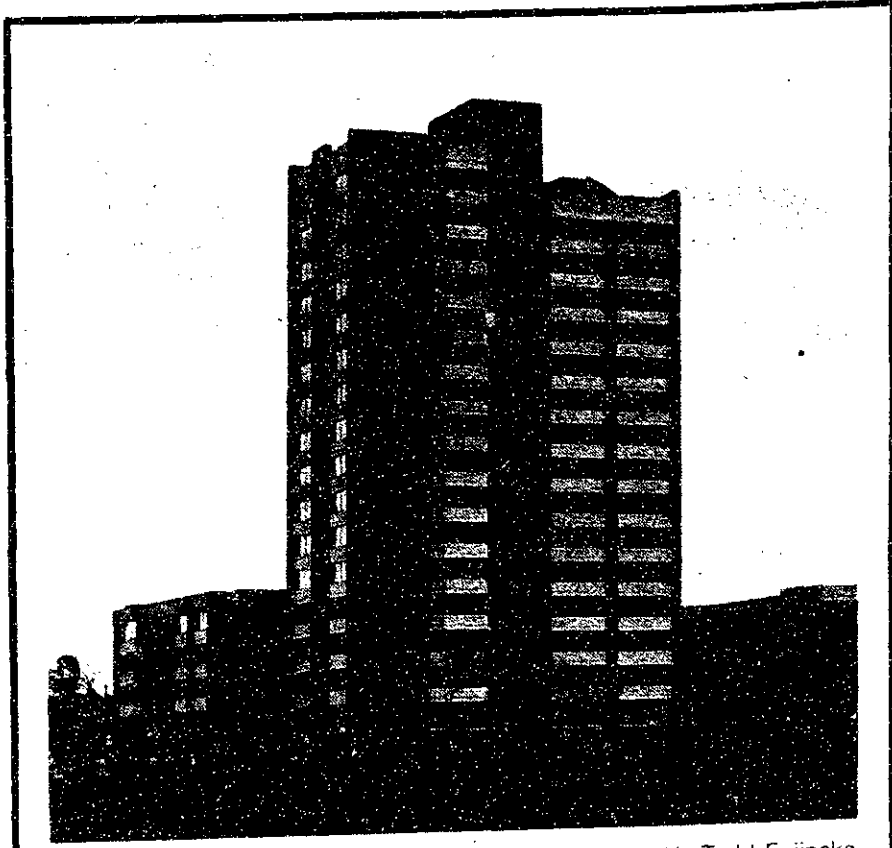
"I don't think so, because the people I've been around haven't seen me really as being a 'woman,' as far as the Institute goes. There's really nothing that people can do about the male-female ratio . . . socially. If they started making special programs for women, it would separate the men and women even more in classes and everything. Sometimes when you have lots of special programs, it takes away from [women] integrating into the group rather than being separated."



Marc Filerman '88:

"Theoretically, yes, but it's hard to implement the ideas. Idealistically, as with all minorities, the Institute has a responsibility to help them out. But it's very difficult to come up with policies that would be fair."

Responses compiled by Donald Yee
Tech photos by Rich R. Fletcher



Tech hack by H. Todd Fujinaka
This is a picture of MacGregor House, where a lot of male undergraduates live. In fact, the managing editor used to live there, and the executive editor, a night editor, and a staff photographer live there now. Nice vertical picture, isn't it?

CAP has guidelines for student notices

By Charles R. Jankowski

Feature

"There are no clear cut standards" for putting students on academic warning, according to Stephen M. Patterson, staff assistant to the Committee on Academic Performance (CAP).

"Instead, the CAP has guidelines," Patterson said. If a student has a term grade average of 3.0 or less, or is registered for less than 36 units in a given term, that student is "asterisked" in a Registrar's office computer.

The CAP reviews the asterisked cases on an individual basis once per term, at the beginning of January and the end of May. Special cases are discussed at a deferred action meeting, which is held approximately one week after each normal evaluation meeting, according to Patterson.

"A lot of students think that this means they are on warning," Patterson said, continuing that "this is not the case. It depends on the individual student."

There are now approximately 185 undergraduates on academic warning, of which approximately 30 are freshmen, according to Patterson.

A student is "usually" restricted to 48 units in a given term while on academic warning, although Course VI majors are allowed 51 units, as long as the student is registered for four classes or less.

A student's department or advisor sometimes limits the student to 36 or 45 units, Patterson said. "Again, it all depends on the student."

Students on warning can also be advised to spend less time in non-academic activities, according to Patterson. "Students can receive an extracurricular letter," Patterson continued, "letting the student know that we [the CAP]

are aware that a lot of time has been spent in extracurricular activities, and that this might be hampering the student's progress."

Patterson explained how a department head or advisor might strongly urge a student to drop an extracurricular activity, leaving more time to concentrate on academics.

If a student receives a second warning after a first term on warning, the CAP re-evaluates the student's record. "If performance is bad, the student may be asked to take a term off," Patterson said.

In that event, Patterson continued, "we tell the student that they are required to withdraw. We also tell them that they should speak to their department or their advisor to discuss future plans."

Under this plan, students are required to take "at least a term" off from MIT, but "a majority of students take a year," according to Patterson. Approximately 40 students are now on leave from the Institute due to involuntary withdrawal.

"The door is always open for readmission" following an involuntary withdrawal, Patterson added. Students reapply either to the CAP or to the Office of the Dean for Student Affairs (ODSA), depending on the reason for withdrawal.

Requirements for readmission include recommendations from employers during leave, transcripts from other schools, and a letter explaining why the student is ready for readmission.

Students should go to the Student Assistance Services section of the ODSA to request a voluntary period of time away from the Institute.

The ODSA handles all readmissions in these cases. The student's transcript will indicate that the student temporarily withdrew from classes.

MIT will consider a dry rush

(Continued from page 1)

al. "There was a sense of immediacy for rush," he said, but it was "... not a real serious, crisis problem."

"We've been breaking the law for 20 years," he said. "What's new are the external factors: the 21 year old drinking age, Govern-

nor Dukakis' campaign against drunk drivers and criminal and civil liabilities reflecting on individual students, houses, fraternities and MIT."

All national fraternities and the National Interfraternity Conference have passed a dry rush resolution, he stated.

Anderson said a "more ... very alcohol-aware, conservative society ... [was] a major factor behind the committee's discussion [of a dry rush]."

MIT's Alumni IFC Steering Committee unanimously supported the concept of a dry rush at their last meeting, Sherwood said.

Liability for injuries which result from alcohol served at parties at fraternity houses may fall to fraternity alumni corporations, he explained. The corporations, which own the fraternity houses, "have a major interest" in rush policies.

The March 1985 issue of *The Fraternity Newsletter* listed 101

campuses that recently enacted dry rushes. "Other chapters have dry rush — MIT is one of the last vestiges of wet rush," Sherwood said.

Enforcement of policies

Enforcement of the proposed dry rush is "totally dependent upon ... the IFC, the DormCon and, to some extent, the R/O Committee," Sherwood said. He assumed that freshmen would not want to risk disciplinary action in their first three days on campus by violating rush rules on alcohol.

MIT is "going to have to turn a blind eye" to underage drinking during rush, Scheidler said. "The

only way [persons or organizations serving alcohol] can protect themselves is to not serve [alcohol] to underage [students]."

"Having successfully drunk freshmen during rush week does not facilitate choosing a living group," Sherwood added. R/O Week already has "an artificial atmosphere. . . ."

Even so, "I would much rather see an 18 year old drinking age than 21," he said, "because the 21 year old drinking age splits the student body."

"Given the situation that there was a dry rush, I don't believe that the effects" could be projected, Anderson said. "We will have to wait until after rush" to assess the effects of the proposed dry rush.

MIT discusses alcohol

(Continued from page 1)

"We understand the position that MIT is in and recognize that it is trying to be responsive to this issue," said Lorenzo Flores '85, president of Sigma Phi Epsilon. "But this school is setting a precedent by getting involved in its social life. If the policy passed attempts to regulate social functions in any way, it will not be taken well and will meet with much resistance."

McBay said she hopes to use the feedback she obtained at the discussion to establish a policy which reflects the views of the students.

the Delta Kappa Epsilon fraternity, said that at a recent gathering, 20 of 25 fraternities voted in favor of a semi-dry rush.

He declared that the administration was in no position to impose issues upon fraternities. The absence of alcohol would project artificial images of the fraternities, he added.

Many of the students thought the committee's proposal of a dry rush infringed upon the independence of the fraternity system. Students said that the proposal reflected a direct attack upon parties at MIT in general.

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Ignacio Martin Baro, leader of a college under fire

By David P. Hamilton

Interview

Father Ignacio Martin Baro is currently the vice-rector of the Catholic University of America (UCA) in San Salvador. He has attended Louvain in Belgium and the University of Javeriana in Colombia, and holds a doctorate in social psychology from the University of Chicago. He is a prominent educator and writer in his own country, having written three texts on social psychology and education in El Salvador.

Q: What led you into education?

A: Well, I think it is an important field to improve the condition of the population, so I think it's a field which provides you with an opportunity to contribute, to cooperate in the shaping of the future of society and particularly those societies which have so many needs.

Q: Can you tell me something about the history of the UCA?

A: Yes, it was born 20 years ago, in 1965. And in the beginning it was thought that it would be the first private university in El Salvador. In El Salvador at that time, only the state university could be called a national university. But [the state university] has had a very difficult history over the past five years, because it was militarily occupied and its campus has been ravaged.

