

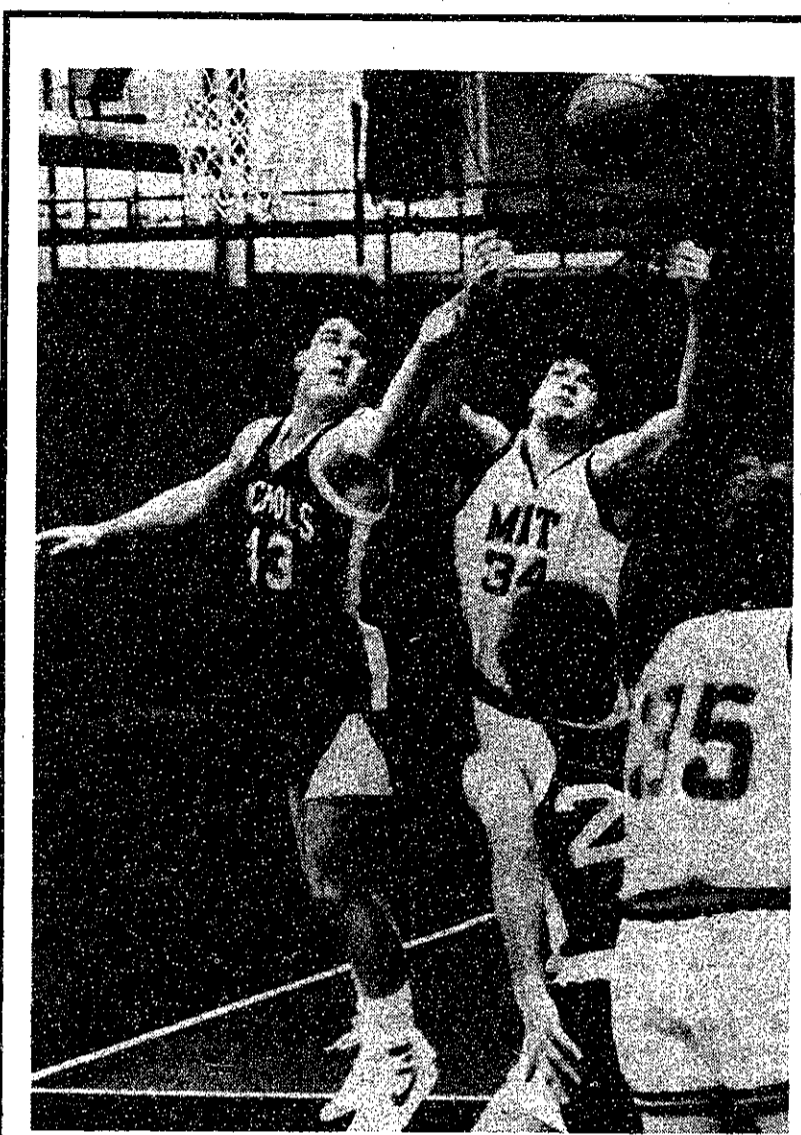
Continuous
News Service
Since 1881

The Tech

MIT
Cambridge
Massachusetts

Volume 106, Number 1

Tuesday, February 4, 1986



Tech photo by H. Todd Fujinaka
Bruce Mihura '89 goes for a rebound during MIT's last home game vs Nichols. MIT won 64-60. The next home game is Saturday vs. Emerson.

UA urges tenure review Prompted by tenure denial to math professor

By Earl C. Yen
The Undergraduate Association Council (UAC) passed a resolution on Jan. 23 calling on the MIT community to review the importance of teaching ability in the faculty's tenure-granting process.

"MIT should have a healthy dose of both teaching and research," said UA President Bryan R. Moser '87. "[But] teaching ability isn't even being considered."

The resolution cites that "review and evaluation of teaching and of other contributions" should be included in the tenure-granting process, according to *Policies and Procedures: A Guide for Faculty and Staff Members*.

"The faculty has control over the tenure process and is accountable to no one," asserted Michael V. Colao '86, a UAC member and an author of the resolution. "It must follow certain guidelines outlined by the Institute."

The unanimously-approved resolution was prompted by the Department of Mathematics' decision not to grant tenure to Frank E. Morgan '74, associate professor of mathematics, according to Alan B. Davidson '89, also a UAC member and author

of the resolution.

The Pure Mathematics Committee arrived at its decision on Morgan in December, according to Professor Arthur P. Mattuck, head of the math department.

"The actual details of each tenure decision are confidential," Mattuck said.

The committee's decision represented Morgan's final opportunity to receive tenure at MIT, Mattuck said. An untenured professor can remain on the faculty for seven years or until the faculty member has reached the age of 35 years, whichever of the two

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HP's Hewlett to speak at 1986 graduation

By Katie Schwarz

William R. Hewlett SM '36, co-founder of the Hewlett-Packard Company, will present the commencement address for the Class of 1986, according to Mary L. Morrissey, executive officer for commencement.

Hewlett will address the graduates at MIT's 120th commencement exercises on Monday, June 2.

President Paul E. Gray '54 selects the speaker from a short list prepared by the Commencement Committee and sends the invitation to speak. The list is not made public to avoid embarrassing those who are not invited.

Hewlett "represents American technology," said Janine M. Nell G, president of the Graduate Student Council and an *ex officio* member of the Commencement Committee. Both undergraduates and graduates suggested him as a speaker, Nell said.

Hewlett co-founded Hewlett-Packard with David Packard in 1939 and now serves as vice chairman of the board of directors. Hewlett-Packard is a major designer and manufacturer of precision electronic equipment and computers.

Hewlett served on the President's Science Advisory Committee from 1966 to 1969 and on the President's General Advisory Committee on Foreign Assistance from 1965 to 1968. He received a bachelor's degree from Stanford University in 1934, a master's in electrical engineering from MIT in 1936, and an Electrical Engineer degree from Stanford in 1939.

Hewlett will be the fifth commencement speaker from outside MIT in recent years. From 1965 through 1981, the president of MIT presented the traditional address. Other outside speakers included: Katharine Graham of the Washington Post (1982); Helmut Schmidt, chancellor of West Germany (1983); Shirley Chisholm, first black female member of Congress (1984); and Lee Iacocca, chairman of Chrysler (1985).

Pornography policy covered

By Andy Fish

Last in a series.

The proposed revisions to MIT's policy on X-rated and unrated sexually explicit films would eliminate special membership for student groups and set a gender quota for the MIT committee that screens such films.

The revised policy would also specifically permit the showing of sexually explicit films by faculty members as part of a class or an educational Independent Activi-

ties Period (IAP) event.

The issue of educational viewings of sexually explicit films was first brought up when the Lecture Series Committee (LSC) questioned the approval of *Not a Love Story*, a sexually explicit film, by the Office of the Dean for Student Affairs (ODSA). The film was shown as part of an IAP women's forum and was not reviewed by the screening committee.

The new draft did not stiffen

the sanctions applied to unapproved films or address the attendance problems of the screening (Please turn to page 18)

ACSR, students clash on divestment

By Earl C. Yen

The MIT Advisory Committee on Shareholder Responsibility (ACSR) "[has] not seen any evidence that the MIT divestment will hasten the ending of apartheid," D. Reid Weedon Jr. '41, chairman of the ACSR, informed members of the MIT Coalition Against Apartheid (CAA).

The CAA presented its case for divestment before the ACSR at a public meeting last December. The meeting took place Dec. 11, one week before the faculty voted 131-40 in favor of a resolution calling on the MIT Corporation to divest its South African-related holdings.

The ACSR is responsible for advising the MIT Corporation on

all investment proxy issues, according to Walter L. Milne, secretary of the ACSR and assistant to the chairman of the Corporation.

The Corporation's Executive Committee asked the ACSR in September to gather information on South Africa and on American companies operating there,

Milne said.

MIT should be prepared for the consequences of divestment before the Institute sells its stock in corporations that do business in South Africa, Weedon warned. When Columbia University divested in October, several companies revoked graduate scholar-

(Please turn to page 20)

The Tech joins Associated Press

By joint agreement with WMBR-FM, *The Tech* today becomes a member of the Associated Press (AP). *The Tech* will feature timely AP reports in its news update section on page three. The section will be titled "Associated Press News Roundup."

The Tech and WMBR will split the subscription cost of \$4400 and share the wire service for one year. In the new *Tech* format, sources for news items (such as AP, *The New York Times*, or *The Boston Globe*) will be listed parenthetically next to the item.

Robert X. Black G will now provide weather forecasts from the observatory in the Green Building.

Frosh get "linked" sections

By Mary Condello

The Office of the Dean for Undergraduate Education has begun to place groups of freshmen together for the same physics and calculus recitations as an educational experiment.

Peggy Richardson, assistant dean for undergraduate educa-

tion, had the Schedules Office assign as many groups of students as possible to be together for both Physics I (8.01) and Calculus I (18.01) recitations at the beginning of last term.

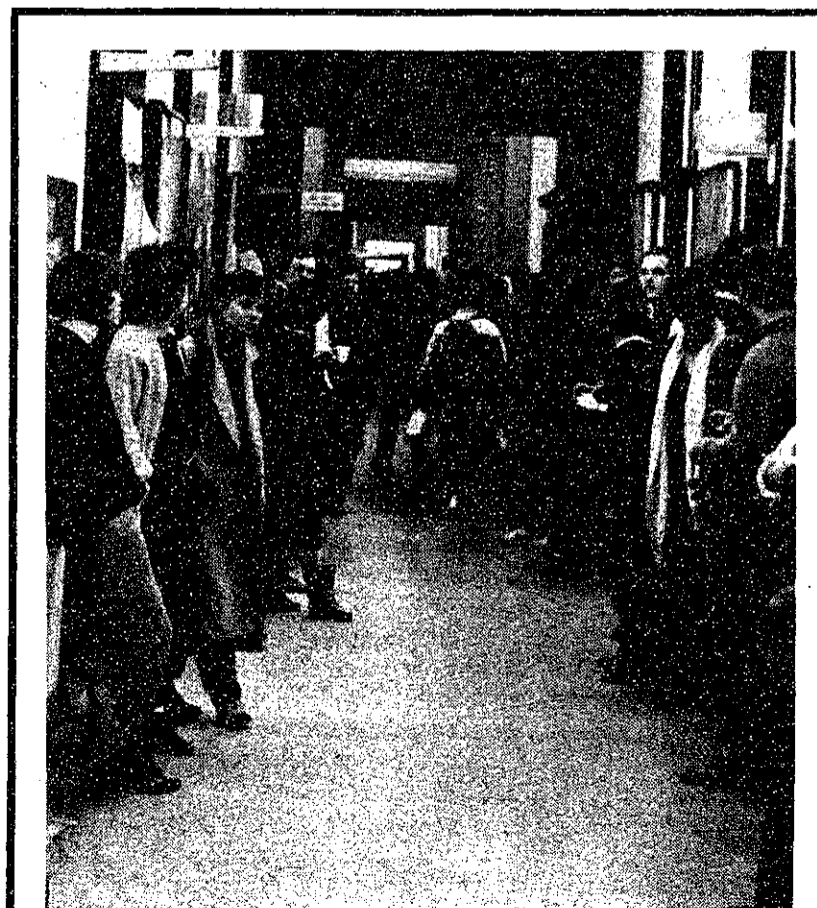
Richardson hoped the freshmen in "linked" recitations would get to know each other

better because they shared both classes. Her goal was to have the freshmen feel more at ease with their classmates, ask questions more readily and ultimately do as well as possible in both classes.

Students' responses to the experiment varied, according to an end-of-term survey of the linked sections. Richardson reported on the experiment and found it satisfactory enough to continue this term with Physics II and Calculus II.

Some students and faculty felt the experiment had little effect on learning. Many faculty, however, cited the opportunity to interact with other instructors and compare classes as a benefit of the program. Students indicated on the survey that it was easier to

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Tech photo by Ronald Becker
People line up to watch the sun set down the infinite corridor last Friday. The annual effect was enhanced by the installation of the colored panels on the front of Lobby 7, proposed by Karen Nelson '88.

inside

Sexual harassment: how to fight back. Page 2.

* * * *

Actors in a South African cage. Page 12.

* * * *

Babes lost on Cape Cod. Page 13.

* * * *

1986: the year we make contact? Page 16.

Students compete over IAP

Feature

By Betty J. McLaughlin
and Ben Z. Stanger

Aside from the standard fare of Independent Activities Period lectures, seminars, and workshops, several competitions appeared in the IAP guide which themselves have become MIT traditions.

Events ranged from the Integration Bee, for the mathematically-minded, to the Mystery Hunt, for competitors who dared to test their knowledge of the Institute.

The Integration Bee

Defending Champion Peter L. Gordon '88 won the 1986 Integration Bee to become the "Grand Integrator of MIT" for the second consecutive year.

"I owe it all to excellent coaching," Gordon said of his victory.

Arun Ram '87 ran the two-part contest, which took place on Jan. 16 and 27. The first part of the

MIT files complaint over phone line dispute

By Simson L. Garfinkel

MIT has petitioned the Massachusetts Department of Public Utilities (DPU) to compel New England Telephone Company (NETEL) to provide flat-rate, residential phone service to dormitories when the Institute installs a new telephone switch in 1988.

NETEL has refused to provide such service, which would permit students to make telephone calls within Cambridge without the Institute incurring a message unit charge.

Students will retain the option of renting additional telephone lines from NETEL when the #5 Electronic Switching System (SESS) is installed, said Director of Telecommunications Morton Berlan.

NETEL does not provide flat-rate trunk lines for businesses. MIT's plan would require two

Bee consisted of a 34-question preliminary test. The top nine scorers went on to become finalists. Integrals in the Bee require no more background than Calculus I (18.01), according to Ram.

In the second round, contestants were given two and one-half minutes per integral.

The trickiest integral of the evening was:

$$\int \frac{\sin x + \cos x}{\sqrt{1 + \sin 2x}} dx$$

which eliminated three competitors. Ram explained that trigonometric manipulation of the denominator leads to the answer of:

$$x + C$$

Jordan Drachman '89 finished second behind Gordon, followed by Ajit Gokhale '89 (3rd), Robert Atkins '87, Joe Alfano '88, Vikram Chaudhary '88, Peggy Ng '89, Wendy Wang, and Paul Watts '87.

Gordon said he will retire and sponsor the event next year.

Mystery Hunts

Two mystery hunts were conducted during IAP: Mystery

different types of service — flat rate, residential service for the living groups, and business service for offices currently serviced by Centrex. NETEL claims that mixing the two types of service within one exchange is against the law.

"I don't know what the DPU will do, but I believe our arguments have merit and I believe the DPU will agree," Berlan said.

Brandeis University, Boston University, and the Association of Independent Colleges and Universities in Massachusetts have all publicly supported MIT's petition, Berlan continued.

The telephone switch will be installed in parts at three locations around campus. The "central host" will be installed in the Horace Sayford Ford Building (E19), and two "remote modules" are targeted for Building 24 and

(Please turn to page 18)

Hunt '86, and the Great IAP Mystery Hunt.

The three-man team of Dave Gower '86, Greg Harrison '86, and Dave Glassner '88 won Mystery Hunt '86. The team shared a prize of \$20 plus a rare coin.

The Great IAP Mystery Hunt lasted for three days; last year's defending champs, a team from Next House, finally won the contest. Their prize was a New Orleans Mardi Gras doubloon.

Monopoly Tournament

Urban Action and Alpha Phi Omega sponsored an IAP Monopoly tournament to raise money for the National Kidney Foundation. Grand Integrator Gordon also won this tournament, giving him the opportunity to participate in the 1986 US Championship Monopoly tournament.

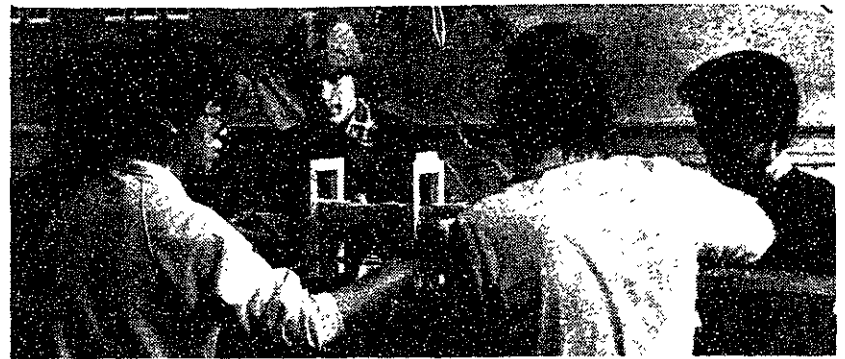
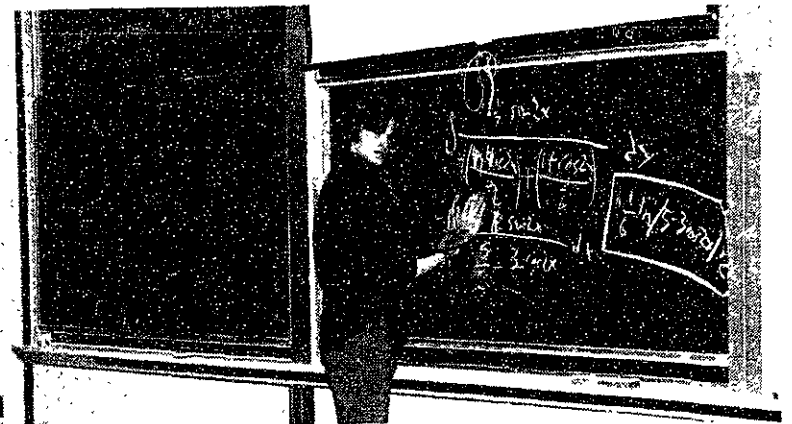
The First Annual SIPB Hack Tournament

MIT has long been known for its hackers — and this contest drew the best of them. David Oberman '88 was the official winner, with a total score of 141,541. The individual high score was 79,036, attained by Micah Doyle G.

Trivial Pursuit

The Dean's Office challenged all students to games of Trivial Pursuit. The ODSA racked up a dismal record of two wins and nine losses; perhaps the result of their decision to use the Genus Edition rather than the Baby Boomer Edition.

The winning student teams were *The Tech* #1, Earish Setters, Burton 1 #1, *The Tech* #2, Center of Mass, Not So Innocent Men, Sharpless Lab, Pheeb and Foot-loose, and the Klein Group. Each winning team received a \$5 gift certificate for Toscanini's Ice Cream.



Tech photos by Stephen P. Berczuk and Ronald Becker

Joe Alfano '88 explains his result during the annual IAP integration bee (top).

Contestants prepare their bridge for the bridge building competition.

Deans guide prevention of sexual harassment

By Donald Varona

The largest problem in combating sexual harassment on campus is getting the harassed into the offices of those who can help them, said Mary Rowe, special assistant to the president. "[Harassed] people are not powerless," she said at a panel forum last Thursday.

Sexual harassment, which was described as personal loss or gain contingent upon the exchange of sexual favors, or offensive, intimidating or hostile behavior whose intent or effect is unreasonable disruption, was the main topic of discussion at the forum.

Sexual harassment can be as simple as an off-color joke, or as complex and involved as sexual relations between teacher and student, several panelists explained. There is nothing wrong with this kind of situation until someone feels pressured to not express him or herself fully, they said.

Harassment causes this reluctance to expressing oneself for fear of personal loss, and is a violation of the trust upon which the student-teacher relationship is built, the panelists said. They also explained that the trust is

(Please turn to page 14)

Revised faculty policy on academic honesty

(Editor's note: The following is the summary of the "Departmental Guidelines Relating to Academic Honesty." The guidelines were released by the Provost's office following an Institute Forum on academic honesty in February, 1984. The full text appears on page 15.)

Communicating Faculty Expectations

Faculty members are encouraged to make clear to the students in their classes, at the beginning of each term, their expectations regarding permissible academic conduct. It is important that this be done in the context of their specific subjects.

A particularly troublesome area for some students pertains to problem sets and other homework assignments. It is important that faculty members explain as precisely as possible to what extent they permit or encourage collaboration with other students or assistance from old materials.

Handling Violations

When a faculty member believes that a student has violated the expected standards of academic conduct, it is generally advisable to arrange to talk privately with the student as soon as possible. At this meeting, the faculty member will want to explain the reason for believing that a breach of academic honesty has occurred, and to give the student the opportunity to respond fully to all allegations. Appropriate care should be taken to protect the student's privacy and to avoid harassment.

If, as a result of this meeting the faculty member concludes that the student has behaved dishonestly, he or she may decide to bring the case to the Office of the Dean for Student Affairs (ODSA) or to the Committee on Discipline (COD) for resolution. For less serious violations, or when there is little dispute about the facts, the faculty member may wish to take a direct action, such as reducing the student's grade, writing a warning letter to the student, giving the student a make-up assignment, and so forth.

A copy of the warning letter may be sent to the ODSA. Deans in the ODSA (only) will be able to access this copy when helping another faculty member choose a course of action as a result of any future dishonest act by this student. If the student disputes any facts contained in the letter, he or she should be given the opportunity to append a statement to the ODSA copy.

If the student disagrees with the faculty member's disposition of the incident, he or she may request a review by the head of the faculty member's department.

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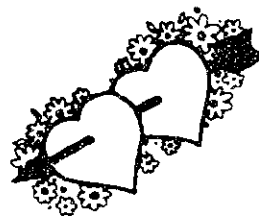
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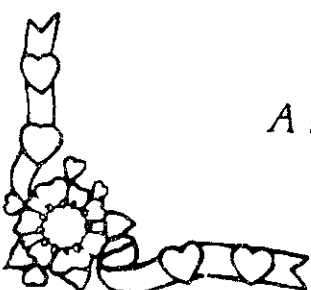
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news roundup

from the associated press wire

World

Spy swap reported

An official source in West Germany yesterday confirmed reports of a major East-West prisoner swap. The exchange is planned for Feb. 11, according to *The New York Times*, and will take place on a Berlin bridge. The United States informed Israeli officials that Soviet dissident Anatoly Shcharansky is to be released in three days as part of the agreement, Israeli Radio reports. (AP)

Costa Rica elects moderate president

Oscar Arias Sánchez, a London-trained economist, captured 53 percent of the vote to defeat five other candidates in Costa Rican elections Sunday. He promised to keep his country out of regional conflicts in Central America. This was only the second time in almost 50 years that the party in power was returned. (AP)

Spain sets date for a NATO membership referendum

The Socialist government of Felipe Gonzales called a long-awaited referendum on NATO membership for Mar. 12. In an effort to raise support for the military alliance,

Gonzales linked membership with promises that nuclear arms will remain excluded from Spain and the American presence there will be decreased. (*Boston Globe*)

Reports of coup in Haiti prove false

Early announcements that Haitian dictator Jean-Claude Duvalier had been ousted turned out to be exaggerated. Duvalier imposed a state of siege in response to a week of widespread unrest and demonstrations throughout the impoverished country, but the capitol of Port-au-Prince was reportedly calm yesterday. (AP)

Uganda's new president promises to restore democracy

Yoweri Museveni, the rebel leader whose National Resistance Army overthrew the military government last week after a five year struggle, was sworn in as president Jan. 29. The ceremony on the steps of Parliament in Kampala was seen by thousands of joyful Ugandans. Museveni declared that his first priorities would be security, the restoration of democracy, and parliamentary elections. (*New York Times*)

France expels Soviets

A group of four Soviet diplomats, alleged to be military intelligence agents, was thrown out by the French govern-

ment this weekend. They were linked to a retired French naval veteran, who was charged with spying for the Soviet Union. (AP)

People of Liechtenstein vote

Women voted for the first time ever in Liechtenstein on Sunday, and helped keep the conservative coalition in power. The Fatherland Unity Party won eight seats in Parliament, and its partners, the Progressive Citizens, won the other seven. (*New York Times*)

Nobel peace laureate dies

Alva Myrdal died Saturday at her home near Stockholm. Myrdal, who shared the Nobel Peace Prize in 1982 for her efforts to promote world disarmament, was a Swedish Cabinet minister and headed Sweden's delegation to the UN disarmament talks from 1962 to 1973. She was 84. (AP)

Pope visits Nobel laureate in India

Pope John Paul II began a ten-day tour of India, meeting with Prime Minister Rajiv Gandhi. On Monday he visited the Home for the Destitute and Dying in Calcutta, which is run by Nobel Peace Prize winner Mother Teresa. (AP)

Nation

Shuttle inquiry continues

Despite indications that a flame could be seen on one of Challenger's solid rocket boosters over 10 seconds before the spacecraft exploded, experts judged that a warning would not have saved the orbiter or the crew. Salvage teams have recovered a few large sections of the shuttle, and NASA expects to be able to determine the cause of the mishap. They hope to fly again by June. Word yesterday that some human remains had been recovered was not confirmed by NASA. (AP)

President names shuttle commission

President Reagan named a panel to study the causes of the accident, and asked it to report within 120 days. The panel, to be headed by former Secretary of State William Rogers, will include Neil Armstrong, the first human to stand on the moon; Chuck Yeager, the first person to fly faster than sound; and Sally Ride, the third woman to orbit the earth. (AP)

Soviets tribute Challenger crew

Soviet cartographers named two craters on Venus after Judith Resnik and Christa McAuliffe. Rep. Bill Nelson of Florida, who flew on the shuttle, proposed naming seven of the newly discovered Uranian moons after the Challenger crew. (AP)

Kissinger bows out of New York race

Former Secretary of State Henry Kissinger announced yesterday that he would not run for governor in New York State, despite reports that he was considering tossing his hat into the ring. Republican leaders are still looking for a candidate to oppose Governor Mario Cuomo in the 1986 election. (AP)

Poet laureate to be named

The librarian of Congress will name a national poet laureate this month, fulfilling new legislation signed on Dec. 20. The United States has never had an official poet laureate, although Robert Frost was often referred to by the title. (*New York Times*)

Congress studies animal research

New procedures can reduce the number of animals required to test product safety, according to a Congressional report. Methods using animal cells or tissues can often replace vivisection, and other tests have been redesigned to use fewer live animals, the report said. Robotic simulations can be used instead of animals in testing and in some medical training applications, it added. (*New York Times*)

Two blacks lead New Orleans vote

State Senator William Jefferson, endorsed by present mayor Ernest Morial, led the field with 39 percent of the vote after Sunday's election. He faces a runoff with Councilman Sidney Barthelemy, another black, who took 33 percent. The election demonstrated a reduction in political divisions along racial lines, according to local political experts. (*New York Times*)

State of the Union address today

President Reagan is scheduled to give a State of the Union address tonight at 8 pm. The speech was delayed from last week by the Challenger accident. (AP)

Local

McNair memorial service held

Dr. Ronald McNair PhD '76 was remembered as a hero and a man of God at a memorial service Sunday at St. Paul's Church in Central Square. McNair, who attended the church while at MIT, was one of the seven killed in the space shuttle tragedy last week. (*Boston Globe*)

King announces candidacy

Former Boston mayoral candidate Melvin H. King, adjunct professor of urban studies, has announced his can-

didacy for the 8th congressional seat, which includes Cambridge. King, the 8th democrat in the race, is considered a liberal democrat and a black activist. (*Boston Globe*)

Subway prices to go up

Boston Mayor Raymond Flynn says that upcoming federal budget cuts will force the city to raise MBTA fares. Subway fares would increase to 75 cents from 60 cents. (AP)

Hub researchers to share \$1 billion

Boston area biomedical researchers are expected to receive \$100 million over the next five years. It is part of \$1 billion scheduled to be spent nationwide by the Howard Hughes Medical Institute. (*Boston Globe*)

Bonner granted visa extension

Soviet dissident Yelena Bonner has been given an extension of her three-month visa to receive medical treatment in the West. Bonner is staying with relatives in Newton, MA while she recovers from open-heart surgery performed in Boston. (*Boston Globe*)

ART team to film opera

Philip Glass and Robert Wilson have been commissioned by PBS to make a film version of "Einstein on the Beach," the contemporary opera, to be shown on *Great Performances* next season. Glass and Wilson worked together on the current production of "The Juniper Tree" at the American Repertory Theatre at Harvard. (*Boston Globe*)

Weather

Stay cool, snow expected

Tuesday: Early morning sunshine will be followed by increasing cloudiness during the afternoon hours as a low pressure system moves our way. High temperatures will be in the mid-30s and winds will be from the E-SE at 15-20 mph.

Tuesday night: Snow or mixed precipitation will develop during the evening. This will change quickly to rain which could be heavy at times. Temperatures will rise throughout the night reaching 40 degrees by morning. Winds will be quite brisk out of the south at 25-30 mph.

Wednesday: The rain will continue. Temperatures look to be quite warm, however, with a continued southerly flow. Highs near 50.

Wednesday night: Showers. Low in the 40s.

Thursday: Continued wet weather with highs again near 50.

Forecast by Robert X. Black

Sports

NFC wins pro bowl

After trailing by 17 points at halftime, the NFC came roaring back to a 28-24 victory in the Pro Bowl. NY Giants quarterback Phil Simms passed for three touchdowns, and was named most valuable player in the contest, played Sunday in Honolulu. Simms managed to overcome the deficit handed to him by Jim McMahon, as the Chicago Bears quarterback fumbled once and threw an interception. (*New York Times*)

NHL All-Star game tonight

The 38th annual National Hockey League All-Star game will be held today at the Civic Center in Hartford, CT. The Prince of Wales Conference will face off against the Campbell Conference. Nine of the 20 Campbell representatives are Oilers, including five starters, and the team is coached by Edmonton chief Glen Sather. The lone Bruin player in the game is Ray Bourque, who will be starting in defense for the Wales side. Former Bruin Phil Esposito will be one honorary captain; Gordie Howe will be the other. (AP)

NHL standings at the All-Star break:

	Campbell Conference				Smythe Division		
	W	L	T	Pt	GF	GA	
Edmonton	36	11	6	78	279	215	
Calgary	23	22	6	52	218	203	
Los Angeles	17	28	6	40	190	251	
Vancouver	16	27	7	39	187	210	
Winnipeg	17	32	5	39	198	252	
		Campbell Conference				Norris Division	
Chicago	25	20	7	57	233	226	
St. Louis	22	20	7	51	189	194	
Minnesota	19	24	8	46	206	204	
Toronto	14	32	5	33	195	251	
Detroit	11	36	5	27	177	276	
		Wales Conference				Adams Division	
Montréal	30	17	5	65	230	175	
Québec	28	20	4	60	213	180	
Boston	26	19	7	59	205	184	
Hartford	26	24	1	53	211	193	
Buffalo	24	23	5	53	195	184	
		Wales Conference				Patrick Division	
Philadelphia	35	15	2	72	223	159	
Washington	31	16	4	66	205	179	
Islanders	25	17	10	60	218	187	
Pittsburgh	23	24	6	52	200	192	
Rangers	23	25	4	50	181	181	
New Jersey	15	34	2	32	187	244	

Julian West

opinion

Editorial

Plus ça change . . .

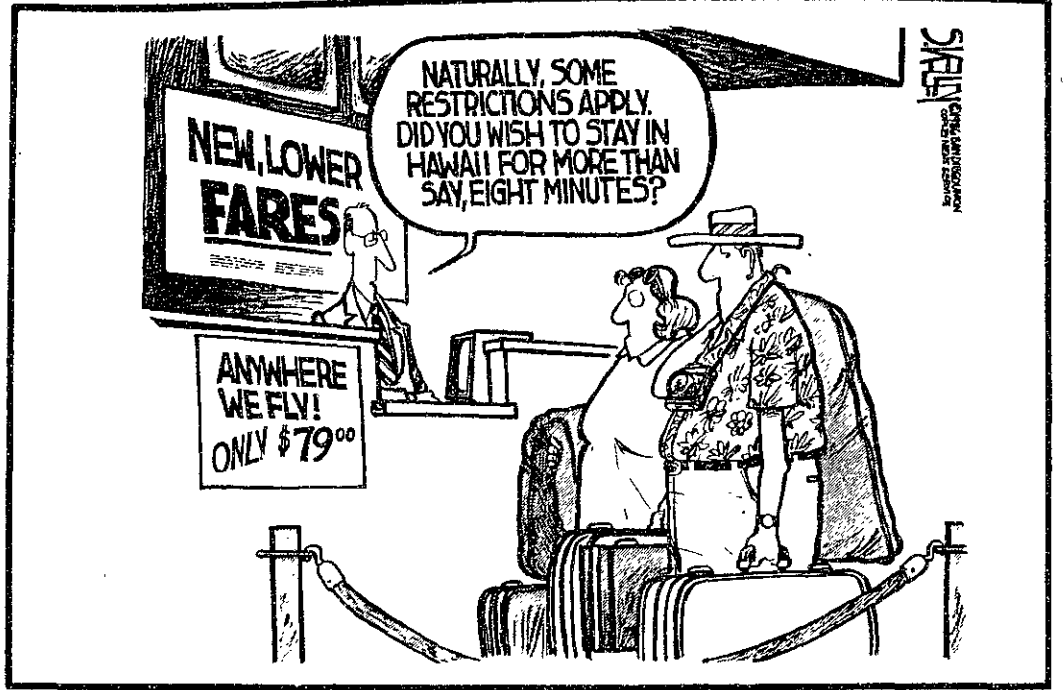
Times are changing at MIT. Activism has been on the rise during the past year and shows signs of growing stronger. The community is discussing the Institute's role in Strategic Defense Initiative research and investment with corporations doing business in or with South Africa.

Committees are discussing the nature of undergraduate education and the proper balance of technological and humanistic instruction. Overenrollment in the Department of Electrical Engineering and Computer Science has been abating in the wake of new programs in other departments and an admissions process seeking greater diversity.

The Tech today embarks on its 106th volume of publication. The editors and staff members will attempt to continue the tradition of Volume 105 and before to present as fair, accurate and complete coverage of news and as wide an array of opinion as we can.