Anyway, at that time the national university was thought to be too socialistic-prone, and people thought that it would be good for the population of El Salvador to have an alternative.

That was the time of the Alliance for Progress, and it was a time when the Central American market was beginning, and people were very optimistic about the possibilities of development of foreign countries. And in that sense they thought that the university could contribute to forming good technicians and preparing good professionals that would be needed for the development of the country.

So at the time there was optimism, industrial development, looking ahead, looking at transforming the country from a purely agricultural one to a more industrialized kind of country. So from those two perspectives, just having an alternative to the national university, and answering the needs of national development, was born our university.

Now very soon, our university thought that what was important was not simply events of cultural development or technical development, but that the problems of the country had their roots in society. [El Salvador's society] is structured very badly, in that a very small section of the population has all the power, all the wealth, everything, and the majority of the population, where we have bad human conditions, has nothing.

So then we thought that the most important thing for us was to study all of the problems of our society and to look for solutions, and that's what we have been doing since then. That's what got us into trouble recently.

"Due to the past four or five years we have lost between 40 and 60 percent of our faculty . . ."

Q: How has your promotion within UCA come about? You started off teaching philosophy, and now you're vice-rector.

A: I've been teaching there for many years, since 1970 — 15 years I've been there. Different courses — philosophy, psychology, ethics, research — I've also been writing a lot and doing some research.

You know we are very few people, and my predecessor had to leave the country because there was great danger for his life. I was at that time a simple professor, but due to the past four or five years we have lost between 40 and 60 percent of our faculty. So, I was appointed provost, and I'm still there.

Q: Can you just give some background of how UCA is organized? For instance, what departments do you have, and what do you consider to be the strengths of your university?

A: We have three main divisions — engineering, economics and humanities. We have 11 departments, in which we offer basically undergraduate licenses, which are equivalent, more or less, to B. A.s. We offer about 25 different degrees at the University, and we have a student body of about 6500 students, about 80 full-time professors and 150 part-time professors.

I would say that although our main concern is with social science in order to understand the problems of our society, we are very strong and very well known throughout the country for our engineering — civil engineering, industrial engineering, chemical engineering, computer sciences and all of that.

Q: How is UCA supported? Is it supported solely by the Catholic Church?

A: No, no, never. The only support we received was from the Society of Jesuits, in terms of the Catholic Church. We have tried to get a lot of the money for the university, because it is very expensive. At the beginning we received some support from the government, but not now — they have not given us financial support since 1980. Basically, we function out of the fees and tuitions of the students, except for research projects or other projects.

Q: Can you explain what you see as the main problems or conflicts in El Salvador from your point of view and from the point of view of UCA?

A: Well, I think that El Salvador is undergoing a real civil war, first of all, and that has to be taken into account,



which means that part of the population is confronting their brother citizens. It's a real civil war, it's not just a subversion, a push by the Russians or by the Cubans in Nicaragua. It's a real civil war, rooted in the structure of social injustice, terrible social injustice which has afflicted our country for generations . . .

So since 1981, [there has been] continuously an increasing and escalating war between the rebels and the forces of El Salvador. Now the United States has been supporting the armed forces and intruding into the affairs of El Salvador, and unfortunately, supporting some horror. All the terrible human rights violations that have been taking place [are] . . . very unfortunate, since it's something I'm sure the American people don't want to see.

"They put sixteen bombs in my house, and only six exploded . . ."

Q: How does all this political turmoil affect UCA?

A: Well, I just told you how we lost 40 to 60 percent of our faculty in many different ways. It's impossible to think of a country undergoing civil war which doesn't affect any institution. I mean, professors, students have been killed, my house has been blown out several times . . . They put 16 bombs in my house, and only six exploded, just to give you an idea. From one day to another I lost all of my friends — as you can imagine, this civil war affects everyone. There is no one single family in El Salvador which has no shelter, or has undergone losing some relatives, losing some members of the family, having to suffer materially, psychologically, morally, personally, physically. So the UCA is not an exception. We have been fighting very hard just to keep the university not only open but effectively working, doing what we consider under those conditions very significant academic work, in favor of a solution, looking for a solution to those terrible problems of our country.

Q: How do you keep going in the midst of all this chaos?

A: Well, it's just a matter of effort, courage, faith and hope. You help people, and then you go on. . . . You know, when people think that they need ten people to do something, we try to do it with three or two or one. So it's just a matter of adapting yourself to the circumstances. In that sense, we at the UCA have been practically favored by events in that we haven't suffered as much as the majority of our population has. So in comparison to what the national university has suffered, for example, we're very fortunate.

Q: Do you find that the threats and the violence come mostly from the government or the rebels?

A: They're primarily from the government, or from people protected by the government.

Q: As a result, what kinds of governmental restrictions do you labor under, what kind of policy changes are you forced to make because of the government?

A: Well, let's say that we cannot go into all those fields that we would like to. We cannot get into all those problems we would like to. We cannot undertake many of the projects that we consider to be important and necessary for the country. We have to restrain ourselves in research. We cannot go into many parts of the country, or we do not have access to necessary data to do certain research, you know. The doors are closed for us. As soon as they hear we come from UCA, we get "Oh, no, no, there is no information for you," or "You don't have access," and things like that.

Besides we know that we are followed very closely, and although we are not afraid of suffering the consequences, still, you come to know the limits of what can be said, and what can be publicly expressed. So in that sense we have come to self-censor ourselves in what we say and what we do.

Q: What kinds of research and projects does the government frown on?

A: Well, for instance, we would like communications, having radio programs, for instance, or to get to some community development in the countryside, or to do some sociological studies, anthropological studies and historical studies. And that's not possible. All those things are curtailed, I can say. It's not that we've stopped doing what we consider necessary to do, but it is that we have to be much more careful. Certain areas we cannot get into; certain areas we cannot touch. So we do put up with a lot of restrictions and a lot of difficulties.

Q: So life for both students and faculty is very restricted in a number of ways?

A: I wouldn't say very restricted. I would say somewhat restricted. Some of the students feel it, some don't. Some of the professors feel restricted, some don't. It is very different being a professor down there than . . . here. Here, you know, you are supposed to do research; there, not necessarily. Not everybody is supposed to do research. If you like research, then you can run into problems, and then you become aware of restrictions.

But if you want to simply teach, and be no more than a teacher, then you would only feel the problems of not being able to make the big salary that you would like. Or you feel restrictions on bibliography and you don't get the books you need. It's very difficult for us to buy books, or to have journals or anything like that.

Q: Here in the United States, college campuses have been known as a source of social protest or unrest. Do you find this is true at UCA?

A: The tradition of college and general university students is much more political there than in the United States. Here, there are several campuses in which you can say there are student movements that are relatively active. During the Vietnam War years, there was a huge national movement, but it wasn't restricted to college campuses. Well, there, the problem is that political movements were smashed in blood, and either the students had to go to the mountains and fight with the guerrillas, or they could have been killed or disappeared.

So now it's something that most students are very afraid of, getting involved in politics. You see, many Salvadorans now lead kind of schizophrenic lives: one is the public life you have, and the other one is your real life, the secret life you have with your political affiliations and your political sympathies. Some students do that, quite a few, maybe, but it is very dangerous to say "I . . ." particularly if you oppose the official viewpoint, or oppose Reagan's policies toward El Salvador.

Q: What is the purpose of your trip in the United States?

A: Well, I have been invited by a group of concerned faculty people, just to meet with people interested in what's going on in El Salvador — people interested in finding out about the problems of El Salvador, not in terms of the good guys and the bad guys, with the saviors of the Western values on one side and the Commies and all that on the other side, but those that really want to understand what's going on. And what I have is an analysis of the situation, and they thought that I could be of some help, just by bringing in some facts and analysis, and typical experiences of El Salvador. The main goal is just to help people analyze the situation.

A very simple-minded analysis of that is an East-West confrontation, and that we are "with the Gods," and rights, and so on. Well that can satisfy those with a lot of prejudice, or those who want to tranquilize their consciences, but they don't help at all to solve the problems and to get out of this civil war. So reality is much more complex, and our work has almost nothing to do with an East-West conflict. Now the problem here is that the basic policy of the United States is based under that consideration. That's nonsense, which is how people explain things in El Salvador. I mean, that's my personal philosophy.

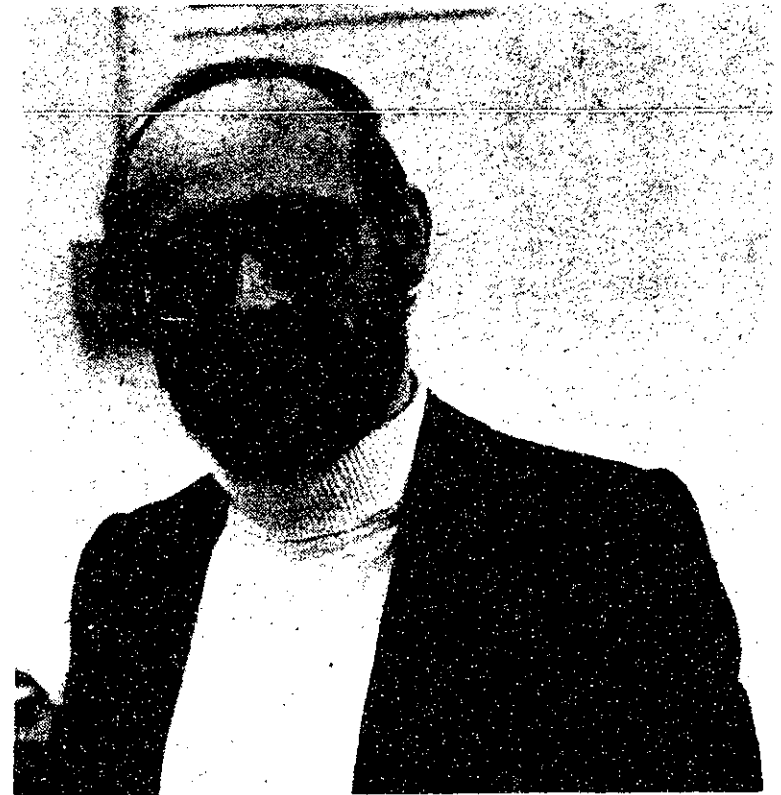
Q: What group of professors invited you?