The Tech and WMBR-FM will experiment this year as members of the Associated Press, sharing the cost of subscription so both listeners and readers in the community can obtain better information about events outside MIT. *The Tech's* expanded Associated Press News Roundup section will attempt to summarize the most important and interesting stories of the past half-week.

The foundation of *The Tech* is still the students of MIT. We need your help to cover the news. We need your help to be a good forum for community opinion. We need your help to inform people about change, or the lack of it, at MIT. Please join us.



Editorial

Morgan's departure a loss to students

Frank Morgan '74, associate professor of mathematics, is an outstanding teacher. He has been honored with the 1982 Everett Moore Baker Award for excellence in undergraduate teaching and the Cecil and Ida Green Career Development Chair, which recognizes and encourages excellence in teaching.

Morgan has shown exceptional ability to administer classes, even large freshman lectures. He is well-known for his speaking and blackboard style and for awareness of how students are reacting to his lectures through such measures as the "calculus cabinet." Morgan developed the present form of the 18.011-18.021 sequence in freshman calculus, a valuable means of adjustment for the many freshmen who have some calculus background but are not ready to place out of a whole term at MIT.

Morgan has made an important and lasting contribution to the community by spearheading the formation of the Institute Colloquium Committee and serving as its first chairman.

Perhaps more than anything else, students know Morgan as someone who is available outside the lecture hall. He literally knows hundreds of students in each class by name, and is regarded as friendly and concerned.

Morgan was denied tenure at the end of last term, and must leave MIT by the end of the next academic year.

In response to Morgan's situation, the Undergraduate Association Council has urged the administration to review the role of teaching ability in tenure decisions.

All tenure decisions are extraordinarily difficult and complex. As students, we are not qualified to judge Morgan's research, nor do we have any reason to suspect the Mathematics Department of treating his case carelessly.

Yet one thing is certain: Morgan's departure will be a blow to undergraduate education at MIT, and this blow comes not by accident, but through a well-established process.

Students cannot be blamed for interpreting the decision as a signal that MIT cares about research and not education, even though mathematics department head Arthur Mattuck has participated in the Provost's Office curriculum reform effort from the beginning.

The Institute must move to demonstrate its commitment to the "equal balance" of education and research frequently cited by President Gray. It must ask why the Baker award for excellence in teaching has gained the reputation of the "kiss of death" for untenured junior faculty.

Many undergraduates believe they are not a priority at MIT. The Institute can and should do much to remedy this perception, starting with a reexamination of the tenure process and of the relative amount of time faculty are expected to spend on teaching and research.

All those who know Morgan will undoubtedly join us in wishing him good luck. His commitment to education should inspire student commitment to improve education at MIT.

The Tech

Volume 106, Number 1 Tuesday, February 4, 1986

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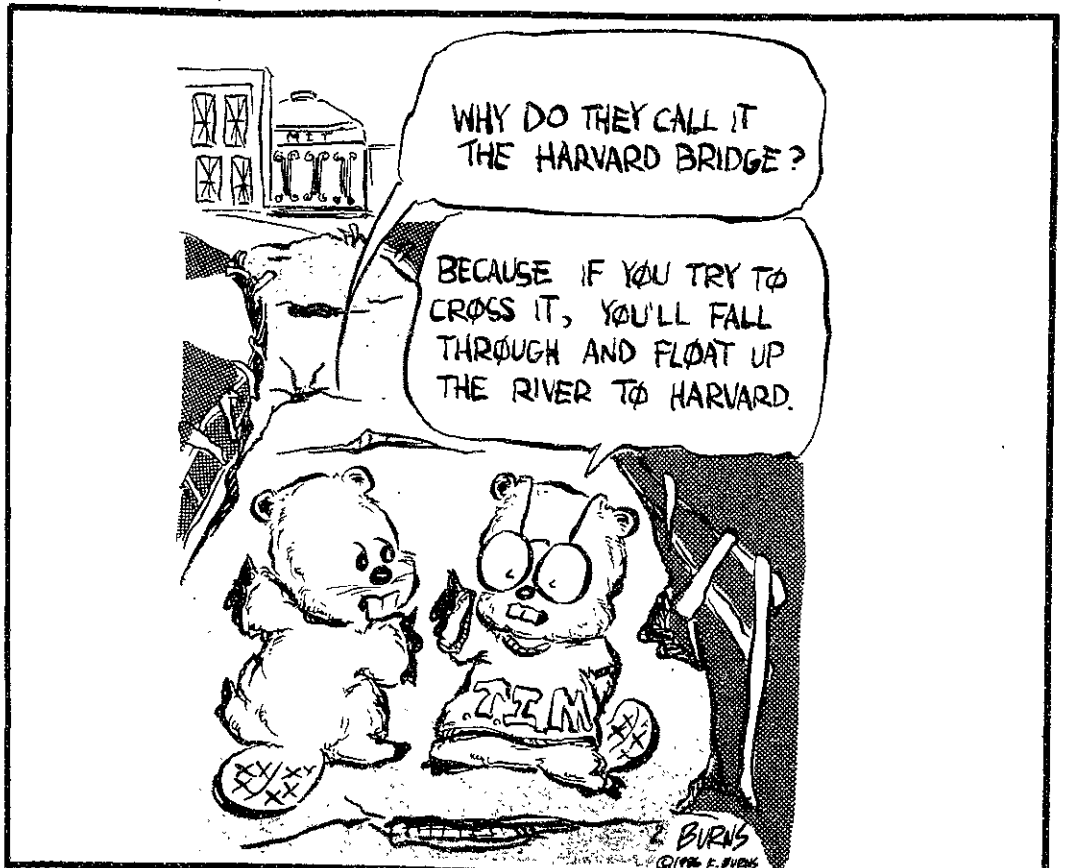
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opinion

Column/Harold A. Stern

A letter from the new editor in chief

Rush week, 1983. After a week of putting off joining *The Tech*, I finally entered the office. I would like to say that I became a staff member because of a desire to enter the world of investigative journalism, to effect some change

... Actually, I must confess less idealistic motivation — I followed an attractive freshman into the office.

What I found inside W20-483 was an organization in disarray. Freshman year alone, four staffers served as editor in chief. *The Tech* seemed to lack direction — issues were published, but there was no heart to it, no spirit.

The Tech has changed greatly since then. By the conclusion of Volume 105, the depth of news coverage has increased significantly. A few dedicated editors provided that spark that had been missing. They rebuilt the organization from the ground up.

Of course, we would like to maintain the quality of *The Tech*, and work even harder to improve it. We point to this issue, the largest in the 105-year history of *The Tech*, as evidence of this commitment.

The late-breaking announcement of the selection of the commencement speaker resulted in a complete re-designing of this issue. We lost sleep on the day before classes to provide our readers with the most up-to-date news possible.

We do this work as a service to the MIT community, hoping that no story we write is written in vain. The tendency is to give up. Late at night, tempers flare; the body begins to ache. Someone re-

minds the entire office that we are not *The New York Times*, that we have classes to pass. Our purpose is to provide experience in journalism and publishing for students of MIT, not to replace *The New York Times*. However, the best experience comes from working on the best paper possible.

Pushing too hard for perfection means that we stop enjoying. Dedication is important, but only in moderation. If writing for *The Tech* ceases to be an enjoyable student activity then people find other things to do, and the quality of the newspaper suffers from a lack of staff. The result is the opposite of our goal.

Only when we keep this in mind can we lessen the self-imposed pressure of putting out *The Tech*. Only then do we begin to regain former writers, and recruit new ones. This is our goal.

The Tech must retain a commitment to excellence while maintaining a friendly, relaxed atmosphere. One method to accomplish this has been to restrict coverage to campus-related events. By narrowing our focus, we may provide quality reporting of opinions and news, while not overextending ourselves.

This is where *The Tech* is coming from. We are students just trying to have some fun while putting out a first-class college newspaper. Viewing us in this light may give you a better idea of where we are, and where we may be headed.

(Editor's note: The attractive freshman left the staff shortly after R/O week.)

Editorials, marked as such and printed in a distinctive format, are the official opinion of *The Tech*. They are written by the Editorial Board, which consists of the chairman, editor in chief, managing editor, executive editor, news editors, and opinion editors.

Dissents, marked as such and printed in a distinctive format, are the opinions of the undersigned members of the editorial board choosing to publish their disagreement with the editorial.

Columns and editorial cartoons are written by individuals and represent the opinion of the author, not necessarily that of the newspaper.

Letters to the Editor are welcome. They should be addressed to *The Tech*, PO Box 29, MIT Branch, Cambridge MA 02139, or by interdepartmental mail to Room W20-483. Letters should be typed and bear the authors' signatures, addresses, and phone numbers. Unsigned letters will not be accepted. *The Tech* reserves the right to edit or condense letters. We regret we cannot publish all of the letters we receive.

Column/Robert E. Malchman

Media miss meaning of Challenger's crash

This is the story of the space shuttle Challenger. This is not, however, the story of its explosion, nor is it the story of the deaths of seven people.

This is the story the media did not tell. This is the story of why the networks devoted a whole afternoon to 75 seconds of videotape, of why the first 10 pages of *The New York Times* on Wednesday covered one story.

This is the story of a media event gone sour, of a public relations gimmick that literally blew up in the image-makers' faces.

This is a story about *hubris*. Once upon a time, there was a president who had little regard for public education. The president did not want to spend money on education; he wanted to spend it on weapons.

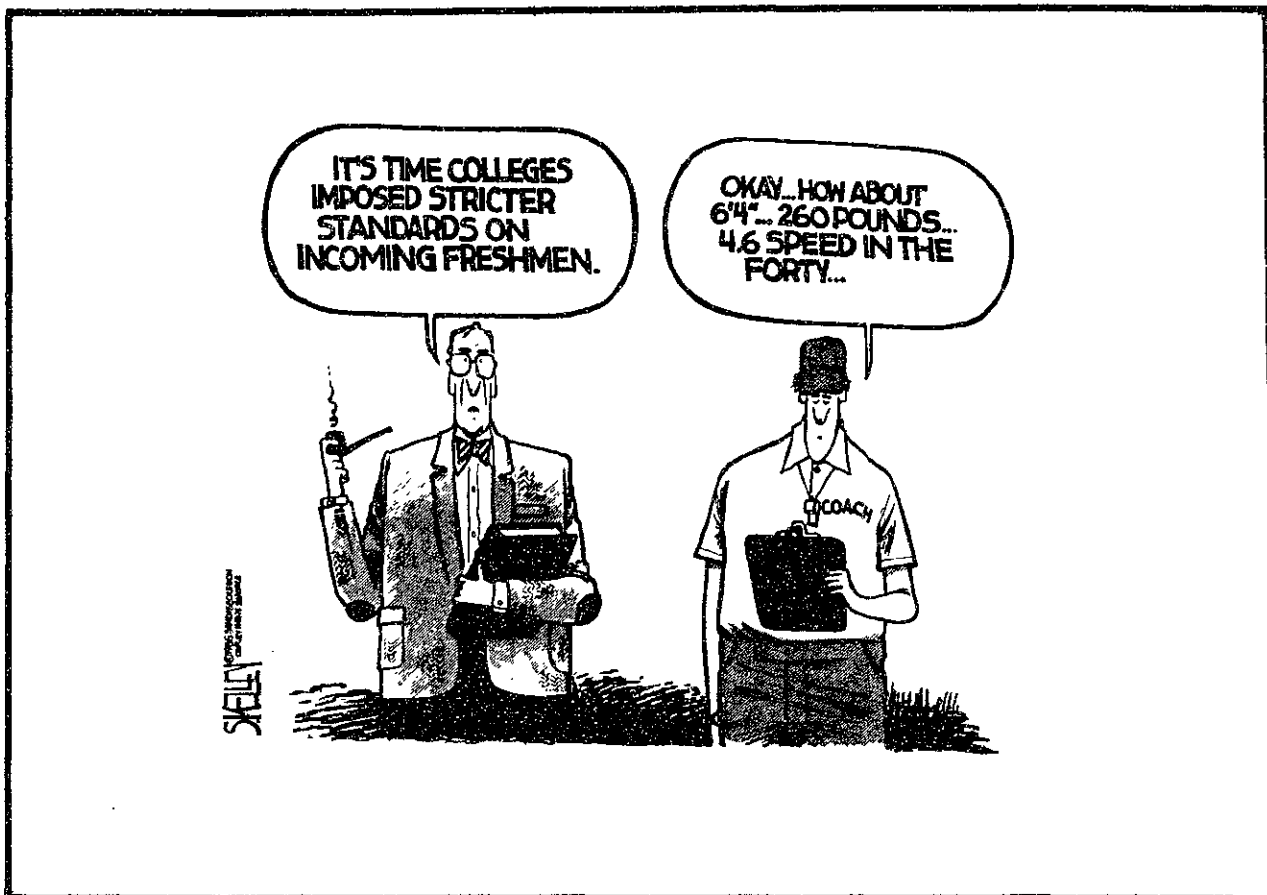
There was also an agency that

did scientific research, especially in space. But the president and his predecessors didn't want to give it money, either, because they couldn't get weapons in exchange.

The agency knew on what side its bread was buttered, so it did two things. First, it built a weapon and called it "the space shuttle." The space shuttle could also be used for scientific experiments.

Second, the agency put people in the shuttle. Besides being able to perform experiments, the people would add a "human interest factor" to the program. It would play well on television, the agency knew, so the program would be well-regarded throughout the country, and the country's politicians would give the agency more

(Please turn to page 6)



Column/Thomas T. Huang

What will *The Tech* do now?

Where is The Tech heading?
Listen: . . .

After working on the newspaper for three years, I thought I might have something profound to say about journalism, about writing, or about MIT. But I don't. I can't say anything about those subjects that would fit in a short column.

I just want to make a simple statement.

Four months ago, I received a letter from a graduate student named Simone C. Peterson. "I would like to commend you for your effort in reporting on the 13th Annual MIT Black Students' Conference on Science and Technology," she wrote. "However, I was disappointed with your coverage the speech given by Professor James H. Williams Jr. '67.

"Your edited narration did not capture the full intensity of Williams's speech, diminished its clarity, and failed to reflect the emotion with which it was delivered. It is unfortunate that the reporter neglected to mention the thoughtful tone that was present throughout the speech, because tone is so important in interpreting the written word.

"I hope that in the future you will be mindful of intensity, clarity, and tone as you edit and recount speeches."

Her letter struck a chord in me. Although I'm not black, I'm a minority. I, too, had been moved by Williams's speech. But as an editor, I couldn't let my emotions influence how I molded the story.

I couldn't capture the full intensity of Williams's speech, because I thought it would be dan-

gerous to interpret Williams's tone. This is my predicament, the conflict inside: I constantly have to restrain myself, check my biases and my feelings, in struggling toward the ideal newspaper objectivity.

But what happens when a news reporter, witnessing disaster after disaster, checks his or her feelings too well, and becomes desensitized?

Bhopal. Mexico City. Gander. Rome. Vienna. Cape Canaveral. The reporting gets easier and easier.

The watching gets easier and easier, too. Look at the pictures over and over again. The news watchers are becoming desensitized.

Newsman Ted Koppel gave a speech titled "Media Courtesans," delivered to the International Radio and Television Society in New York. He said: "How does one explain or, perhaps more relevant, guard against the influence of an industry which is on the verge of becoming a hallucinogenic barrage of images, whose only grammar is pacing, whose principal theme is energy?"

"We are losing our ability to manage ideas, to contemplate, to think. We are in a constant race to be first with the obvious. We are becoming a nation of . . . voyeurs . . . occasionally jolted into a reflective life by a one-liner. . .

"What is largely missing in American life today is a sense of context, of saying or doing anything that is intended or even expected to live beyond the moment."

The newspaper must provide

that sense of context, to report on stories that will live beyond the moment. As human beings on the newspaper, we have to care about the issues and the people behind the stories, in order not to become voyeurs. We have to show restraint and responsibility when it is required. We have to work hard even when there is no reward.