A: It was Faculty for Human Rights in El Salvador.

Q: Do you hope to get any kind of reaction from those that you speak to?

A: Oh, no, no, no. It's just an ongoing process, it's an additional input. It's important for people to be well-informed, to have facts, to analyze scientifically, and not to be led just by ideological interests, or ideological analyses, but to have up here a picture which can help at a given moment to best design more serious kind and more adequate policies for Latin American countries.

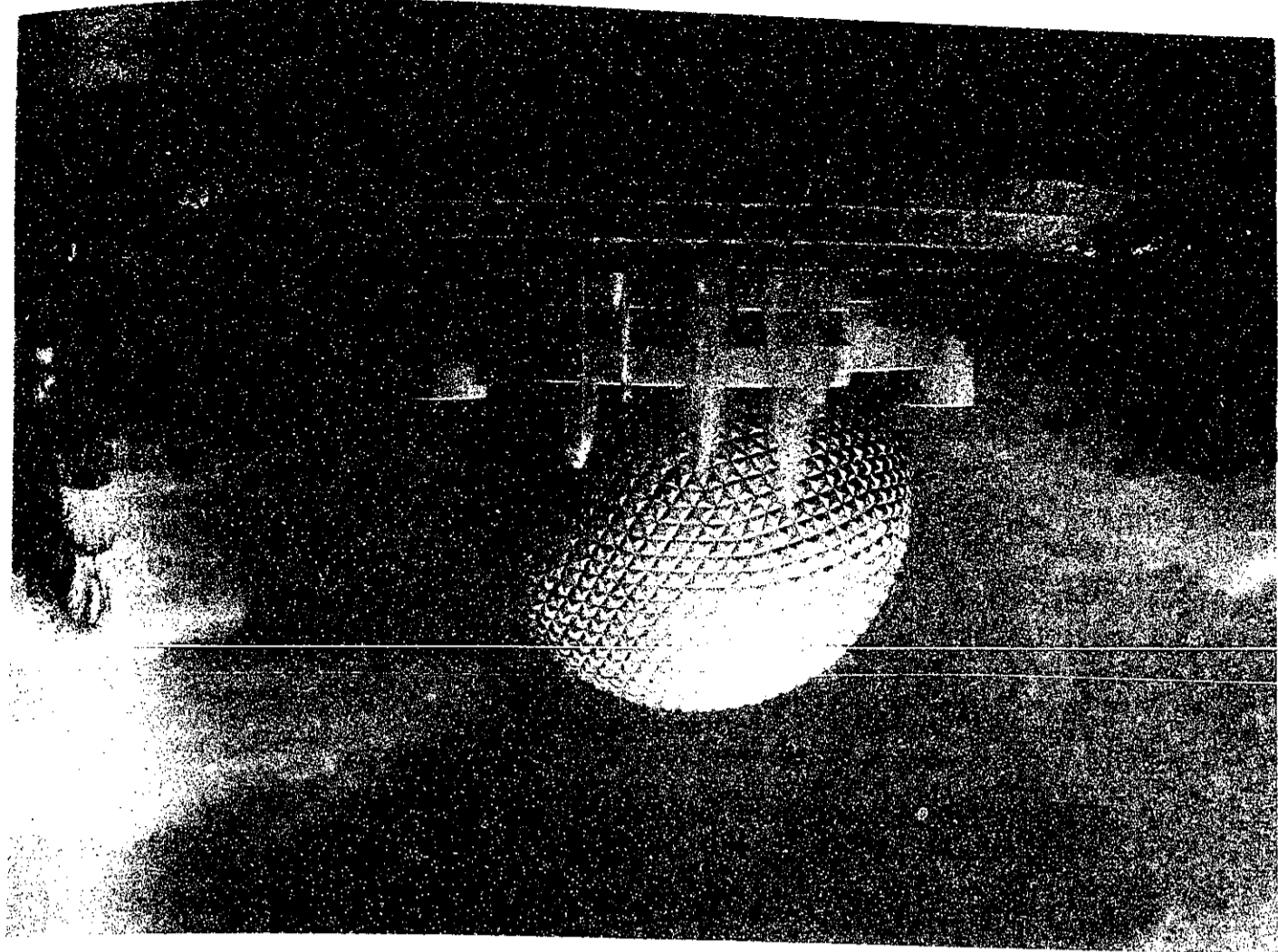
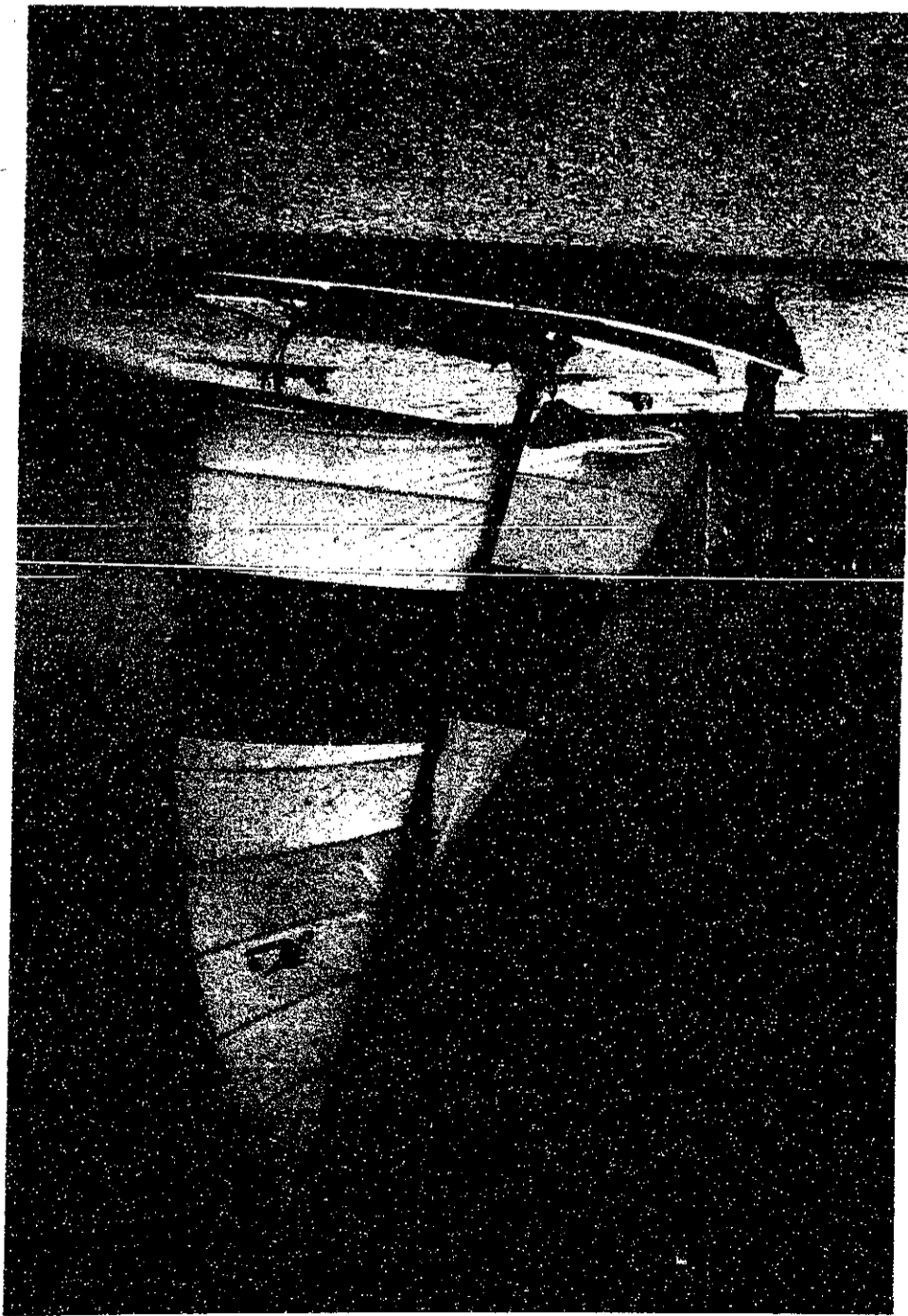
And you know, in the sense that we can help to form political opinions, well, okay, but that's not my main concern. My main concern is just helping to provide an analysis and the understanding of what's going on down there. Now, the other thing is a matter of opinion: it's your problem, and it's your duty to see what steps you should take once you do your own analysis, and I don't pretend to impose my analysis on you. I just present what I think [are] the facts and the reality of the situation.