Here, then, is what I want to say: *Don't ever give up. Don't ever stop caring. It's what keeps us together. It's what keeps us alive.*

* * * *

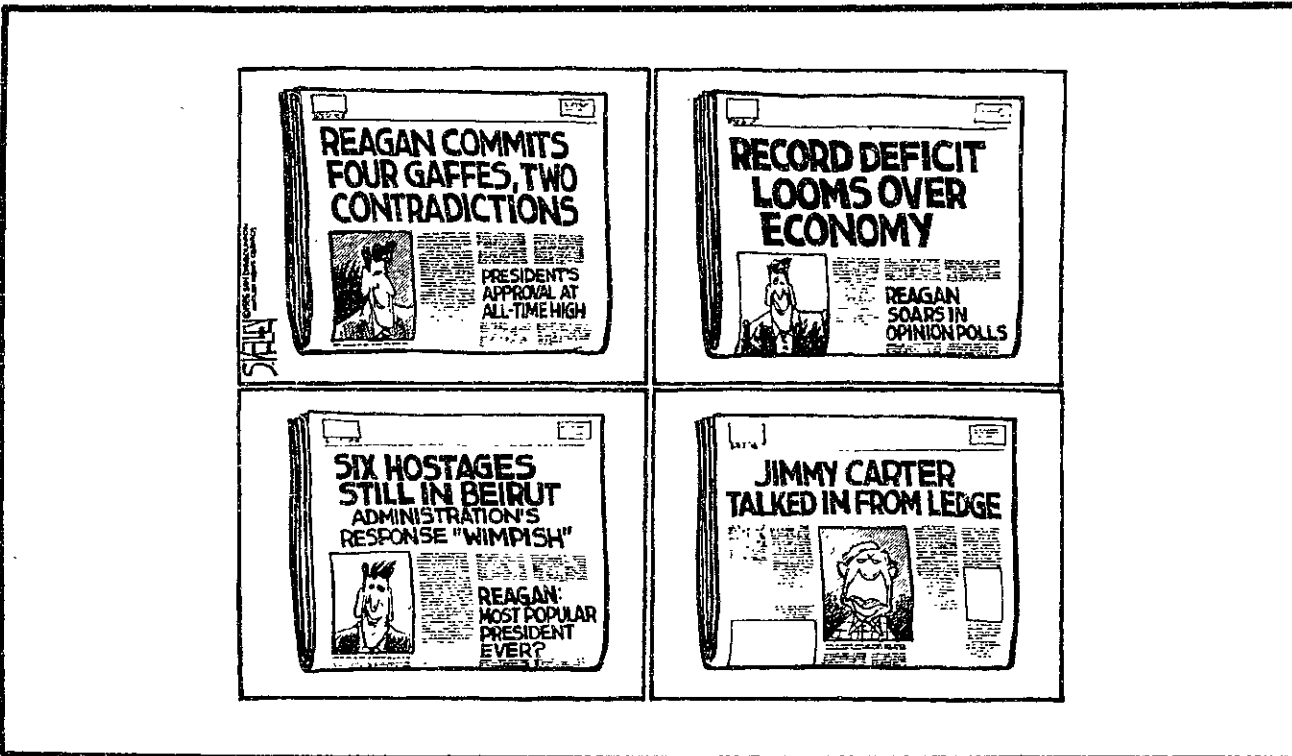
When it's late at night, after we've finished the issue, I sometimes sit alone by the office window and watch the people below walk by. A large window separates me from them. They can't see me. All they see are the offices of *The Tech*.

With words, we fill the distance between the people who read the newspaper and the events that affect them. Yet we can't seem to fill the distance between the people who read the newspaper and us.

We are your average MIT students, not demons in a black fortress who put out a newspaper. We've got some mean people and some nice people, some selfish people and some selfless people, some optimists and some pessimists. We're just like you.

We did what we did in the past volume because we thought it was the right thing to do, never because we wanted to attack anybody, never because we were trying to sensationalize.

Where is The Tech heading?
In the right direction, I think.



opinion

Reagan's gimmick explodes

(Continued from page 5)

money. The agency's plan worked very well. People watched the shuttle take off and land, cheered the brave soldiers and scientists who rode in it, and thought well of the agency.

After a while, though, the shuttle stopped being a novelty. The media stopped giving it a lot of coverage. People began to think shuttle trips mundane.

The agency started to worry. Even though the shuttle was a good weapon, the agency feared that its money would be taken away, especially the money for scientific experiments.

So the agency came up with another plan. It would put some of the country's politicians on the shuttle, specifically the ones in charge of giving the agency money. The plan worked well, even though it meant a scientist, Gregory B. Jarvis, couldn't go when he was supposed to.

The agency then decided to put a real person, not a soldier or scientist or politician, on a shuttle. People would be excited again. They would think they could go into space one day soon.

The president (remember him?) was also worried. He had been so bad to education that people were beginning to become upset with him, especially the teachers and their union. The president was running for re-election, so he wanted people to like him.

So the president hit on a great public relations gimmick. The first real person to go on a shuttle would be a teacher. Everybody thinks well of astronauts. Putting a teacher in space would make people think well of teachers. The teachers would then think well of the president, and it wouldn't have cost him even one weapon.

So the agency picked a woman, Christa McAuliffe, to be the first real person in space. She would

become famous. She would probably never teach again, since teaching is difficult and poorly paid, and being a celebrity is easy and highly paid.

After her flight, McAuliffe would become a paid spokeswoman for the agency, encouraging people to like it and the politicians to give it money.

Finally the big day arrived. The agency flew McAuliffe's old class to Florida to watch. McAuliffe's parents, husband and children were there, too. Students all over the country watched. The TV networks sent cameras to her old school in New Hampshire.

Unfortunately, the shuttle blew up. McAuliffe, Jarvis, Air Force Maj. Francis R. Scobee, Navy Cmdr. Michael J. Smith, Dr. Judith A. Resnik, Air Force Lt. Col. Ellison S. Onizuka and Dr. Ronald E. McNair PhD '76 all died.

Nearly all deaths are tragedies, but not all deaths seem to be equally tragic. If they had been 250 Marines in Beirut or 250 paratroopers in Newfoundland, they would have led the news, but they wouldn't have consumed an afternoon of television or the first 10 pages of *The New York Times*.

If they had been seven people in a house that exploded in Florida, the story would not have made the TV news. They might have received a paragraph in *The New York Times*, if there weren't a Paraguayan bus plunge that day.

The excessive coverage exists because people feel cheated and disillusioned. They were offered a public relations gimmick, Christa McAuliffe, by the image-makers. They were told that technology was God and would protect them and their images. The media were called upon to sanctify the union of technology and image.

Instead, people learned that technology can have feet of clay

and that public relations gimmicks can disintegrate over the Atlantic.

The media responded to the people's hurt by presenting hours of pictures and pages of words. They showed McAuliffe's family, her students and her school. They interviewed experts. They interviewed the adults and children who had watched. They wrung hands. They missed, however, the main point of the story, the lesson of the Teacher in Space.

The lesson is that reality cannot be forever obscured by images, that politicians will offer images rather than substance, and that not all stories, even ones invented by public relations experts, have happy endings.

And remember, folks, Strategic Defense Initiative technology is only slightly more complex than space shuttle technology.

VI-A Orientation Lecture

All Course VI and Undesignated sophomores interested in joining the VI-A Internship Program are invited to attend an Orientation Lecture scheduled as follows:

February 5, 1986

3:00 p.m.

Room 34-101

Applications and other material available at this Lecture

Column/Sidhu Banerjee

Going home: a journey that offers nostalgia

Thank God, finals are over. 6.111 is over. MIT has relaxed its clutches for a month, and I am going home. Love, sleep, rest, old friends — all await me a short ninety-minute plane ride from Boston. My heart is warm.

No more pressures — I can unwind. I have time to regain my sense of direction and see beyond the problem sets and deadlines to a broader goal. I can breathe a sigh of relief.

I arrive, predictably, to open arms and kisses. My hair might be a little long and I have forgotten to shave, but my parents are not bothered; their son is home.

The car ride from the airport is filled with catching up. Finals were fine, but who knows about

the grades. No need to worry, though, at least for a month.

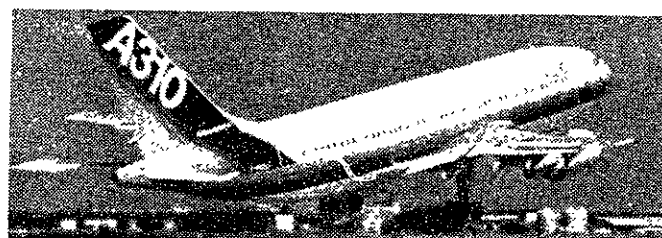
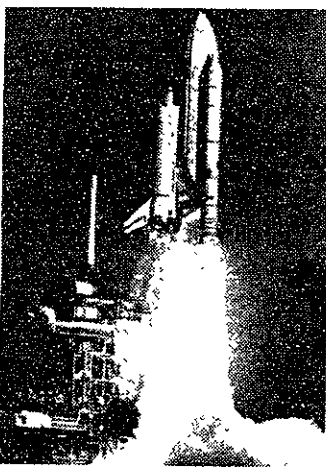
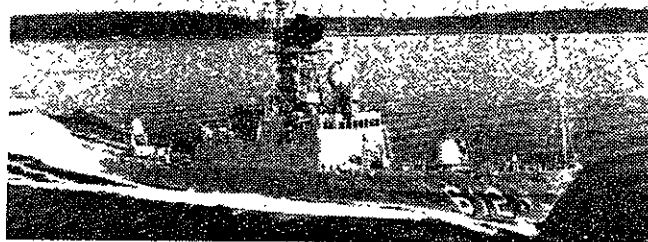
My family looks the same, but scores of forty-hour weeks have passed since our last reunion. New problems, new projects, new joys and new frustrations have confronted them. My brother is finishing his college applications. My little brother. I had a hard enough time accepting him when he got his driver's license.

My sister now uses make-up and goes to parties. She was the cute one that I would protect from the boys. She does not want that now.

My room is a time capsule. It hasn't changed since 1983. The photos, the high school note-

(Please turn to page 7)

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opinion

Going home: a journey that offers nostalgia

(Continued from page 6)
books, the pieces of furniture haven't shifted. Yet I do not feel comfortable. I am here, but only for a short time. The memories are wonderful, but saddening. Images and scenes I had forgotten so long ago daunt my memory.

Nostalgia? I am only twenty years old!

My high school friends have changed, and some have moved away, but for old times sake and a desire (need?) to keep in touch, we enjoy another night out. This year we have less to say. Next year there will be even less. We all realize this fate, but we say nothing about it. The old times are the easiest to talk about.

Two and a half weeks pass by

quickly. Before I am completely unpacked, the suitcase is filled again. It is a little heavier, thanks to Christmas. Taking back a little bit more than you came with is part of coming home to the family.

The room gradually transforms into its 1983 state as I finish packing. That familiar feeling hits again. It is a hollow feeling, a sad awareness that things can never be the same at home.

The parents will miss me again. I will never be so dependent again. I love my freedom, my independence, and my ability to do things for myself without getting permission. I get back on the plane, and after ninety minutes I land in Boston. It is raining. It feels good.

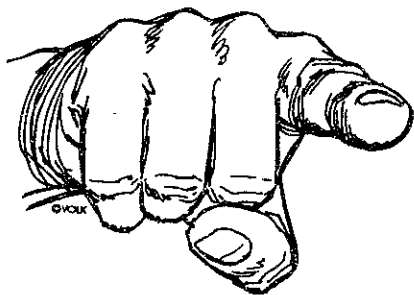
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opinion

feedback

Explorers' quest must go on

To the Editor:

During my nearly six years at the Institute, I have read many articles in these pages, and though I sometimes wanted to write a letter to The Tech, I never did. But I was deeply moved by the events of the last week, and I wanted to share my thoughts with you.

The tragic loss of the space shuttle Challenger and its crew was a stunning shock for me, as it was for people here and across the nation. The feeling of sadness that I felt and that I saw in the faces of my colleagues and friends that day defies description; I felt as if I had been punched in the stomach, except that the pain just wouldn't go away. The suddenness of the tragedy, the fact that Christa McAuliffe and MIT graduate Ronald McNair PhD '76 were aboard, and the fact that many here at the Institute are involved either directly or indirectly with the space program, made it particularly difficult as we joined in profound concern for seven people whom few of us knew.

Without doubt, this has been a sobering experience for us. For in truth, we have lost not only our comrades, but some of our confidence in the shuttle and perhaps in space flight itself. It is my hope that, despite their loss, we will not lose sight of the spirit which led them, as it has so many others, to dare to challenge the unknown. I think this spirit is beautifully captured in an article by political writer Walter Lippmann, who wrote about the disappearance of Amelia Earhart on a pioneering flight in the early days of aviation:

"The best things of mankind are as useless as Amelia Earhart's adventure. They are the things that are undertaken not for some definite, measurable result, but because someone . . . is moved by curiosity, the love of excellence, a point of honor.

Such energy cannot be planned and managed and made purposeful. . . . But all heroes, the saints and the seers, the explorers and the creators partake of it. . . .

And what they prove to themselves and to others is that man is no mere creature of his habits, no mere cog in the collective machine, but that in the dust of which he is made there is also fire, lighted now and then by the great winds from the sky." [excerpted from Amelia Earhart, Today and Tomorrow, July 8, 1937]

Now is a time to pause and reflect on where we have gone, and to think about where we are going in space. I think that the greatest tribute that we can give the seven astronauts is to continue their quest; not recklessly, but with vision and determination. Space exploration is an opportunity for us to cooperate with other nations, to work together as an international community and to forge bonds between our peoples that have so far eluded us on Earth. I truly hope that we have the courage and wisdom to learn from what has happened, and to continue to reach for the stars.

Marc T. DiNardo G

You are invited to attend an
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to discuss

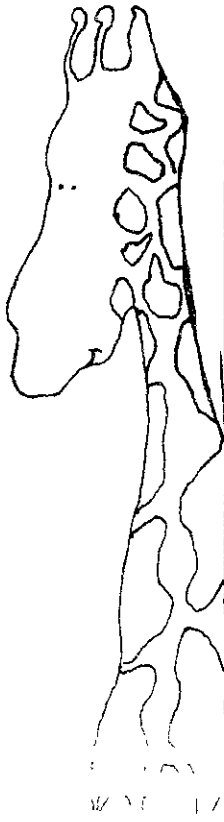
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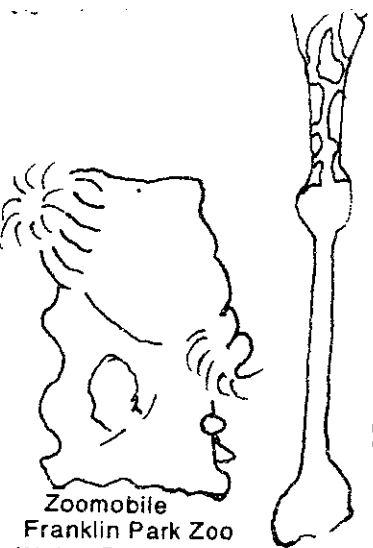
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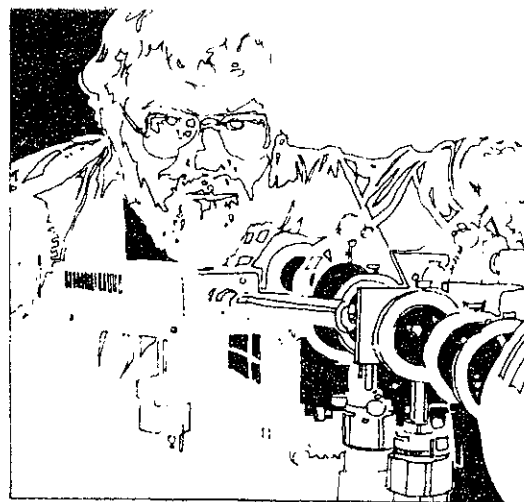
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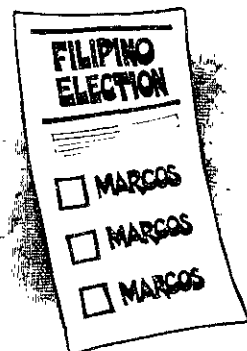
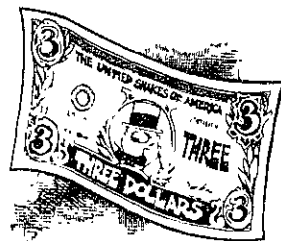
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L T V : L O O K I N G A H E A D

opinion

Phony as a...



BEN SARCENT
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feedback

Technology should serve us

(Editor's note: The Tech received this open letter to President Reagan.)

Dear President Reagan:

Thank you for your consolatory speech soon after the space shuttle tragedy. I share your feeling that after a such a loss we must not lose heart, but must press on. The future does belong to the brave.

Yet we must not press on blindly. Tuesday's disaster destroyed seven lives and the work of thousands of Americans. If any good is to be salvaged from this tremendous loss, it must be in the lessons we can learn from it.

President Reagan, you are a man who takes a wide, visionary outlook on the nation's future. I ask you to examine the course that you have set for us in light of the space shuttle disaster.

All day during an agonizing Tuesday, two themes kept recurring on my TV screen: the human dimension of the tragedy, and the technical dimension. The human dimension was made vivid in the persona of the teacher you called for to be a part of this mission. The technical dimension was all too apparent — a ball of fire in the sky. I pondered the relationship between the human and technical aspects of what I witnessed. As a graduate student at the Massachusetts Institute of Technology, I think about this often; I am in the technical business.

The space shuttle stretches the limits of our technology. We learn from tragedies such as this one that man's technology, marvelous as it is, is fallible. We do not control nature, we cannot conquer nature with technology, we cannot with absolute confidence enforce it any events with technology. Ultimately, if we are

to survive on this earth, we must rely on our own humanity. Technology can be our servant, but only a servant, not a savior.

With this in mind I ask you to reexamine the course you have charted for our nation's future. What is the balance you would strike between a future relying on human values, and a future relying on technology?