Photographs by H. Todd Fujinaka

Spring Break '85

by
Shari Jackson
and
Steven
Wheatman



ARTS ARTS ARTS ARTS ARTS ARTS ARTS ARTS ARTS ARTS

Metropolitan Opera pleasant but not excellent

Metropolitan Opera performs Tchaikovsky's Eugene Onegin at the Wang Center, Boston, April 23.

Tuesday's Metropolitan Opera performance of Eugene Onegin was mixed: The evening was pleasant, rather than stunning, but not without its high spots. Most of these were contributed by David Rendall who sang Lenski, the lover of Olga who ends up getting shot in a duel with Onegin.

Rendall is a lyric tenor with enormous feeling for the drama of words, and was completely at home with the Russian text. He alone among the singers conveyed every nuance of understanding without requiring the audience to know a word of Russian. We see Lenski as a warm character, but an impetuous and jealous one whose life is destined to be reflected in his great Act II Scene 2 aria. Against a stark early morning country backdrop, we see Lenski alone, and Rendall's rendition of the aria could not have been more impassioned or more beautiful.

Other notable performances included a nicely-done Triquet by Anthony Laciura, and a solid Prince Gremin from Paul Plishka.

Carol Vaness sang Tatiana — the woman rejected by Onegin later to reject him — and especially towards the end we heard some stately singing. In Act III, with Onegin at Tatiana's knees, Vaness projected with a clarity that gave her a grand sense of presence. But there were long passages where one felt uncomfortable with her performance: The extended Act I scene with the servant Filippievna was an example of a lost opportunity: Vaness lacked drama here either in voice or action and the scene seemed to drag. And Victor Braun was not an outstanding Onegin, too heavy and unobtrusive.

The sets were evocative, lighting soft and illustrative. The lead up to the duel between Onegin and Lenski was tightly staged, there was color to the singing of peasant women in Act I, and dancing in

Act III was stylish. But too much of the other action was static: we have moved beyond the age where singers are required to do no more than stand there and sing.

The orchestra played competently under Thomas Fulton, at times rising to dramatic effect, especially to accompany Lenski's lonely soliloquy before the duel: The music was haunting here and drew deeply of the essence of Tchaikovsky's score.

Note: There are two remaining performances of the Metropolitan Opera available at a discount to the MIT Community as part of The Tech Performing Arts Series: *Simon Boccanegra* tonight at 8pm; and *Hansel & Gretel* tomorrow at 1:30 pm. Tickets (\$8 for Simon, \$5 for Hansel) can be purchased at the Technology Community Association, Rm. W20-450; call 253-4885. \$8 Rush tickets, for students only, will also be available tomorrow at the Wang Center box office for *Così fan Tutte* to be performed tomorrow at 8pm.

Jonathan Richmond



Frat Boys and Hollywood Sexploitation

Fraternity Vacation, written by Lindsay Harrison, produced by Robert C. Peters, directed by James Frawley. Starring Stephen Geoffreys and Sheree J. Wilson. Playing at Sack Beacon Hill

Fraternity Vacation is the latest in the high school/college-students-hope-to-get-laid type of movies. Of course, most of these movies are stupid and frivolous, but given their proliferation one has to judge them in the context of movies of the same type.

"Teenage exploitation" movies, as some people call them, are about the only genre of films which Hollywood consistently produces these days. They can be pretty fun if you're in the mood for them; some of them can be better than others.

Anyway, *Fraternity Vacation* falls in the lower half of these movies. There are some original jokes, but nothing out of the ordi-

nary. There's no compelling reason to see the movie.

It might have been better if it had been about an entire fraternity's vacation, but instead it concerns only three members of a frat — typically, two horny upperclassmen and one nerdy freshman — who go to Palm Springs for a few days' relaxation.

Back home in Iowa, everything's in black and white, but when they get to Palm Springs the movie transforms into color. *The Wizard of Oz* used this same effect when Dorothy went over the rainbow. In *Oz* there were lots of munchkins, witches and other ghoulies, while in Palm Springs there's an abundance of girls in swimsuits and beer.

The upperclassmen are out to show the freshman a good time because his father has bribed them. The freshman, however,

is more concerned with watching stars through his telescope than with watching the girls out at the pool. Soon enough, of course, the theme changes and the freshman is on his way to lose his virginity while his older frat brothers are on their way to jail.

There's an interesting appearance by John Vernon as the town police chief who hates the out-of-state kids who come to party in his town. Vernon played the bad Dean Wormer in *Animal House*. Were we really suspicious we'd think this movie was relating college deans to the police, but fortunately, we know better.

The guys get involved with members of a rival frat in a contest to see who can be the first to seduce a local "major-league" girl. Typical movie-fantasy madness results.

In the end all the students get together and give the one up to the police. Like a lot of teenage sex comedies, the theme of community is important here. It's okay to compete against each other when you have nothing better to do, but when authority figures start hassling one of your own, one must stick together.

Like many westerns of the 1940's, these movies tell us that people have to stick together to do anything. While in the westerns they were trying to tame the West by resisting outlaws, in modern teen sex-comedies, people are just out to ensure they can have a good time, even if it means defying the police.

Fraternity Vacation is nothing remarkable and not worth seeing unless you're really in the mood for this type of movie.

Dan Crean

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MIT/22

Students call for MIT divestment

(Continued from page 1)

vestment represented an "enormous" amount of the South African economy.

Gray disagreed: he said American investment corresponds to "somewhere between one percent and three percent" of the economy, he added.

The crowd then jeered at Gray, shouting, "Liar, liar," until Gray told them, "You better be god-damn careful when you call me a liar, because I think in this case I know more about the facts than you do."

A protester then replied: even if US investment was one to three percent, a move toward divestment would still be more effective than "these ridiculous Sullivan principles."

"There are three things that need to be said about US economic activity in South Africa and about the impact of divestment," Gray answered. "The fraction of the economic activity in that nation which is represented by United States owned corporations is very small. . . and that's not a lie; look it up."

"Second point," he said. "You suggest that divestment will cause that economic activity to cease, and thereby destabilize the government. The first question that has to be answered is: will divestment by MIT, or any other educational institution, have some effect on a corporation whose securities we are divesting."

"I recognize that my answer may be different from yours, but I want you to know what my views on it are. My view is that divestment will have no effect on those corporations," he said.

One of the protesters then called out, "It'll affect MIT's profits."

"You ought to be concerned about MIT's profits," Gray answered, "because they pay half of your educational costs." However, several people in the crowd shouted back, "not at the expense of other people's lives."

Gray eventually continued, "The third point is that . . . even if those American corporations decide to get out of South Africa, they cannot get out except on a firesale basis, by abandoning those assets, because the laws of South Africa do not permit it."

"So its not a matter of that activity ceasing, its a matter of those corporations turning that activity over to South African corporations, or German corporations, or Italian corporations, or someone else. The activity is not going to cease; its control is going to change. That will be the only consequence of a decision by an American corporation to stop its activities in South Africa," Gray explained.

"The Sullivan principles have been a set of guidelines that have been put forward as applying to American corporations operating in South Africa," he said. "And a large number of corporations have subscribed to them. We have used them as a basis for deciding which companies we are going to be investors in and which ones we are not."

The Sullivan principles are in force in both American and South African corporations and include about 1,000,000 total workers, Gray said. "So the impact on [the South African] economy is approaching . . . ten percent of the workforce. It is much more than if you measure it by US corporations alone."

The protesters then asked Gray if it was not more moral to make a gesture, even if it were economically ineffective. Gray replied by asking whether MIT should try to make "an empty gesture" or whether it should attempt use its influence in a constructive way. "Is that presence a positive or negative force with respect to change in South Africa and the eventual elimination of Apartheid . . . My belief is that it is a positive force."



President Paul E. Gray '54 addresses Apartheid protester Shiva Ayyadurai '85. Tech Photo by H. Todd Fujinaka

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Interested graduate students should contact the GSC for more information, and to schedule an interview. The GSC office is located in Walker Memorial, 50-222 (above the Muddy Charles Pub.) Office hours are 1:30 - 5:00 p.m., phone x3-2195, or contact John Lucassen at 3-6264.

-The Nominations Committee of the Graduate Student Council

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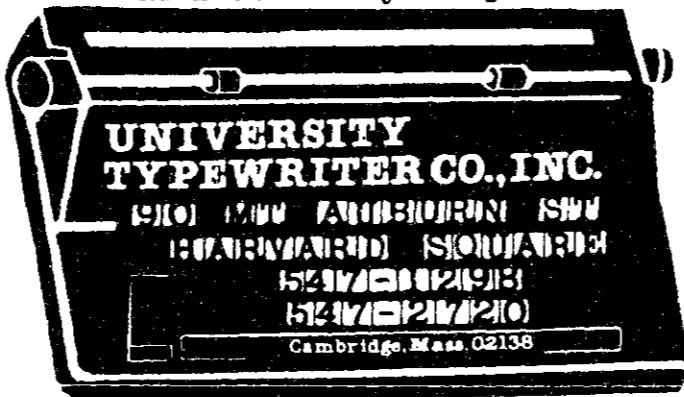
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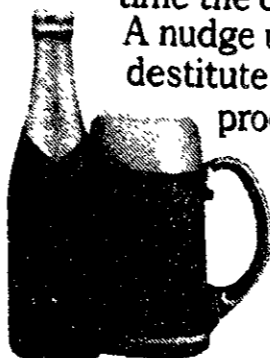
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Byers to retire in 1987

By Andrew Bein

Robert M. Byers Sr., director of the MIT News Office, plans to retire in two years. The search for a replacement will be completed "within the next couple of months," according to Kathryn W. Lombardi, executive assistant to the president and manager of Campus Information Services.