As commander in chief, the defense of the nation is your primary responsibility. The greatest threat to our security lies in the possibility of nuclear war. Nuclear war has a technical dimension, the bombs and missiles themselves. But the underlying cause for nuclear weapons lies along a human dimension, namely, the affairs of the nations that build and possess these weapons. We know that we cannot control the human dimension of this threat; we cannot dictate the behavior of other nations. But, as the space shuttle tragedy makes clear, neither can we achieve absolute control of the technical dimension.

Yet you have charted a course for the nation which greatly emphasizes a technical solution to the fundamentally human problem of nuclear war. The Strategic Defense Initiative (SDI) calls for technical wizardry far surpassing that of the space shuttle. On the human dimension, the Soviet Union perceives this as a threat, and they will respond as humans naturally do, with threats of their own. On the technical dimension, SDI places our fate in the hands of machinery.

As I watched replay after replay of the space shuttle flight Tuesday afternoon, I imagined fantastically complex computer programs running in tiny circuits to control invisible voltages to push giant motors to turn huge

pumps to deliver tons of fuel to power enormous engines to hurl this great — and then it became dust.

And what was left were news commentators talking about the loss to the families, the impact on schoolchildren, and the future of the space program. I felt despair.

Then, in the midst of despair, you spoke. You said that we must press on, that we must continue to explore, that there will be more space flights, more civilians in space, and more teachers in space. You said that the future belongs to the brave. President Reagan, after the shuttle Challenger was gone, what remained behind was the human spirit. The lesson I learned from the space shuttle is to place faith in the human, not in the technical. Please do not place our future in the hands of machinery.

Eric Saund G

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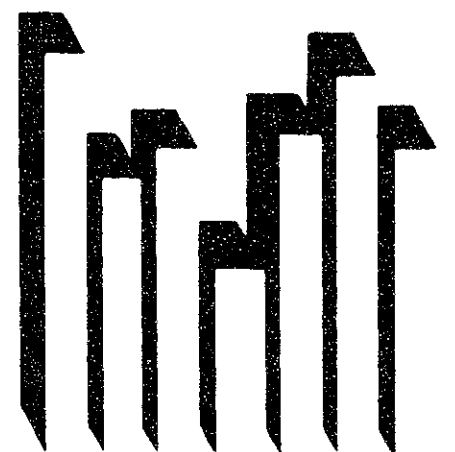
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opinion

feedback

MIT: Reward teaching ability

To the Editor:

It was with shock and disbelief that I heard of the recent decision of the mathematics department not to grant tenure to Associate Professor Frank Morgan.

When I was making my decision to attend MIT, I was told that I would be taught by the best teachers in the world. Although all of my professors have been experts in their areas, few of them were excellent teachers. They knew the material well, but I do not believe they conveyed it to the students as well as they could have.

This year I was fortunate enough to have Morgan for 18.03 [Differential Equations], both as a lecturer and as a recitation instructor.

After two weeks in his class, I was convinced that he was indeed one of the best mathematics instructors in the world. Most of my friends agreed. I found that I learned 18.03 better than any other course at MIT, and the one reason was Morgan.

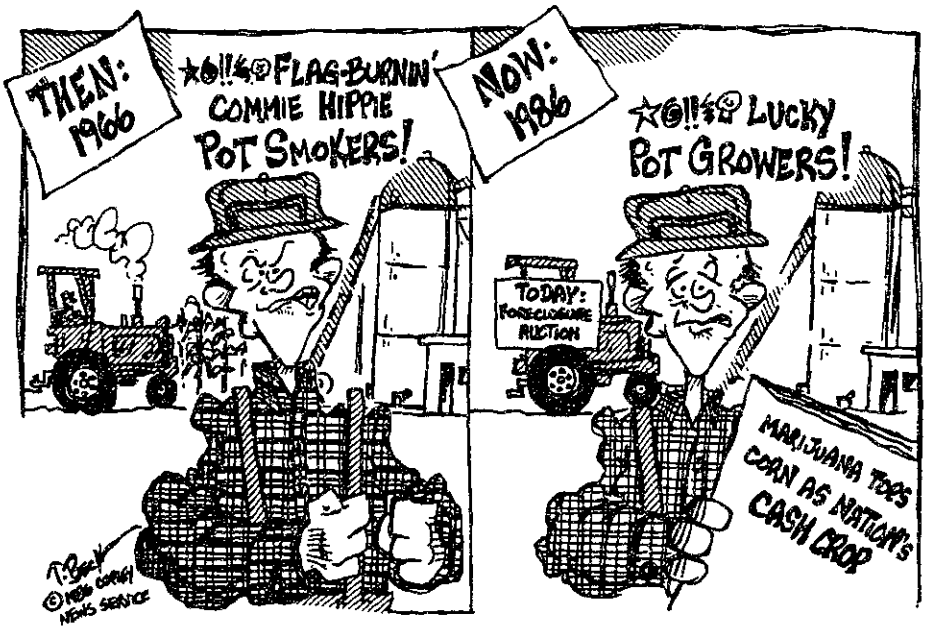
His lectures were well-prepared and were the most informative and relevant of any I have attended at MIT. In addition, each lecture had a different twist to keep up student interest.

As a recitation instructor he was fantastic, and I have no doubt that attendance at his recitation was better than that at any other recitation class.

Morgan is by far the best instructor I have had at MIT, and isn't that the most important factor for the math department to consider if MIT wants to keep up its reputation as one of the top academic institutions in the world?

I do not know the details of his research or of the other factors that may have been involved in the mathematics department's decision, but in this case they have committed a grave injustice, not only to Morgan, but more importantly to the students who pay \$17,000 or more a year to receive the best education they can get.

James Casamento '88



feedback

GSC survey will reveal concerns

To the Editor:

As a first year graduate student, the memory of housing, departmental, and other adjustment problems have prompted me to become an active member in the Graduate Student Council (GSC) survey committee. It is common knowledge that graduates outnumber the undergraduates by about 4700 to 4500; however, the latter's student council gets nearly twice as much support as that of the former.

This is hardly fair representation, and it continues because graduate students lack the cohesiveness to constantly report their concerns to the administration.

This is not surprising, since we spend our first term getting advisors, preparing for qualifying exams, and the like. After this initial period, most become engrossed in research, leaving the problems of representation to others, who are also in the same situation.

This year, however, a group of dedicated students have composed a survey about the problems which continually plague graduate students. We hope that the survey data will shed some light on where the real problems are and to whom they occur. Our objective is to present the data as proof of the urgency for administrative action.

trative action.

This survey will be at the academic departments and at the GSC office. Please take the time to complete it and to return it promptly. Much effort has gone into making the survey as painless as possible without sacrificing vital information.

This is the first real chance for graduate students to be heard in four years (when the last survey was done). Please complete it before getting too involved in your research. You might thank yourself later.

David L. Wagger G
Member, GSC Academic Projects and Policies Committee

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Thrash in Boston with Mr. Beautiful

Mr. Beautiful Presents . . . All Hard, A Compilation of Boston Bands, Modern Method Records.

Contrary to what its title might have you believe, this compilation album is definitely not "all hard." The range of music represented spans from the banjo picking of Stona Fitch (Scruffy the Cat) to the thrash of Gang Green. We also get a taste of heavy metal compliments of the F.U.s, garage-style rock à la the Prime Movers, and pop rock from the Blackjacks.

So with all that diversity, how did these bands all end up on the same piece of vinyl? The answer is that Steve Barry, also known as Mr. Beautiful, represents a common thread among these local bands.

Barry is locally renowned as one of the best sound men in Boston and has worked with each of the bands on this record at one time or another. All songs on the album were produced, engineered, and mixed by Mr. Beautiful.

My two favorite cuts on the album are those that were done somewhat tongue-in-cheek. The Dogmatics do a great parody on the classic hit "Teenager in Love;" only their version is called "Teenager on Drugs." This song is in the true style of the Dogmatic's good-time approach to rock and roll, as well as life in general. The song originally surfaced as a radio tape a few years ago, but this is its first appearance on vinyl.

After nearly a year's worth of promises for a Swinging Erudite's EP, Mr. Beautiful has turned out to be the first person to capture them on a record. Their contribution is an imaginative version of "Yesterday." However, this isn't just another cover of a Beatle's song. You've got to imagine the lyrics written by Lennon and McCartney set to the sounds of punk, reggae, blue grass, jass and seques into many other musical genres as well. Sounds pretty ridiculous, right? Absolutely, and that's what makes it so much fun.

Incidentally, Brother Cleve and Johnny Angel of the Swinging Es also make a guest appearance on the Dogmatics rendition of "Teenager on Drugs."

In a more serious tone, we have Band 19 second up on side two with "No Why."

This cut is also on their recently released *Dictate* LP, but I prefer the version on this compilation. Another good, strong rock 'n' roll song on this side of the album is "Headhunter" by the Oysters. Be warned, however, that this recording is almost identical to that on their most recent Taang release, *Green Eggs and Ham*.

If the last album by the F.U.s didn't convince you, the cut "In Deep" on this compilation makes clear the new direction of this band into the heavy metal arena. I personally am not a big heavy metal fan, but I must admit that this is a quite acceptable tune. The F.U.s new sound is heavy metal, yet still retains the early punk influences of the band.

Gang Green, on the other hand, has definitely remained a thrash band through and through. The 71-second song "Let's Drink Some Beer" is little more than a repetition of its title and continuous guitar banging.

Scruffy the Cat offers its own variant of country rock and roll with "My Fate." It stands out as a winner on this record. The Prime Movers have earned their place in the heart of many by characterizing the psychedelic garage rock that lives on from the 1960s. "All That Cryin'" is fairly typical of this band's style and is along the same lines as material from their last EP.

The Blackjacks were the biggest disappointment on the compilation. After the brilliant transition to pop rock on their last LP, *Dress in Black*, I was expecting great things from "Last Angry Man." Unfortunately, this cut flounders in mediocrity.

I have mixed feelings about this compilation. The inconsistency of the style and quality of the bands makes it hard to listen to this record all the way through. There is something about a segue from The Prime Movers to Gang Green that makes me jump in my seat. However, there are many cuts that stand by themselves as outstanding. Overall my reaction to most of the material on the album is positive, yet something just doesn't click when I take my needle from beginning to end on it.

Stephen A. Brobst

Stage becomes prison

The Island, by Athol Fugard, John Kani and Winston Ntshona, at Suffolk University, 55 Temple Street, Thurs. Fri. and Sat. at 8 pm through Feb. 15.

The Island is a maximum security political prison off the coast of South Africa. Among its inmates are John, a literate visionary serving 10 years, and Winston, serving life for flouting the pass laws. The characters are named for two South African actors who created the roles and helped write the play.

As the audience is seated, the two actors mime strenuous activities suggestive of hard labor, but which also evoke images of the mines, the mainstay of the South African economy. Their involvement in the work is so complete that they seem to raise a sweat. It is a little difficult, however, to guess exactly what they are doing.

Their acts, carried out with animal-like ferocity and grimaces, often seem to mimic bestial incomprehensibility as well.



Wiley Moore as Winston and Allen Oliver as John in the TheaterWorks production of *The Island*.

These are black South Africans as their jailors see them: animals to be worked and beaten, and animals in their response to pleasure and to pain. But when they are returned to their cage, and slowly recover their wits, they are free to return to their humanity.

Among their human concerns are justice and fair treatment. Their conversation focuses on dreams of home, years away, and on where they will be taken to work at the next dawn.

In the barren cell, the evening's enter-

tainment consists of taking turns to tell bedtime stories of home. John pretends to telephone his friends in New Brighton, a black township of Port Elizabeth, and produces a moving one-sided reminiscence of a home and family unseen for three years.

Although John is the better-read of the pair, Winston has his share of memorable lines. He helps John to remember the outside world, and to dream of freedom. But when he learns that John is soon to be released, he grows jealous: "You stink of freedom . . . you will laugh, you will drink, you will fuck and forget."

Winston is in for life, and he knows he may never be released, and cannot count the days of his confinement. "God gave me ten fingers, John. I want to count. How do I count? What do I count? My life? How do I count it? One. One. Every day, one."

And so they pass the time, keeping each other company. But a greater piece of entertainment is in store. The prison is organizing a talent evening, and John is corraling Winston into helping perform a play, *Antigone*, which he saw years ago in Port Elizabeth. In his insightful analysis of the plot he sees a metaphor for black struggles for justice and liberty.

The play, *The Island*, ends with a brief but effective performance of the trial of Antigone, the condensed version. Creon's speech about the importance of the state mock Botha's proclamations that South African blacks are well fed and happy, and need nothing more than full bellies. As John has Creon say, ideals "count for nothing beside the fatness and happiness of the people."

Thus the only onstage political statements are indirect ones, and they are the more effective for their subtlety. But the producers, Theaterworks and the Suffolk Theatre Company, do provide excellent anti-apartheid literature, which is available in the lobby, serving to convey the political message.

Apart from the intense, total performance of the actors, the most striking part of the production is the stage. Every seat is in the front row, as the chairs surround the walls of the prison cell in two tiers. It is as though the audience themselves formed the walls of the prison, as indeed it is our presence which confines the actors to the stage and to their roles.

The same complete attention has been paid to costuming and makeup, extending even to the ankles, abraded by invisible shackles.

And if the performance is complete in space, it is also complete in time. The prisoners are never allowed to leave their cubicle. They are there before the audience is seated, and they remain there after we leave. This is a careful effect on the part of director Downing Cless; the realistic staging of the play, with no visible escapes in space or time, reflects the seriousness of the subject and the dedication of the actors.

Julian West

MTG in Arms

(Continued from page 13)

that was simply the only location where the light crew had managed to train a spot, but it looked awkward nonetheless.

While I'm complaining about the technical crew, the sound person could have provided a little more help to singers struggling with the acoustics of the Sala. Schroko's wonderful voice, in particular, could have used a little help, as his deep tones didn't carry nearly so well as the women's voices.

The set designed by Angie Hwang '86 was simple and easy to change without help from a curtain. The metamorphoses were carried out with due precision by the set crew.

Much the same comments could be made about Rogina Haas's modal costumes. Most of the cast was uniformed in off-the-rack leotards (for the girls) or blue jeans (for the boys). But the actors were treated to more changes than the set, leaving me wondering how they managed to peel all those danskins on and off, not to mention Where or When. They sometimes seemed on the verge of tugging at their costumes before quite making it

backstage.

Not that such would have been terribly out of character. The book, rewritten in 1959 by George Oppenheimer, and rewritten a little further in 1986 by MTG ("Harrison Ford"? Classic Coke??), is filled with double entendres. (For that matter, *Babes in Arms* is itself a fairly clever pun.) Out of the mouths of these babes came lines ranging in subtlety from "Oh, pardon me, I didn't know you were casting" to "I'll sell my body . . . with me in it!"

Even so, it is hard to imagine that Rogers and Hart expected their characters to be played quite so freely. These actors, boys and girls alike, are all over each other. "What the hell am I, a nymphomaniac?" asked Valentine, Schroko's character. Don't worry, Val, you're in good company.

If you haven't seen *Babes in Arms* yet, then you missed it. But at least you know that musical comedy is alive and well at MIT. If you want a little entertainment from MTG, you can still laugh at the program bios. For more, you will have to wait for the next show.

Julian West

Errata

Due to an editing error, Joseph L. Shipman's name was inadvertently omitted from his arts review, "Collage", on Jan. 29, 1986.

A

R T

S



Slapdash Babes cavort in Cape Cod comedy

MIT Musical Theatre Guild performs *Babes in Arms* by Rogers and Hart, directed by Melinda Fennell W '85, Sala de Puerto Rico, January 30 - February 2.

Babes in Arms, in common with much musical comedy, is excusably short on plot. What story there is revolves around the travails of a struggling musical theatre group on Cape Cod. It is therefore usually performed by a highly accomplished professional company in a big, fancy playhouse masquerading as a stage in the sticks.

Last week's Musical Theatre Guild production was a delightful change, as it was actually performed on a slapdash stage in the Sala de Puerto Rico. Fortunately, the highly accomplished company was still present.

They were led by Denise Cormier and

Steve Schroko G, a pair of young lovers with all the usual troubles of young lovers, and talent as well. Cormier had the best singing voice of the company, as well as a full stock of emotions. She was called upon to carry the one truly funny scene of the show — in which she adds a dressing gown to her already abundant wardrobe — and, after a quick costume change, to reappear for the most touching interaction between the lovers. Schroko complemented her well, both in action and in voice.

The secondary pair of lovers was played by Cindy Millington W '86 and Scott Ramsay '89. Millington, the best dancer of the bunch, played a character forever complaining about her looks and being overlooked by talent spotters, which is a little hard to take. Ramsay is much better shaped for his role as troupe clown, taking

full advantage of his ungainliness. Perhaps he does trip around the stage a little much, but he was at his best when hanging from the top of the set without a ladder. Together, Millington and Ramsay achieved a broad humour which nicely set off the more serious lovers.

Debra Wheeler W '85 played Bunny, the theater owner, to good effect. She did get

turns in the spotlight. Hoi Man Siu '87 provided some stellar acrobatics.

Although the production numbers were carefully choreographed and for the most part carried off evenly, the best moments belonged to the lovers when they were left alone to perform duets. "I Wish I Were in Love Again" and "All at Once" were particularly lively numbers, vibrant action —



Back Row: Rina Cerulli '86, Cindy Millington W '86, Leslie Melcer '88, Steven Schroko G, Lynn Hineman G, Scott Ramsey '89, Denise Cormier G, Kent Borg, Bobby Fonacier G.
Front Row: Hoi Man Siu '87, Debbie Wheeler W '85, Mary Louise Ravese '88.



Mark Meister '86, Bobby Fonacier G, Steven Schroles G, Hoi Man Siu '87, Mary Louise Ravese '88, Kent Borg, Debra Wheeler W '85, David Krakauer, Lynn Hienman G.

to lead three numbers, all of which seemed to be genuine crowd pleasures. Her nemesis, the Scroogish Seymour Fleming (played by David Krakauer '88), was the weak link of the company. He came across as more avuncular than avaricious, making me wonder why the other characters hated him so much.

The leads got plenty of support from the members of the chorus, who had to wait for the production numbers for their

liberally interpreted to show the women off as refreshingly forward — accompanying convincingly-delivered lyrics.

One symptomatic complaint about blocking: It seemed that Cormier's Susie was unable to sing "My Funny Valentine" (one of those hit songs you might recognize, whether or not you have heard it before) unless she first walked over to the appropriate corner of the stage. Presumably,

(Please turn to page 12)

The Tech Performing Arts Series presents...

RAMON DE LOS REYES/SUKANYA

Joint Spanish/Indian Dance Theatre

The Ramon de los Reyes Spanish Dance Theatre will perform a joint concert with Sukanya/Dances of India. Boston Shakespeare Company Theatre, 52 St. Botolph St., Boston. February 9 at 2pm and 8pm. *MIT price: \$8.*

AMERICAN VOCALARTS QUINTET

Valentine Day's concert

The American VocalArts Quintet will present a Valentine Day's program entitled "Wine, Women and Song," including works composed by women and about women and romantic love. Longy School of Music, February 14 at 8pm. *MIT price: \$3.*

BOSTON PREMIERE ENSEMBLE

Candlelight Salute to the Sun King

The Boston Premiere Ensemble, F. John Adams, conductor, will give their third annual candlelight concert, featuring soloists selected from a competition in January. The program includes works by Lully, François Couperin, Delalande and Charpentier. Church of the Advent, Boston, February 22 at 8pm. *MIT price: \$5.*

Tickets will be sold by the Technology Community Association, W20-450 in the Student Center. As opening hours are currently a bit sporadic, please call before you come. If nobody is in, please leave your order and your phone number on the TCA answering machine at 253-4885. You will be called back as soon as possible.

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**Big
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MIT has harassment forum

(Continued from page 2)
vulnerable to the teacher who wishes to exploit it.

Many harassed people feel as though they have no power, Rowe said. "Real retaliation is rare, but nearly everybody fears it," she said. Those who feel that they are harassed should realize that there is much more power at their disposal, she explained. The harassed should not worry about scandal or overreaction, since each case is handled confidentially and prosecuted only to the extent that the complainant desires. "Nobody who doesn't have a need to know will know," she said.

The Institute will do its best to make up for the losses of time and work suffered by a victim who goes through with the prosecution process, such as providing a new advisor or new funding if it is apparent that previous funding was removed as a form of retaliation, the panelists said.

Prosecution is not the only avenue, the panelists explained. Often a simple self-assertion made

to the offender to alert him or her to the problem is all that is necessary, they said. Many times a victim will want only a change of advisor or professor, just to get out of the situation, the panelists said.

If these fail, a letter written to the offender formally explaining the student's problem can clear the situation up and can give future investigations great leverage, the panelists said. The panelists also explained that any one of them would help a student write such a letter.

Many people have misunderstandings about sexual harassment, the panelists explained. "People are under the misconception that harassment must be repetitive [in order to be called harassment]," said Robert Sherwood, associate dean for student affairs. He further explained that this was not true, citing specific cases.

Mediator Lynn Roberson, staff assistant for women students, said, "I hope that this is the beginning, and not the end," of

awareness of sexual harassment. The panelists said that the harassed should seek help with their situation by notifying a dean or department head and explaining the problem. In cases of uncertainty, "trust your gut, that's the key," Jean Richard, associate dean of the graduate school, said.

The forum was led by a panel of eight people associated with the well-being of MIT students, especially women students. The panel exchanged ideas with the people in the audience after showing a short, introductory film which gave some examples of sexual harassment in the student-teacher and student-advisor relationships.

The panel consisted of Rowe; Sherwood; Roberson; Richard; Jackie Simonis, assistant dean for student affairs; Anne Glavin, lieutenant of the MIT Campus Police; Peter Jenney, associate psychiatrist in chief of the MIT Medical Department; and Joyce Gibson, director of the Office of Minority Education.

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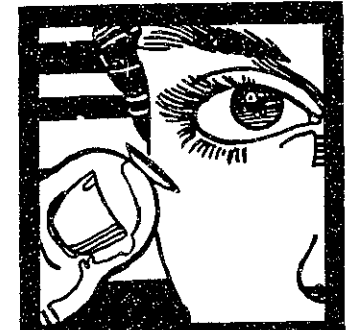
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New faculty policy on academic honesty

(Editor's note: The following is the text of the "Departmental Guidelines Relating to Academic Honesty.")

Preface

The following guidelines have been developed as a result of concerns raised by students and faculty with members of the Office of the Dean for Student Affairs. Many of the same concerns were later discussed at an Institute Forum on the topic of academic honesty, which was held Feb. 1984.

A considerable number of students are concerned about the lack of clarity in the ground rules for homework assignments in some of their subjects. They believe that some of their classmates take advantage of the lack of clarity by working together excessively or by relying heavily on old solutions. In some cases, old quizzes and solution sets are more easily attainable by some students than by others.

Some faculty are concerned that the amount of collaboration or use of old solutions is sometimes greater than they intend, although many believe this ultimately corrects itself in quiz performance. Others prefer to handle more of the minor cases of cheating at a personal or departmental level, but are concerned about the repeat "first offenders" who receive successive light penalties from different faculty members.

Other issues raised at the forum include the importance of academic integrity in the context of scientific careers, the pros and cons of honor codes, the difference in the cultural backgrounds of our students, the differences across the departments in the ways they handle incidents of dishonesty, and the wording of the

MIT Bulletin's statement on Conduct, Discipline, and Grievance Procedures.

Shortly after the forum, Shirley McBay and Frank Perkins put together a joint task force, chaired by Jeff Meldman, to address these concerns in more detail. Members of the task force spoke individually with a wide sampling of faculty members and with some departmental committees. As a result of these discussions, the task force formulated a draft set of guidelines for assisting faculty members and departments in the communication of expectations and in the handling of problems.

The guidelines are not intended as a change in MIT's basic position on the issue of academic honesty. For the most part they are a composite of policies and procedures now being followed by many faculty members and departments. They are intended to bring to the process more clarity, more equity, and a better understanding of possible options. The guidelines emphasize the importance of clear communication about the academic conduct that faculty members expect from their students. They then suggest how violations of these expectations should be handled personally or within the department when a faculty member prefers to do so.

Guideline text

MIT assumes that all students come to the Institute for a serious purpose and expects them to be responsible individuals who demand of themselves high standards of honesty and personal conduct. "Cheating, plagiarism, unauthorized collaboration, and other forms of academic dishonesty are considered serious offenses for which disciplinary

penalties can be imposed." [MIT Bulletin, 1985-86, p. 76]

Some academic offenses by students may be handled directly between the faculty member and the student, possibly with the assistance of the faculty member's department.

The following are suggestions, prepared by the Office of the Dean for Student Affairs (ODSA), for how faculty members and departments can communicate their expectations of academic conduct and how they can handle violations of those expectations.

Communicating Faculty Expectation of Academic Conduct

Faculty members are encouraged to make clear to the students in their classes, at the beginning of each term, their expectations regarding permissible academic conduct. It is important that this be done in the context of their specific subjects.

Some expectations are obvious: students should realize that they are expected not to copy other student's responses during quizzes, or to represent term papers written by others as their own work.

There are gray areas, however, in which the standards can vary from subject to subject and from department to department.

A particularly troublesome area for some students is the question of working together on problem sets and other homework assignments. The use of old solution sets or lab reports presents a similar problem. Because homework assignments have two roles - helping students learn the material and helping instructors evaluate academic performance - it is not always obvious how much collaboration or assistance from old materials, if any,

the instructor expects. Sometimes this can be inferred from the amount of weight given to homework in the grading process, but students often do not make this inference correctly. It is therefore important for faculty members to explain as precisely as possible their expectations about the nature and extent of any collaboration or assistance from old materials that they permit or encourage. Where assistance from old materials is expected, the instructor should be certain that the materials are equally available to all students.

In addition, some students may be accustomed to different cultural values and priorities with respect to academic honesty. This increases the need for clearly stated expectations.

Departmental Handling of Violations of these Expectations

• Within each department there should be a senior member of the faculty, such as the department head, who can provide guidance to faculty members and to students in cases of suspected academic dishonesty. In particular, this individual should be able to give advice about the alternative courses of action that are available, about the norms of fairness within the department and throughout the Institute, and about the rights of students. In addition, deans in the Office of the Dean for Student Affairs (ODSA), as well as the Special Assistants to the President, are available for consultation with students, faculty, and department heads.

• When a faculty member believes that a student had violated the expected standards of academic conduct, it is generally advisable to arrange to talk privately with the student as soon as

possible. At this meeting, the faculty member will want to explain the reason for believing that a breach of academic honesty has occurred, and to give the student the opportunity to respond fully to all allegations. An appropriate effort should be made during this meeting to avoid an atmosphere in which the students feels harassed.

Prior to this meeting with the student, care should be taken to protect the student's privacy, especially since the facts will not yet have been determined. It is usually not advisable to discuss the incident with other faculty members, including the student's advisor, except to seek the kind of guidance referred to in paragraph 1.

• As a result of the discussion between the faculty member and the student, the faculty member may conclude that the student has in fact behaved dishonestly, and may wish to take some further action.

The faculty member may decide to take a direct action (such as one of those described in the next section) or to bring the case to the ODSA or to the Committee on Discipline (COD) for resolution. In making this choice, the faculty member should take into account such factors as the severity of the offense, the attitude of the student, and the amount of dispute that exists over the facts.

Before making a decision (but after meeting with the student), the faculty member may wish to check with the ODSA to determine if the student has received any previous warning letters as the result of academic dishonesty. If the faculty member defers making a decision for this reason, the student should be told

(Please turn to page 19)

UA NEWS



Forum

on

Pornography Policy

February 5th, 4:00 pm

Mezzanine Lounge

Student Center

The UA Council and Graduate Student Council will be voting this month on an updated version of the policy concerning sexually explicit films on campus. Students should attend and give input to this vote.

Tuition Increase?

Bryan Moser will be presenting information to the administration concerning the affect of high tuition on student life. Send letters to Bryan at the UA Office describing how tuition levels have affected your life:

- How has high tuition affected student life?
- How does high tuition affect MIT's applicant pool?
- How does high tuition affect study and career choice?

Send them to W20-401 by February 14th.

Education Reform:

Student Response to the Institute

Take a seminar for credit to help draft a student critique to current efforts on education reform. Discussions centered around student perspectives on educational policy and serious participation of students will take place. History of policy at MIT, trends at other universities, and student initiated research projects will be assisted by Professors Kaysen+Snyder. Contact the UA Office for more details.

STS208 Student Perspectives on Education Policy and Reform
Tuesdays 7:00pm

Professors Carl Kaysen and Benson Snyder

MIT: "Calling all prefrosh"

By Steve Pao

Feature

All MIT students have the opportunity to make contact . . . with prospective students, as part of Project Contact. The program, managed by the Educational Council, aims to gather current students interested in informing others about MIT.

"The effort is to clear misinterpretations that MIT is more narrowly focused than it is," said Bonny S. Kellermann '72, director of the Educational Council. Applicants are better able to decide if MIT is for them after talking with people who have recently lived through the experience, Kellermann said, and those who decide to attend MIT "will know somebody when they get here."

Student volunteers "talk from their personal experience. We never prepare a script. The volunteers do not act as official representatives of MIT — just students," Kellermann explained. A talk sheet is available for volunteers reminding them of items which they may want to mention to prospective students, such as academics, financial aid and living situations.

As well as reaching prospective students directly, the program tries to inform others, including high school teachers, counselors, and the MIT alumni that act as educational counselors.

Informing the educational counselors is especially important, Kellermann said. "Some graduated last June and some graduated 60 years ago, and their experiences are different."

Project Contact focuses on high school students in the junior and senior years. MIT students often visit their local high schools while home on vacation, bringing brochures about the department-

al programs, the Undergraduate Research Opportunities Program, and student profiles. They also answer questions from seniors who have filed their applications.

The program follows up on those who are admitted to MIT, Kellermann continued.

Typically, a surge of interest among current students arises just before spring break, when the list of admitted students becomes available. Last year, 350 volunteers participated in Project Contact. There are currently 340 volunteers.

"The problem this year is in distribution," Kellermann said. At the first meeting in October only two of the first 80 volunteers belonged to a fraternity.

There are also relatively fewer volunteers from remote areas, although "most large cities are covered," Kellermann noted. The geographic distributions of the student body and the group of Project Contact volunteers are otherwise nearly equal. However, Project Contact still needs undergraduates from over 40 areas including some entire states.

Coverage is more spotted for international applicants, Kellermann noted. One person covers

all of South America, while the Asian countries are better represented. Several volunteers come from India, Malaysia, and Hong Kong.

Those interested in minority recruitment may also request a list of minority applicants from certain areas. Although other offices direct their efforts at minority recruitment, some students have asked for lists of minority applicants to contact.

"I would like to see a more comprehensive network," Kellermann said. Of the more than 12,000 preliminary applications received each year, only 6000 applicants follow through to turn in their final applications. "It may be unreasonable to assume all of the applicants can be contacted, but reaching all of the final applicants would be nice if possible," she said.

Another meeting will be held before spring break for those interested in Project Contact. Members of the Educational Council also organize meetings to talk to admitted students. "People can do as little or as much as they want to. It's not too late to get involved," Kellermann concluded.

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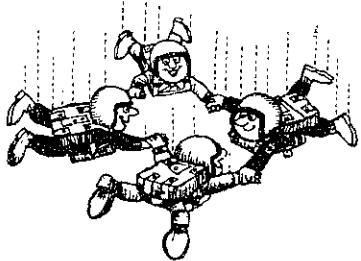
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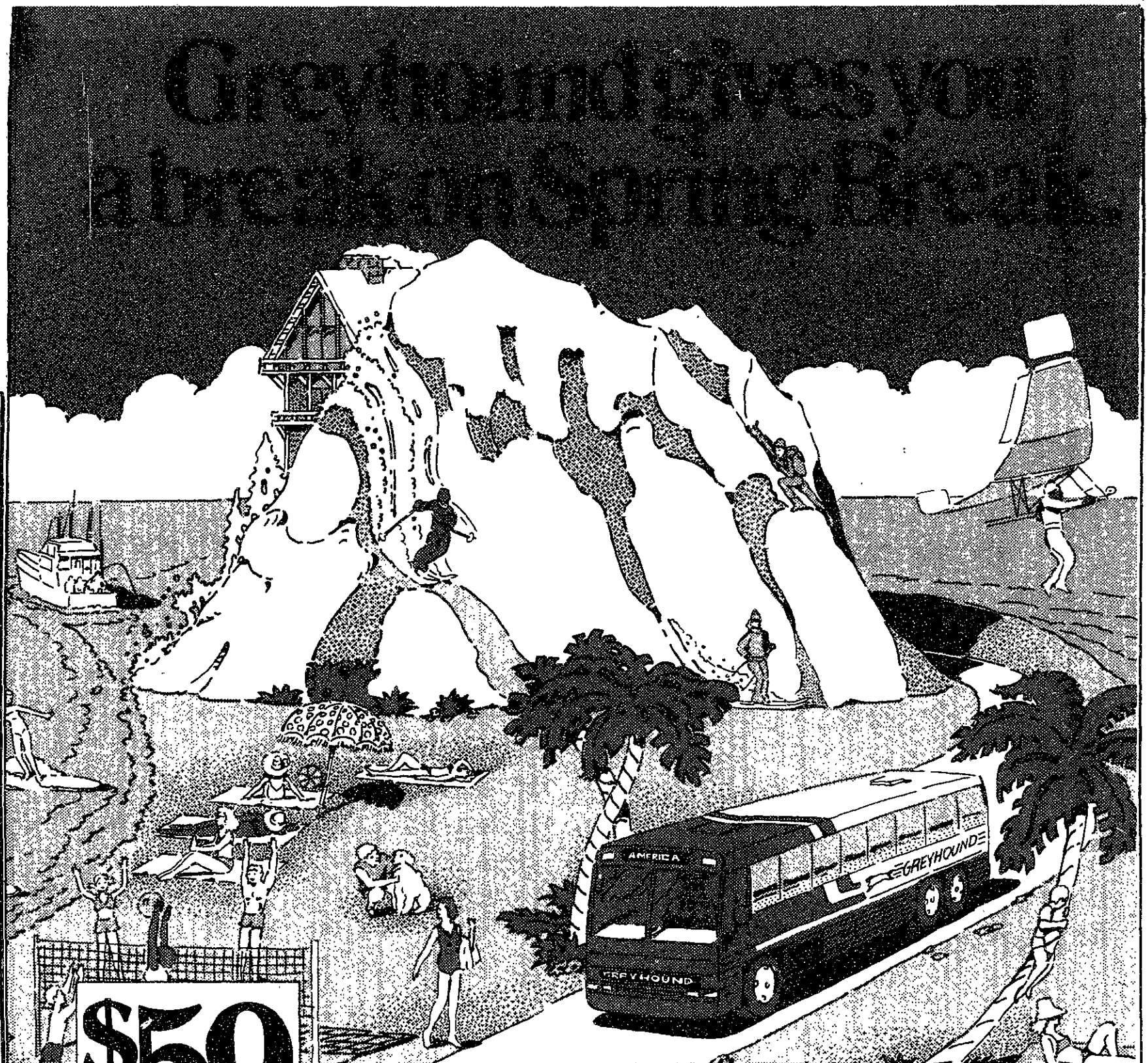


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UA questions faculty appointment policy

(Continued from page 1)

comes later, explained Gene Brown, dean of the School of Science.