Byers has served for 15 years as director. He was assistant director for 10 years before that. He plans to officially retire in June 1987.

Byers described his and his successor's responsibility for "managing the interactions between the outside news media and the university."

The position "is one of the key university public relations jobs in the country," Lombardi said. "Over 200 applications have been received, and we continue to get inquiries." The applications have come "from the media, from universities and from the government."

They will be looking for a number of different qualifications in applicants, Lombardi said. These qualities include "experience in either print journalism or broadcast journalism, . . . managing information for a complex organization [and] familiarity with issues regarding science and technology," she explained.

Byers said one of the problems that complicates the search pro-

cess is that the director must be "somebody who has an interest in, and knowledge of, electronic journalism as well as print."

"Our sense is the people from the print media may have a bit more of what we are looking for," Lombardi said. But there is "a feeling that MIT has not been putting enough emphasis on electronic journalism. We're not entirely sure we'll find all these qualities in just one person."

"We're taking the time to find the person, it's not like there is a void there. We're just in the beginning stages of interviewing," she said.

President Paul E. Gray '54 and Vice President Constantine B. Simonides will also take part in the decision, as will members of the administration who will work with the new director, Lombardi said.

"I will be making a recommendation to the vice president and the president and I am consulting with others during the process," she continued. "I will be interviewing every person. Walter Milne [assistant to the Chairman of the Corporation and to the President] is also involved."

The News Office has been very successful with the press over the years, according to Lombardi. "MIT has a very good reputation

in terms of credibility. We don't make the press pay attention unless we really have something to say," she said.

For the future, "we plan to take a little more initiative on broader institutional issues that we feel deserve attention," Lombardi added.

The News Office could play a part in attracting a more diverse student body.

Lombardi said there are "different ways to talk about the kind of student we're looking for. We want solid math and science, but we do not want them all to major in electrical engineering and computer science. High school students may not have a full idea of the kind of range we offer. We do have to get out the idea of what we offer at MIT."

Byers plans to retire on June 30, 1987. "That's when I will be 60," he said. "The University has an early retirement program intended to encourage people to retire at age 60," he added.

"There have only been three news directors at MIT since 1926," Byers said. "One served for 30 years."

Byers will be "working on special long-term projects, rather than the day to day operation of the News Office," after this summer, Lombardi said.


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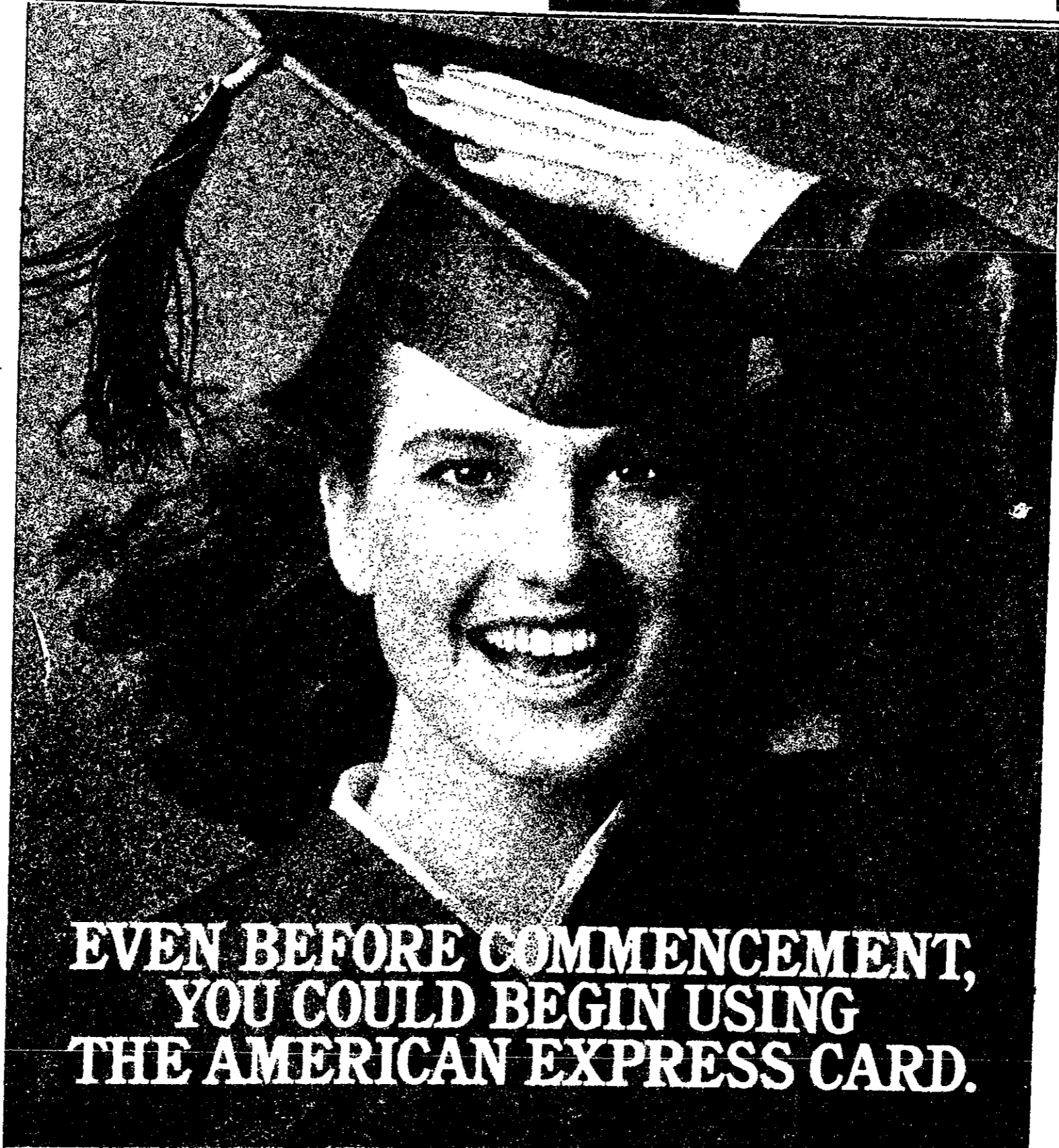
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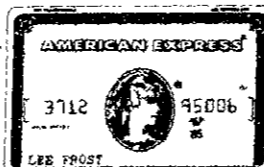


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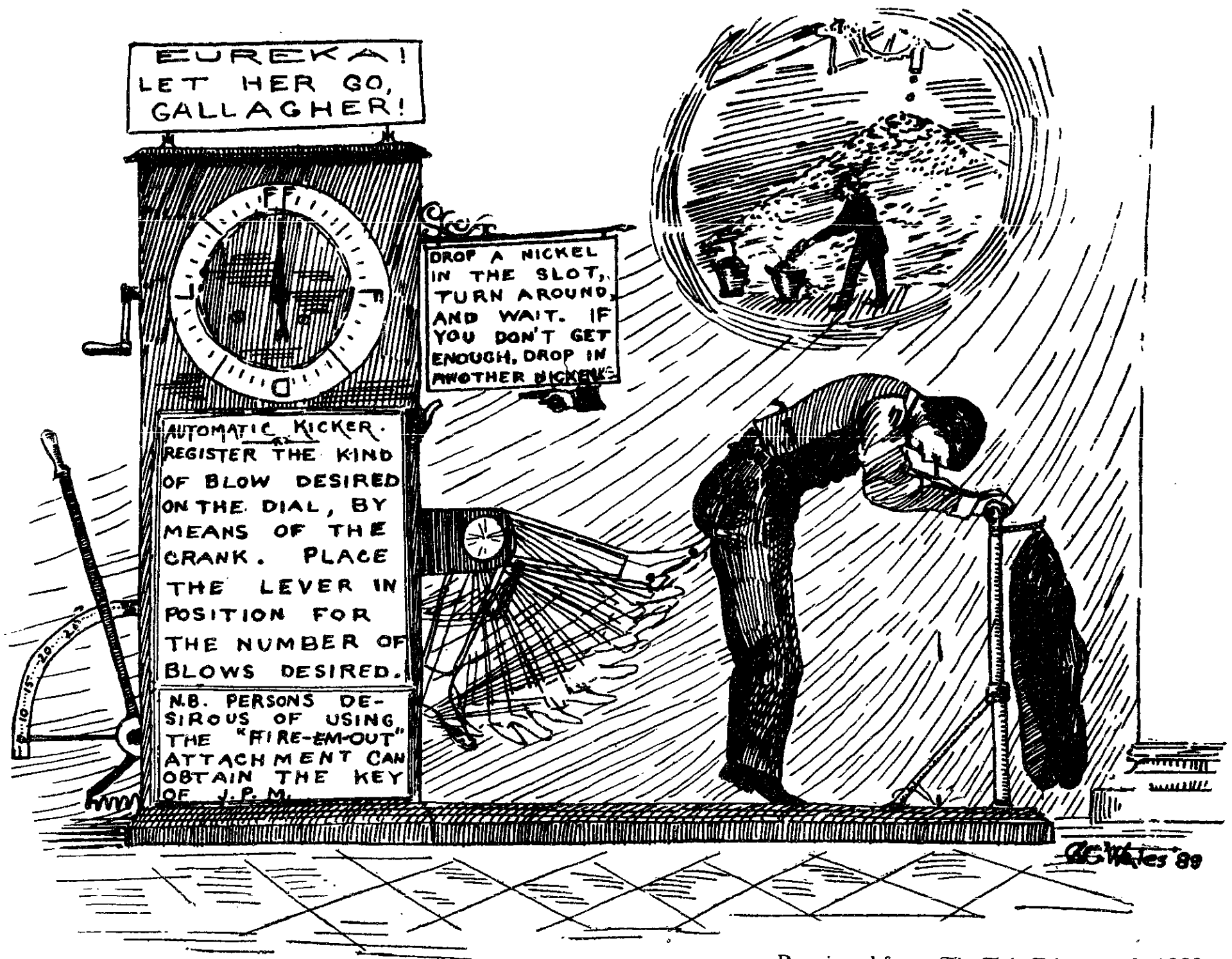
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Tech Photo by H. Todd Fujinaka
 Professor Willard R. Johnson waits to speak at the Apartheid rally.

MIT groups fight Apartheid

By Michael J. Garrison

The MIT Coalition Against Apartheid protested the South African government's Apartheid policy on the Student Center steps Wednesday.

After several introductory speeches, Willard R. Johnson, MIT professor of political science and the head of Trans-Africa, delivered his featured address to a crowd of over 100 people.

It is time for MIT to divest itself of "any connection to South Africa," he said. MIT has approximately \$65 million invested in companies with South African holdings, according to Shiva Ayyadurai '85, one of the earlier speakers.

Johnson asserted, "Our job is to put the kind of moral and fi-

nancial pressure on South Africa" which will force South Africa to end Apartheid. "There is no word we could use here today which would be as obscene or troubling as the reality in South Africa itself."

Johnson referred to a 14-year history of student protest against Apartheid. The protests began, according to one of the speakers, in 1971 as a part of the anti-Vietnam War movement.

The original result, Johnson said, was a policy which foreshadowed the current Sullivan principle. That principle calls for corporations which operate in South Africa to work to improve conditions within that country.

Johnson denied divestment would be an immoral act of

"washing our hands" of responsibility. "It is not a matter of walking away from the problems, it is a matter of seeing these problems," he said.

Massachusetts, Johnson said, was the first state to divest its pension funds from South African investments. "Since that time four other states have joined" Massachusetts, he said.

"Since I began [this speech]," Johnson added, "one [South African] has been arrested . . . and two have died of malnutrition. . . . People are dying in jails again. . . . Divestment has been the only thing that makes South Africa worried."

Johnson urged MIT students to support the Anti-Apartheid Act of 1985, which is one of

(Please turn to page 23)

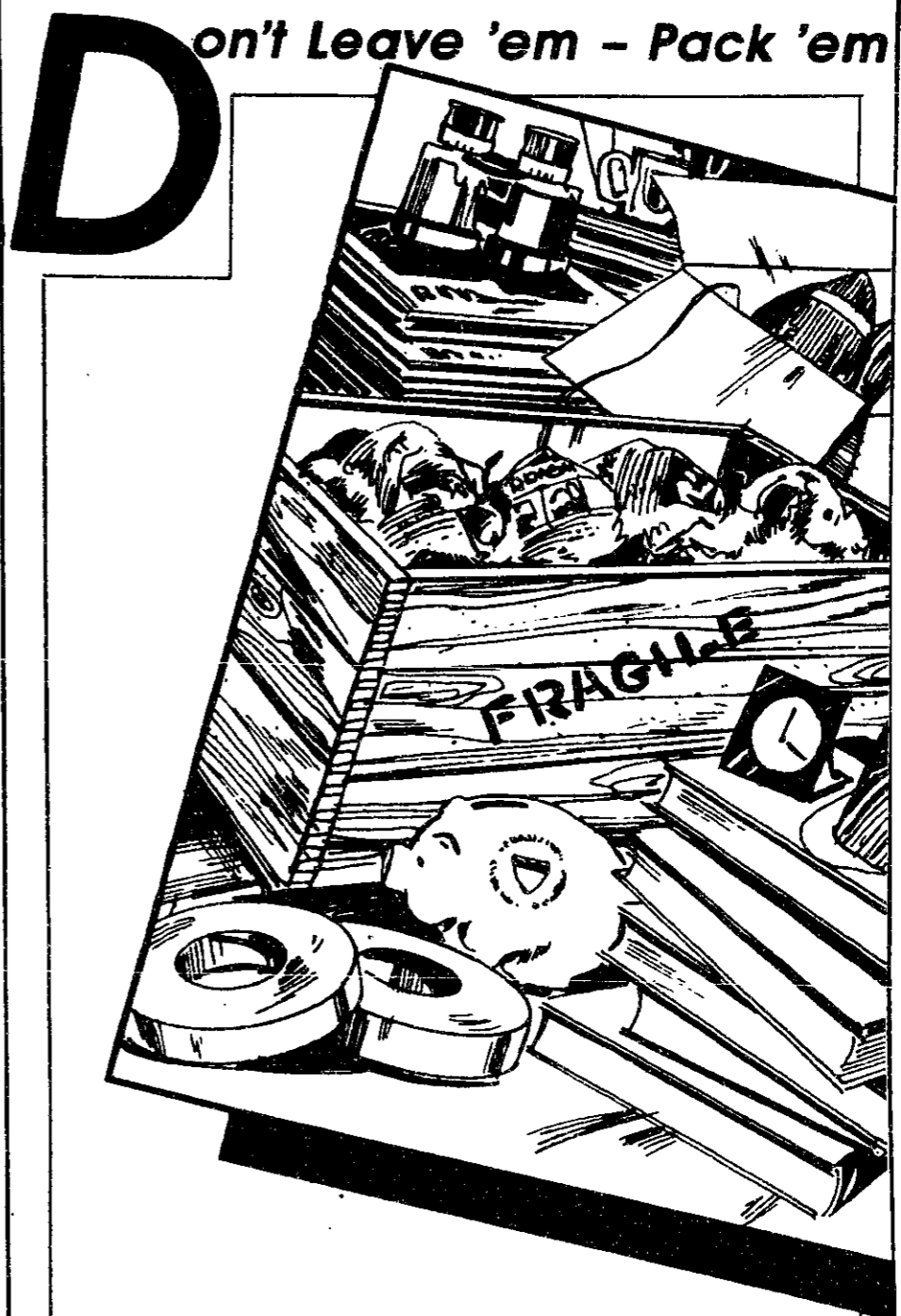


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Students gather in anticipation of Wednesday's anti-Apartheid rally.

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The sage approached her and explained that she was the daughter of a great king and queen and that she came from another kingdom. She listened and the light of knowledge dawned and she left with the sage, they married and lived happily ever after.

No. What actually happened was that she went back to the kingdom and discovered that her parents had died and she had inherited a lot of money, and she lived flagrantly but happily ever after.

No. I'll get the story right. What happened was that she realized she was not who she thought she was. So she decided to walk on two feet and give up flying.

Anyway, someday when you run into your spiritual teacher, you'll realize that you're not a flamingo. That's my point. You will change. The sleeper inside you will begin to awaken and you will find that you are far different from the person you supposed yourself to be.

— Rama in conversation at the
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MIT groups rally against Apartheid

(Continued from page 19)
 many Congressional bills concerning South Africa. He cited the recent passage of a measure designed to restrict aid to Nicaraguan rebels.

Protests elsewhere

At Harvard University, protesters forced their way into 17 Quincy Street on Wednesday morning, according to Mike Hirschorn, managing editor for the *Harvard Crimson*. He added that the protesters made no demands. The protesters left the building at 5 pm.

The building serves as the Harvard Corporation Headquarters, according to Cynthia Palmer, a freshman at Harvard. She said there were about fifty protesters in the building.

"Inside, they're just quietly reading books and articles on South Africa because it's supposed to be a learning experience," she continued. "We don't think there will be any arrests, but it's still uncertain."

Harvard President Derek Bok was in Washington Wednesday. The demonstration was held in spite of this because Wednesday was the National Day of Student Protest Against Apartheid, Palmer said.

At Columbia University in New York, leaders of a three-week blockade of Hamilton Hall

announced the blockade would end Thursday, according to a *New York Times* article on Apr. 23. The decision was made before an injunction was issued against the protesters on Monday.

Justice Burton S. Sherman of the State Supreme Court in Manhattan ordered all locks to be removed from the front doors of Hamilton Hall, but also set aside an area where the students could continue their protest.

The demonstrators demanded that Columbia divest itself of over \$30 million of stock in companies which deal with South Africa.