Approximately two-thirds of all untenured professors hired by MIT do not eventually receive tenure at MIT, Brown estimated. Many untenured professors accept offers from other universities before their seven-year period is over, Mattuck said. Most of these faculty members would not have received tenure had they stayed for a tenure decision, Mattuck continued.

The Department of Mathematics awards tenure to roughly half of the professors whose cases come up for review, Mattuck said.

Morgan said his current appointment runs through the 1986-87 school year. He has not decided what he will do after the 1987 spring term, he added.

Morgan said that although he disagreed with the department's decision to refuse granting him tenure, "it's hard for the department to make these decisions."

"I told my differential equations class in the fall that MIT is very insistent on having the very best mathematicians in the world," he said. "The department pursues this goal very conscientiously. But there's always the question — is this goal too

narrow?"

Morgan, the chairman of Institute Colloquium Committee, said it is difficult to extend the tenure criteria to include a major emphasis on community contributions and teaching in the tenure-granting process.

Teaching ability cannot be measured only on the basis of popularity among students, Morgan pointed out. Some mathematicians may not present the best lectures, but they still offer students much to learn, he said.

"You can learn a lot from watching really brilliant mathematicians," he said.

Morgan termed the student interest as "a healthy thing."

"I'm glad to see that students are looking for practical ways of having some influence on the [tenure] process," said Morgan. "It's a very intelligent approach to take. It's much more helpful than an emotional response to a particular situation."

Morgan's case is not isolated

"It [Morgan's denial of tenure] is by no means the only symptom of the problem," Davidson cautioned.

The UA resolution cites the Everett Moore Baker Memorial Award for Excellence in Undergraduate Teaching as a distinction of exceptional teaching

ability.

"The Baker teaching award has a stigma that is well-known," Moser said. "Those who receive the award are unlikely to get tenure."

The Baker award, which is administered by a committee composed of students and faculty, has not been awarded for the past two years, according to Peggy S. Richardson, assistant dean for undergraduate education.

"There's no way that students can ignore it when they don't give tenure to our best professors," Moser said.

Peterson: Math department follows tenure guidelines

Professor Franklin P. Peterson, chairman of the Pure Mathematics Committee, said his committee follows the same tenure guidelines as other departments in the School of Science.

The School of Science requires

a department's tenure committee to gather "at least a dozen or so" letters of evaluation from leading researchers at other universities who work in the tenure candidate's area of research, Peterson said.

"We solicit outside letters which justify the quality of his research," Mattuck added. The candidate's MIT colleagues also write letters of recommendation, but the outside letters must comprise at least 80 percent of all the evaluations, Mattuck said.

The committee then makes its decision based on these letters of evaluation, the candidate's teaching ability, and his or her community contributions, Mattuck said.

UA aims for improved teaching

"The most important thing for us [students] is teaching," Davidson said. "That may not be the Institute's highest priority, but it

must have some importance."

Representatives from the Student Committee on Educational Policy (SCEP) and the UA will talk to the administration in the coming months about the perceived lack of emphasis on teaching, Moser said.

"We want to make tenure an issue," said UAC member Walter Rho '87. "That's why we wrote the resolution."

"In the long-term, as they [the faculty] become more research-oriented, you can predict MIT's downfall as an educational institution," Moser warned.

Morgan suggested that regular publication of the SCEP Course Evaluation Guide would probably lead to improved teaching.

"The more attention you give to teaching, the more the faculty considers it in all its decisions," he explained.

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Volume 106

Pornography policy sets gender quota

(Continued from page 1)

committee, two points raised by the screening committee in a self-evaluation.

The revisions are far from final, according to Janine M. Nell G, president of the Graduate Student Council (GSC). They will be discussed at a Undergraduate Association (UA) / GSC forum to be held on Feb. 5 from 3:30 to 5:00 pm in the Mezzanine lounge of the Student Center.

The group which proposed the revisions included Nell; Bryan R. Moser '87, UA president; Finley R. Shapiro G and Associate Professor of French Isabelle de Courtivron, members of the Committee on Student Affairs; Campus Activities Advisor Barbara M. Fienman; and Dean for Student Affairs Shirley M. McBay.

Special membership

The new policy eliminates special membership for LSC. The composition of the committee in the draft will consist of three undergraduate students, three graduate students, three faculty members, and three staff members. The committee currently has three LSC members along with three other students, three faculty members, and three staff members.

The committee could not decide which student organizations deserved representation, Nell said. Opening membership to all was the fairest option, she said.

Last November, Moser said it was appropriate for LSC to be represented on the committee, "because the policy was geared toward film showing."

Now, Moser has changed his position and believes LSC should not have specific representation on the committee. The issue no longer concerns only LSC, but rather the entire student body, because the UA has recently become involved in pornography policy, he said.

Weems was dissatisfied with the membership revisions. "There is no doubt it [the policy] is pointed to LSC," he said. Weems said LSC members have little incentive to fight for representation because LSC is not currently planning to submit films for review. LSC members have limited amounts of time, Weems said.

The role of the committee chairman was unsatisfactory, he claimed. The chairman is appointed by the Dean of Student Affairs. "The dean's office is not a neutral party," Weems said. The chairman approves the committee members, Weems said. "This allows them [ODSA] to stack the committee if they wished," he said. "I wouldn't put

that beyond them," Weems added.

Students from groups such as LSC and Profemina would be highly considered in the nominations process, Moser noted.

Gender

The draft proposes that the committee consist of six men and six women.

Moser personally disagreed with the specific gender makeup of the committee. "[Pornography] should not be a gender-oriented issue. To attribute a particular side of this issue to a gender is not fair," Moser said.

Nell said the gender split was fair. "Sometimes you can see a correlation between one's sex and their stance on the issue," Nell said.

Prof. John Hildebidle, former chairman of the screening committee, said he did not recall any vote break down over gender lines. "The idea that pornography is a women's issue is ridiculous," he said. "The views these films have of men is bizarre," Hildebidle added. He felt that gender breakdown would be "irrelevant."

"I don't believe the sex of a person means anything," LSC Chairman Kenneth M. Weems said. "The individual's own prejudice affects his or her judgment," he said.

Educational presentations

When the policy first came out, it did not explicitly exempt educational showings of sexually explicit films. There was a question of which groups the policy applied to. This "was one of the real puzzles of the old policy," Hildebidle said.

Faculty was made exempt from the policy because of "the issue of academic freedom," said Shapiro.

The committee determined "How far we can reach into the rights of academia," Moser said.

Admissions fee

The new policy explicitly says an admissions fee may be charged for unapproved films. There was question whether an admissions fee should be allowed. The committee determined "if there was no admissions fee it might encourage people to attend," Nell said.

"We wanted to state it explicitly to avoid future controversy," Shapiro said.

Sanctions

When the *ad hoc* Screening Committee completed its self-evaluation, several committee members recommended that the sanctions applied to unapproved films be stiffened. The proposed

draft does not toughen the sanctions. "We felt that the meat of that issue wasn't there," Moser said.

Because of the lack of sanctions, "it can be very frustrating to serve on the committee," Hildebidle said. "You begin to feel that it [committee work] is not justifying your time," he said. He added, however, "the policy is about as far as it can go."

Attendance

The screening committee reported it had problems with attendance. "At the moment attendance won't be a problem because there is no work," Hildebidle said. Weems confirmed this. "We are not currently planning on sending any films to the committee," he said.

"We were aware of the membership problem, but we didn't

come up with a resolution," Shapiro said. The changes in the policy would help membership, Moser said. "An effective committee retains membership," he said.

Moser said the current dialogue shows, "we're doing something about it [the pornography issue]." He said the debate should show "how to effectively deal with an issue."

Draft of revised MIT policy on sexually explicit films

(Editor's note: The following is the recommendation for a revised policy statement on sexually explicit films, released by the Office of the Dean for Student Affairs on Dec. 10, 1985. Portions of the text in bold were not included in the August 1984 statement.)

The Institute wishes to protect the expression of ideas even when these ideas might be unpopular and offensive; it will therefore not categorically deny space to an MIT-recognized group for the showing of sexually explicit or pornographic* films. The Institute will, however, make decisions regarding the time, circumstances, and location of the showing of such films without compromising the protection of expression.

*This policy assumes the definition of pornography as used in an article by Helen E. Longino entitled "Pornography, Oppression, and Freedom: A Closer Look" and appearing in *Take Back The Night: Women on Pornography*, edited by Laura Lederer, Bantam Books, 1980. *Pornography is defined there as "verbal or pictorial explicit representations of sexual behavior that, in the words of the Commission on Obscenity and Pornography, have as a distinguishing characteristic 'the degrading and demeaning portrayal of the role and status of the human female (or male) . . . as a mere sexual object to be exploited and manipulated sexually.'"*

In this connection, an *ad hoc* committee consisting of faculty, students and staff will be established to review unrated or x-rated sexually explicit films proposed for showing to the MIT community. The committee will review such films, prior to public showing, to determine whether they meet criteria established or

adopted by the committee. Details on the composition of the committee and on review criteria are provided at the end of this statement.

Films brought to the committee are expected to have been pre-screened by the group or individual proposing to show such films, using the review criteria as a guide. No x-rated or unrated sexually explicit film can be shown without prior review by this committee, except as described below. If the committee finds that a film meets the established criteria, then this film may be shown on the same basis as any other film on campus. Otherwise, conditions in later sections of this statement apply.

This policy statement does not apply to films shown by members of the MIT faculty when these films are shown within the contextual framework of a class. Sexually explicit films proposed in connection with official IAP activities are subject to this policy statement unless they are being sponsored by faculty members in an educational context. Otherwise, the Faculty IAP Review Committee is expected to refer such films to the Screening Committee.

If any group or individual decides to show a film which the Screening Committee finds does not meet its criteria, the following conditions apply:

- **The film may not be shown on Registration Day of either the fall or the spring term, nor during the R/O period at the beginning of the fall term.** The showing of such films during or at the end of the freshman orientation period is not an appropriate introduction to this community for incoming students, particularly freshmen. Furthermore, showing such films on Registration Day of either term serves to establish an undesirable tradition of such showings.

- **Such a film may not be shown in Kresge Auditorium.** In the past, several unpleasant incidents following these showings have been reported. Kresge Auditorium, where these films were usually shown, is in close proximity to McCormick and Green Halls, the women's dormitories on campus. In order to avoid possible disruptions and unpleasant encounters for students, especially women students, as they move within their normal environment, Kresge can no longer be used for such films.

- **Sufficient prior notice must be given of the intent to show such a film in order to allow others adequate time to plan, schedule, and advertise an alternative and concurrent program.** Any group or individual planning to show a sexually explicit film must notify the Office of the Dean for Student Affairs (ODSA) of this intent at least six weeks prior to the proposed showing date.

- **An admissions fee may be charged, as with other films.**

The following additional conditions, while stated specifically in terms of sexually explicit films, are appropriate for the showing of all films:

- **The group or individual showing such a film is responsible for the provision of arrangements that will assure suitable conduct during the showing of the film.**

There have been several reported incidents of unbecoming behavior by members of the viewing audience during the showing of sexually explicit films. Prior warning to individuals or groups known to behave in an unbecoming manner at such screenings should be considered. A sponsoring group or individual should seek assistance from the Campus Police in maintaining order.

- **Any group or individual showing a sexually explicit film is expected to show good taste in the advertising of such films.**

Violations of any of these conditions can result in a hearing by the ODSA. A range of sanctions are available, including the recommendation that the group be denied the use of MIT space in the future.

(Editor's note: The following criteria were developed by the Repeta committee in the spring of 1983 but were not included in the previous policy statement.)

Review Criteria:

Guidelines used by the Screening Committee in its review of sexually explicit films are the so-called Repeta guidelines (named after the chairman of the committee that developed the criteria). These criteria are as follows:

- 1) The film should reflect believable reality or normalcy in the relationships and sexuality displayed;
- 2) The sexuality portrayed should not be objectified as being separate from the individuals involved;
- 3) The sexually explicit content and the emotional content should strive to equally reflect the viewpoint and the sexual feelings of both men and women; and
- 4) The films should generally promote a positive attitude toward sexuality.

Composition of the Screening Committee:

The Committee shall consist of 12 persons (six men and six women) determined as follows:

- three undergraduate students selected by the Chairman of the new Screening Committee from a list provided by the Undergraduate Association's Nominations Committee;

- three graduate students selected by the Chairman from a list provided by the Graduate Student Council's Nominations Committee; and

- three faculty and three staff, including support staff, appointed by the Dean for Student Affairs in conjunction with the Chairman.

To ensure the recommended equal representation of men and women on the Committee, it is necessary to appoint the Committee's Chairman before the Committee has been completely formed. The Chairman will be appointed by the Dean for Student Affairs from among the faculty and staff members on the Committee. Prior appointment of the chairman is consistent with general Institute practice.

NETEL opposes MIT's phone plan

(Continued from page 2)

the Nuclear Engineering Building (NW12), Berlan said.

The central host will serve buildings on the east side of campus and MIT buildings adjacent to Ames Street, including the Ralph Landau Building (66) and Tech Square, Berlan said. Telephone trunk lines from outside MIT will connect to the switch through this location.

The remote module in Building 24 will serve the "central core" of the Institute, while the module in the Nuclear Engineering Building (NW12) will "act as a switch for stations on the west and north west campuses," Berlan said.

"Hopefully, in the next couple of months, wire and cable will start to be installed [around campus]," Berlan said. Building renovations and a series of office moves over the next 12 to 18

months are necessary before any physical equipment can be installed at the proposed sites, he continued.

"The wire is going in early because a good part of [it] will be used for the campus computer net and Project Athena," Berlan explained.

Long distance service

MIT is currently negotiating the terms of office and residential long distance service with AT&T Communications. Early negotiations with GTE Sprint and MCI Communications have not been fruitful, Berlan said.

MIT hopes to be able to offer long distance service at a discount to students, Berlan said. The long distance carrier would bill students directly. Students would still be able to purchase additional long distance service

from other carriers, he continued.

Independent living groups wishing SESS connections will be able to rent them from MIT, Berlan said, just as groups wishing Centrex lines now rent the service from NETEL.

"If [an independent] living group says they want a connection to the SESS, they can have one, if they pay," Berlan said. Connecting an off-campus living group to the switch might require additional cabling; other living groups might be connected through existing wire.

The Institute financed the switch through a bond sale in October 1985. "The rental cost [of the current Centrex system] will be replaced by the cost of paying off the bond issue," said John A. Currie '87, director of finance.

Experiment "links" freshman physics, calculus

(Continued from page 1)

make friends and find study partners in the linked sections, according to Richardson.

Instructors appreciate interdepartmental discussion

The physics professors and calculus instructors were encouraged to have lunch meetings to discuss the subject matter, students who were experiencing difficulties, and any other pertinent matters. They were "very enthusiastic about the collaboration," Richardson said.

Alan J. Lazarus '53, who taught one of the linked physics recitations, met with the calculus instructor twice this term to trade syllabi and discuss the classes. The interaction across departments was an "unexpected benefit," Lazarus felt. The two instructors are "both involved in the educational enterprise" and this program is "bound to improve teaching," he said.

Richardson also suggested that the instructors visit each other's classes, a proposal Lazarus thinks is "worthwhile but impractical."

Linking students is one step toward making them feel more comfortable in recitations, but it is not enough, Lazarus said.