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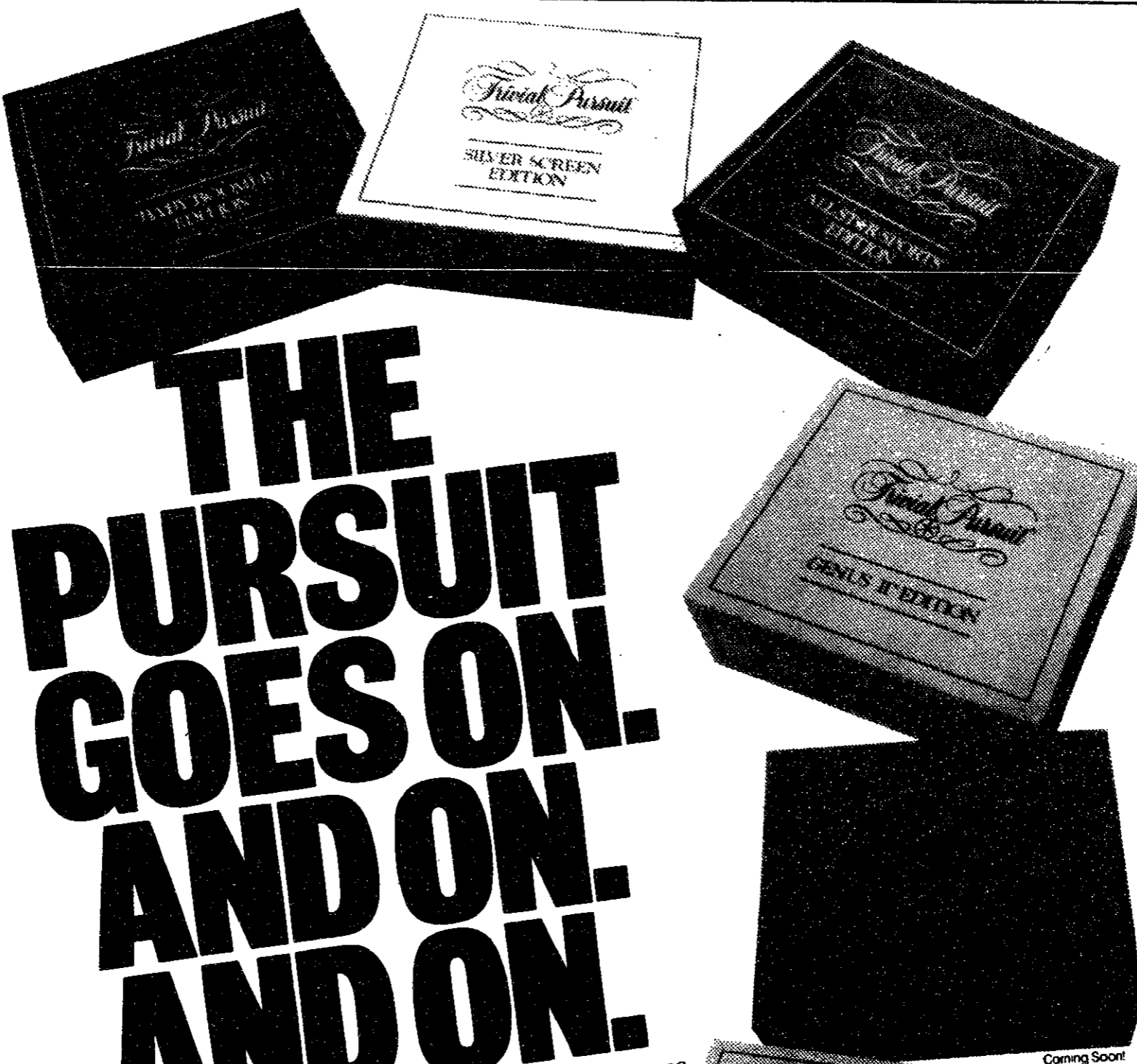
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sports

Track tops visiting WPI

By Arthur Lee

Greg Procopio '85 rocked back on his right foot. His balance was maintained. He made sure of it. In one fluid motion, he spun around and the shot went off perfectly from his shoulder. It landed at a distance of 44' 5 1/2". His next throw was not so good, however, but the WPI shot putter who hounded Procopio all afternoon came up one inch short. The victory was sweet for Procopio.

And for MIT.

The MIT Engineers squeaked past their Worcester visitors by a score of 84-79. It all came down to the last event of the afternoon: the 1600-meter relay. Winner takes all. Simple as that.

Procopio cheered on his teammates. "It's a lucky thing I won the shot." The joke was in his eyes, but the statement took on serious overtones. It was indeed fortunate that every MIT competitor won what he won. Co-captain Pat Parris '85, Gordon Holterman '87, Bill Kelly '85,

Ross Dreyer '86, and Sean Garret '88 all contributed to the win. There were others, too, who did their share.

"Good hand-offs, guys," someone yelled.

Earlier in the 400-meter relay, the MIT squad dropped the baton during a hand-off. Confidence was blown. Five precious points were lost. Winner takes all. Simple as that.

The gunshot started the 1600-meter relay. Simultaneously, the Accutrack system was set off. The Polaroid camera was ready to provide photo-finishes, if necessary. John Hradnansky '85 ran after his WPI competitor, who was ahead because of a stagger. He made up some of the distance. But not enough.

Charles Parrot '87 took the baton. No problem. Fast was the word. Parrot made it a foot race well worth getting high blood pressure for. He made it seem effortless.

Alex Menchaca '85 almost lost the slim lead. His WPI competitor shot out of the relay area like

a "bat outta hell." Menchaca stayed cool and ran his race, slowly gaining on the leader. He beat the WPI runner to the hand-off.

Co-captain Ron Smith '85 ran the anchor leg. It was elegant. Poetry in motion. Smith took off and never looked back. He beat the WPI anchor to the Accutrack eye by 2.7 seconds. The total time was clocked at 3:24.1. It was the fastest 1600-meter relay time ever for the MIT squad, and they put it to very good use.

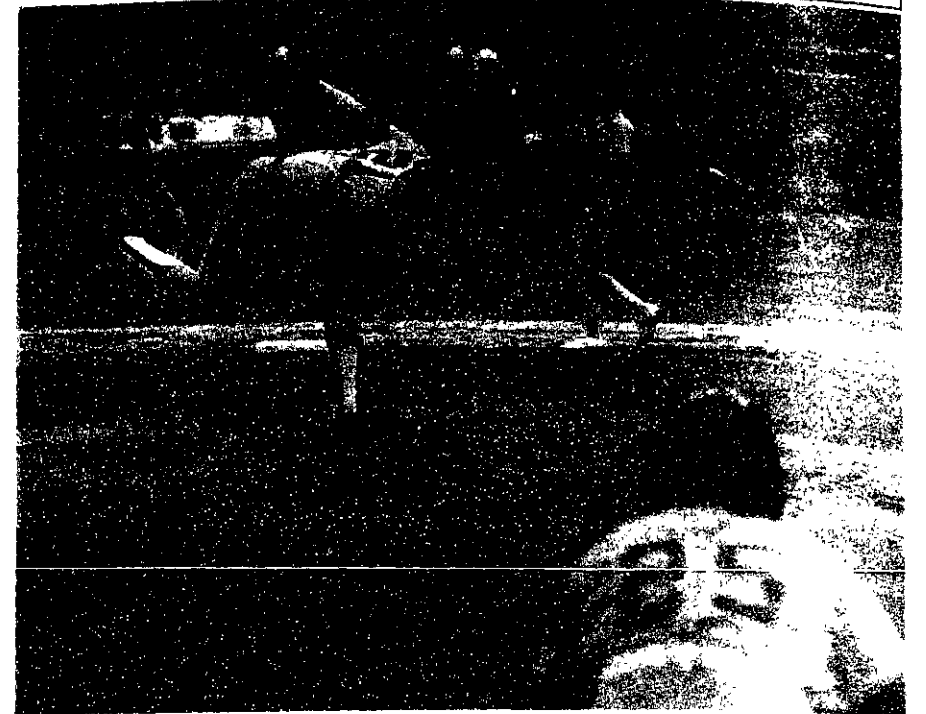
"Yeah, that's the way to do it!" shouted MIT assistant coach Halston Taylor. His hand was clenched into a fist, telling everyone and no one in particular how he felt at that moment.

Sweet victory. Yeah.

Lord Jeffs run over lacrosse

By Paul Paternoster

The dismal weather was merely a sign of things to come for MIT's lacrosse team Monday, as they prepared to face Amherst in



Tech photo by Sidhu Banerjee

Doug MacLeod '86 warms up with catcher Craig Poole '86 before a game against Boston University April 6. MIT won the game 11-4.

a midafternoon contest.

Like the sun trying to burn its way through the clouds, the Engineers tried to keep themselves in the game. As the game progressed, MIT showed signs of promise. Their effort was not successful, however, and as the sun disappeared behind the clouds for good, the Engineers had been defeated 12-2.

The squad fought hard in the first half. The crowd, estimated at 5-7 people, witnessed good ball control by the MIT offense. Led by midfielder and co-captain Mike Ambrogi '85, the Engineers were able to maintain possession for most of the first quarter. Mike Foley '87 and Mike Vogel '86 also played a key role in keeping the play down at Amherst's end of the field.

For the game's first 10 minutes, MIT's defense, led by co-captain Mark Brine '85, provided solid protection for goalie John Griffith '88. The Lord Jeffs of Amherst had little success penetrating the MIT fortress.

Even with this impressive early effort, the squad could not put anything on the scoreboard. The number of missed shots and unconnected passes increased with each MIT offensive drive. It was only a matter of time before the momentum swung to Amherst's favor.

The damage began after an MIT missed shot. Amherst broke out quickly, and found a weakness in the Engineer defense. They exploited it, leaving Griffith at the mercy of an Amherst player wide open in front of the net — 1-0. With 4:38 left in the first

quarter, the ice had been broken.

Little over a minute later, the Lord Jeffs scored again, after an MIT penalty.

The first quarter ended with the Engineers having little to be ashamed of. As the players huddled around Coach Walter Alessi, they were still very enthusiastic and into the game.

Back-and-forth play characterized the second quarter. Although MIT had opportunities, it failed to capitalize on them. Amherst was able to increase its lead to 3-0 early in the quarter after an Engineer defensive lapse.

Late in the half, things finally clicked for the Engineers. Vogel scored with 3:22 left, after some fancy passwork with Foley and Ambrogi, pulling the squad to within two goals of the Lord Jeffs.

The half ended on a sour note, however, as an Amherst attacker stole the ball from Ambrogi and whizzed a shot passed Griffith. The half ended with the Lord Jeffs up, 4-1.

The second half could be summarized in one word, *Amherst*. MIT did not display the same tenacity in the second half, and every mistake the Engineers made seemed to add one to the Lord Jeffs' score.

Amherst scored eight consecutive times before MIT's Robert Greenfield '86 added the last goal of the game for a 12-2 finish. Rich Rice '87 and Fred Paster '87 assisted on the goal.

MIT will still be looking for its first win when it plays at home against Bates College tomorrow. Game time is 2 pm.

Softball takes doubleheader

By Chris Kelley

Spring provided one of its best days for Saturday's doubleheader. In an unattended corner of Briggs' field, the softball team, on a roll after some early setbacks, was ready to do the same kind of damage to visiting Brandeis that it had performed on Emmanuel just two days earlier.

MIT did exactly that, adding two victories over the Judges to its tally of successes.

The opening game started slowly. The Engineers sent a string of high fly balls into the grateful hands of the opposition.

Brandeis came on strong at the top of the second. A loose foul ball and a long field shot put the Judges on the scoreboard, 0-2.

What was not possible on a day like this? Defeat, perhaps. But then, the day could hold another win for this MIT team that had not known much victory yet, if the players could hold together.

MIT's first swipe at the ball, from Louise Jandura G, was good for three bases, with some help from Brandeis errors. The second was worth two, driving the first run home. The third, a sacrifice fly, evened the score.

It was too early to call the contest, but the balance of power was clear. Brandeis fumbled too many MIT singles into doubles; the Engineers dominated both pitching and hitting.

But no more runs materialized, and MIT could not close down the game.

The top of the fifth arrived, and the Engineers led by a single run. A seemingly endless line of Brandeis batters approached the diamond with various versions of the same determined look.

Looser play by the MIT defenders and greater success in hitting Jandura's pitches let the visitors rack up an impressive seven runs in what seemed a particularly long inning.

Bitter tidings? Julie Brown '88 walked, and then a strike out.

There were no clouds for the sun to break through, but a turning point came when MIT finally got a clear shot through to the outfield, bringing the third run home and setting up runners on first and second.

Fate intervened in the form of a stunning error by the Brandeis shortstop in returning a ground ball from Mary Cox '86, which loaded the bases.

A second out, which brought in another run, cautioned against too much premature celebration, but the team seemed possessed with (justified) confidence.

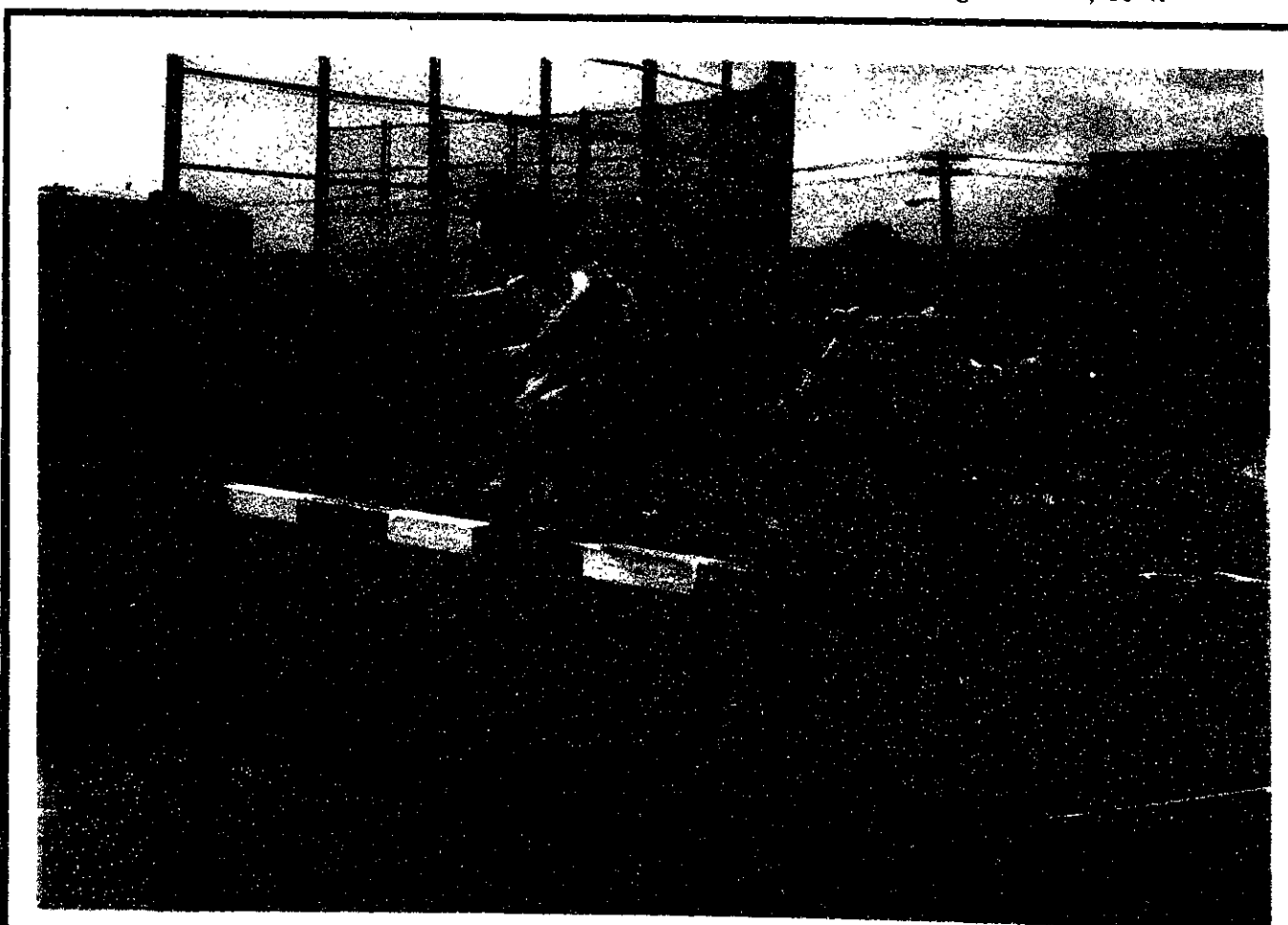
Marjorie Bump '87 then brought home her teammates on second and third base. Coach Jean Heiney's earlier reminder that the team needed only six runs to tie the game seemed an understatement of the potential of the moment.

A walk and a single again set MIT up on all three bases. Brandeis' pitcher then delivered the *coup de grace*, serving up two consecutive walks and tying the game. The Judges escaped the inning without receiving further damage, but the tide had turned.

Out on the field, MIT stayed on top, stopping the visitors with a double-play, followed by another Jandura strike-out.

At the end, MIT held the victory, 10-9. It never really seemed that close. The Engineers played like a boxing champion that had to be lured out to fight, but was ready to punch back decisively.

Later in the day the team came out to do it all over again, defeating Brandeis, 10-4.



Tech photo by Sidhu Banerjee

Gordon Holterman '87 (l) and Brian Callaghan '87 (r) jump the barrier in the Steeplechase event April 6 against Bowdoin and Bates. Gordon finished first, and MIT won the meet 110 vs. 53 and 39 for Bowdoin and Bates.

Women's tennis pounds Wheaton College, 6-3

By Victor J. Diniak

The women's tennis team raised its record to 13-2 on the season with a 6-3 victory over visiting rival, Wheaton College, Tuesday afternoon.

Captain Lisa Shields '85 took the first singles match in straight sets with a 6-2, 6-4 win over her opponent.

Wheaton answered, defeating second singles player Heather Pickford '86 6-4, 7-5 in what fourth-year head coach Candy Royer described as a "good, tough match."

Mimi Ing '87 fell behind 2-5 in the first set of her match but bounced back to tie the set at six and win the tie breaker. She went on to roll over her opponent, 6-2, in the second set to give MIT the third singles match.

Keiko Yamaguchi '88 and Kay Lin '87 took the fourth and fifth

singles matches with scores of 7-5, 6-2 and 6-2, 6-4, respectively.

Janyce Mitchell '88 came from behind to give the Engineers a victory in the sixth singles match.

In doubles action, Shields and Jennifer Hyman '87 posted a victory in first doubles play. Wheaton took an abbreviated second doubles match, 6-4, and took the third doubles match by default.

Royer described Wheaton as "one of the tougher teams we've played."

"They are a new team with many talented freshman," she said.

She described Tuesday's victory as "an interesting match," noting that "practices haven't gone well lately, but the team came out and played well."

The Engineers will finish their season at home today against the Brandeis Judges.