Calculus instructor Peter Heller said it is a good idea to link introductory physics and calculus because they are inherently related. He would like to see the curricula integrated — the linking is "especially important for technical, formula-ridden classes" because it helps students talk and participate in class.

But linking may not be as important as other factors, such as a class's background and familiarity with the material, Heller added. The "personality of a class can vary greatly," and link-

ing changes the personality only slightly, he said. Nevertheless, he felt that discussing students who were having difficulties with another instructor "increased the human connection and spurred me on to help the student."

Tom Roby G, who taught a linked calculus recitation, agreed that the interaction with the physics professor gave him a sense of what was being taught in 8.01, how the class worked and when he should teach related material. Students who were failing one class were often failing the other as well, he said, and the same was true of students who failed to attend class. "The link might have more potential than was brought out by this experiment," Roby said.

Professor George Koster, the administrator of 8.01 and an instructor of a linked recitation, found it "very hard to evaluate what immediate effect it had on the students." Learning about the curriculum for 18.01 and getting to know the math instructor were positive results, Koster said. "Ultimately it has to be good for the students."

This is "by no means a perfect effort," Richardson admitted. But "this kind of departmentally-based educational effort by faculty across departmental lines holds great promise," Dean for Undergraduate Education Margaret L. A. MacVicar '65 said.

Student comments

Students interviewed by *The Tech* had varied reactions to the experiment. Many studied within their living groups, regardless of the linking of the recitations.

Vincent Webb '89 said, "I felt more comfortable asking questions during recitation . . . It was helpful for getting over the fresh-

man jitters during the first few weeks of the term."

Guillermo Romero '89 said, "It didn't make any difference whatsoever." Javier Casas '89 liked the "relaxed atmosphere" and "speaking informally" with his classmates.

Many of the linked classes were held in the same classroom. "I would have rather had a break than stay in the same classroom for two hours," said David Atkins '89. "I would have rather seen new people. . . I don't think it was that beneficial," he added.

At the start of the term, all 281 students in 18.01 were assigned to linked recitations, but because of schedule changes, only 154 remained by the end of the semester. Recitations generally were 65 to 70 percent linked at the end of the term.

Past programs abandoned

In the 1950s and 60s, students were grouped alphabetically and attended physics, calculus, chemistry and humanities recitations with the same group of students. This "lock step" program was unpopular because it was practically impossible to switch sections, according to Richardson.

The old program was discontinued when increasing numbers of students were able to place out of introductory level classes and the freshman year became less rigidly structured. Another attempt at linking took place in 1981, when students were grouped together, but instructors were not encouraged to consult with each other. The current program is superior to the last effort because the instructors are actively involved this time, Richardson said.

New policy on academic honesty

(Continued from page 15)

when to expect to be notified of the decision.

When the faculty member informs the student of his or her decision, the student should also be told that he or she may request that it be reviewed by the head of the faculty member's department. If the review takes the form of a hearing, the student should be permitted to be accompanied by a faculty member, housemaster, or other similar MIT advisor.

• Among the direct actions that the faculty member may wish to take are the following:

Reduced grade — The faculty member will probably want to assign the student a grade that reflects only the work that the student actually did. If the misconduct of the student is sufficiently serious to merit an F in the subject, or if the student has received previous warning letters about such misconduct, the faculty member should seriously consider referring the present case to the ODSA or COD.

Faculty warning letter — The faculty member may want to

write a letter to the student explaining the conclusion that the student behaved dishonestly with respect to the assignment or exam, and that the grade given reflects only what appears to be the student's honest contribution.

A copy of the warning letter may be sent to the ODSA. This copy will be kept in a special file of such copies (not as part of the student's own file). Deans in the ODSA (only) will be able to access this copy when helping a faculty member choose a course of action as a result of any future dishonest act by this student. If the ODSA copy is sent, the letter should say so and warn that any future act of academic misconduct at MIT will therefore be treated more seriously. If the student disputes any of the facts contained in the letter, he or she should be permitted to append an explanatory statement to the ODSA copy.

It is not advisable that any other copies of the letter be disseminated.

"Do it again" — In cases where the faculty member is not

sure that the student has intentionally acted dishonestly, but where the amount of independent work performed by the student is clearly inadequate, the faculty member may want to ask the to complete a substitute assignment or exam. This would be appropriate, for example, when there is an honest misunderstanding about the degree of collaboration that the faculty member permits.

• The faculty member should inform the student that if he or she disagrees with the faculty member's disposition of the incident, it can be reviewed by the head of the faculty member's department. Any further review should be requested of the Dean of the appropriate School.

If the student feels aggrieved after these steps have been taken or attempted, he or she should be encouraged to consult the ODSA for advice about the possibility of proceeding further, or to consult the general MIT complaint process described in the *Bulletin* under "Institute Regulations" (also printed in *Policies and Procedures*, sec. 3.33.4).

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The Tech

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Coalition speaks in favor of divestment

(Continued from page 1)

ships they had financed at Columbia.

John Parsons, assistant professor in the Sloan School of Management, criticized the MIT administration for failing to study the effects of a possible divestment.

"There has been no serious study of the impact of divestment to the MIT community," Parsons said.

The cost of divestment is "very complex," according to MIT treasurer Glenn Strehle '58. "You never know exactly what the costs are."

Strehle estimated at the faculty meeting that MIT would have lost \$10 million by now if it had divested in 1980.

The ACSR agreed at the meeting to schedule a forum on divestment later this month.

Students criticize MIT policy

The current MIT policy on South African-related investments is based on the validity of the Sullivan principles, a set of desegregation guidelines for companies operating in South Africa, explained Andrew Tager G.

But the Sullivan principles are meaningless, he claimed, because they focus on employment practices. "Structural limitations prohibit US corporations from promoting reforms in South Africa," he said.

The presence of American companies is an inherent condoning of the South African regime and its racist policies, he added.

"Divestment is critical," agreed Shiva Ayyadurai '85. "One-man, one-vote will not be brought about by the Sullivan principles."

Gretchen Ritter G, a member

of the CAA, cited a survey indicating that more than 70 percent of black South Africans support divestment. The survey's results are even more convincing when one considers that publicly supporting divestment is an illegal act in South Africa, Ritter added.

MIT's divestment would be part of an American campaign for the departure of companies from South Africa, Ritter said.

Arnold Contreras '83 asserted that the worldwide anti-apartheid movement has already demonstrated its effectiveness. The movement has diminished everyone's faith in the Pretoria government, he said. The Krugers, South Africa's currency, has fallen considerably in recent months, he pointed out.

Ritter faulted the committee for being inaccessible to the MIT community.

"This unpublicized meeting scheduled for the second to last day of classes is the ACSR's way of soliciting student input . . .," Ritter stated in a leaflet passed out at the meeting.

She also called the ACSR a spokesperson for the MIT Corporation.

"In general, the ACSR has never voted to divest from any company doing business in South Africa," she stated. "They are pro-investment. That is, they favor continued MIT support for the apartheid regime of South Africa."

"In operating as a shield for the executive committee, the ACSR only serves to divert our energies from the true decision making centers on this issue — the executive committee" and President Paul E. Gray '54, Ritter said.

Ongoing

The Institute for Humane Studies will award **Student Fellowships** of up to **\$10,000** for juniors, seniors and graduate students. Includes tuition plus stipend. Applicant's major field of study must be in the social sciences, law, the humanities or journalism. The application deadline is Jan. 15, 1986.

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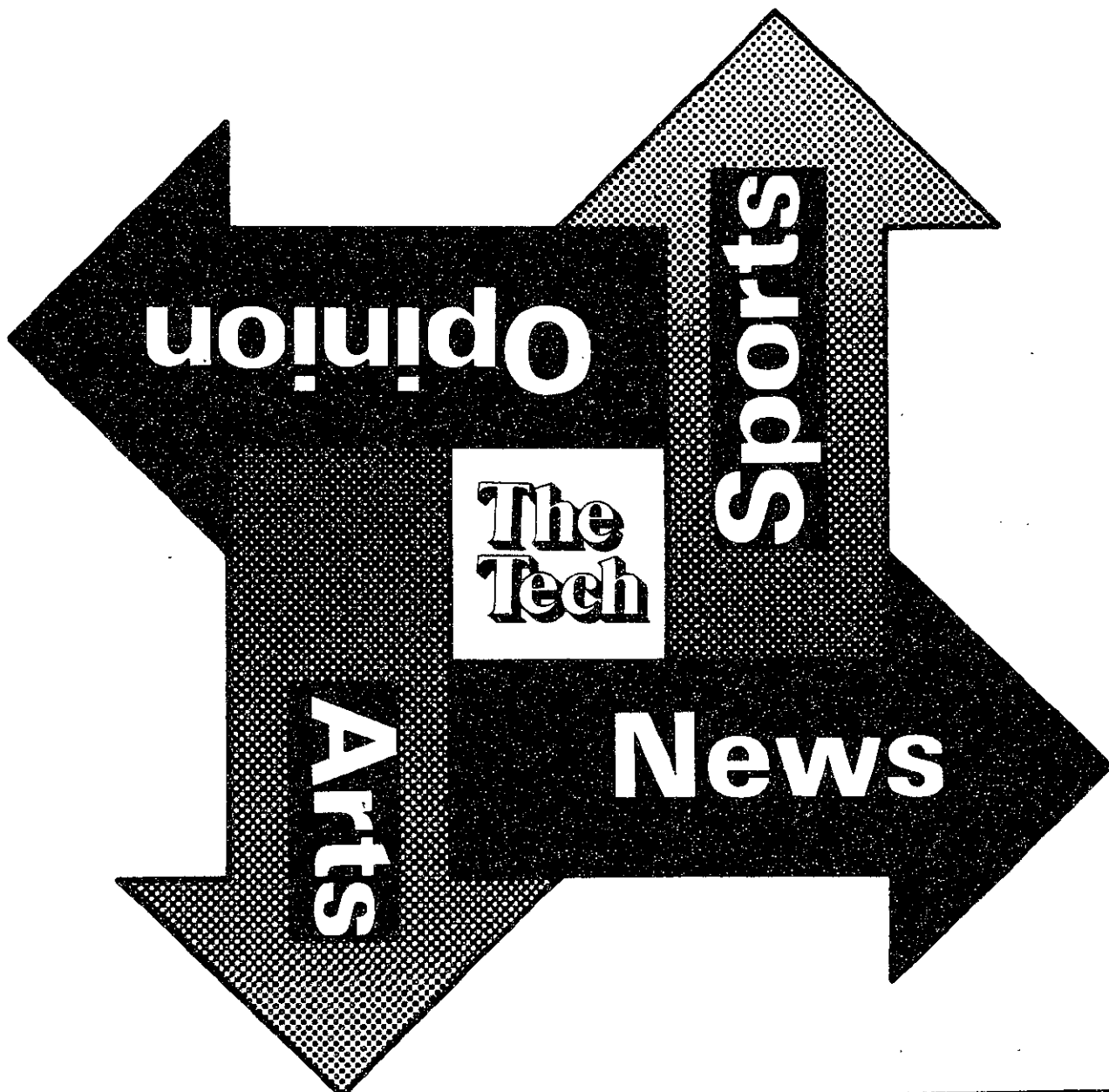
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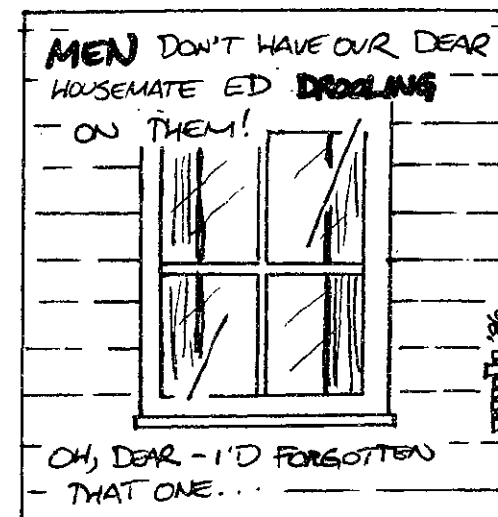
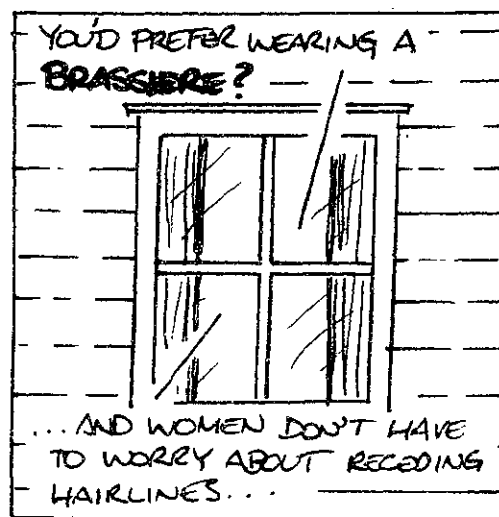
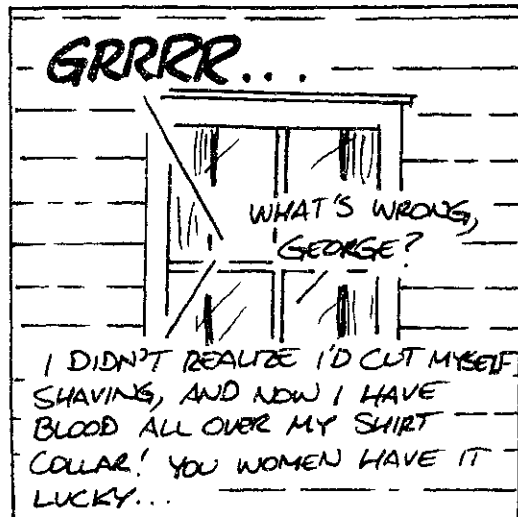
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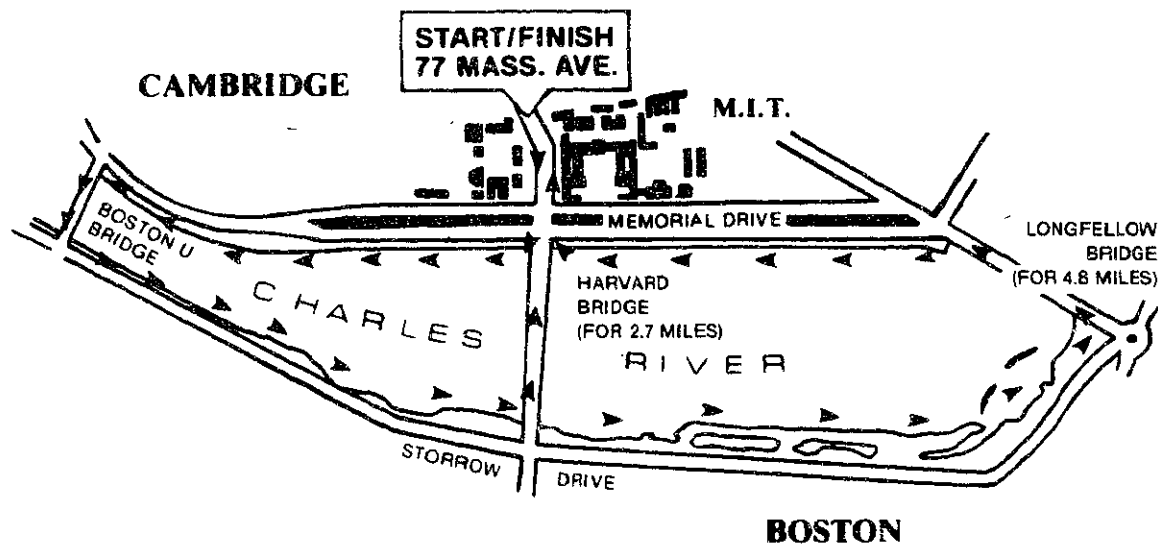


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GENERAL ELECTRIC

sports

Men drop first volleyball match, defense crumbles in tiebreaker

(Continued from page 24)

nandez traded hits with Dartmouth's powerful middle hitters. MIT fought to a 7-1 lead but Dartmouth battled back and tied the score at 14. A service ace by Stuoipis broke the deadlock and MIT pulled out a victory, 17-15.

MIT's defense crumbled in the fifth and deciding game. The blockers put together a strong wall in the first four games, but the wall fell apart in the fifth game. Dartmouth hitters took full advantage. MIT never really got into the game as Dartmouth prevailed 15-4.

In spite of the loss, coach Karyn Altman-Velazquez '78 was pleased with the level of play and looks forward to a strong showing this season, although there will obviously be a lot of hard work involved in polishing the team.

The team will work toward developing a more solid block and a tougher serve, Altman-Velazquez said. The middle hitters must also become more involved in the offensive attack, she added.

Setter Sang Hoon Han '86, whose performance was superb Saturday, will work on setting the middle hitters in a wider variety of situations. This will develop a solid, broad-based offensive attack.

The team faces the University of New Hampshire and the Wentworth Institute of Technology on Saturday, Feb. 8 at Wentworth. The home opener is against Harvard on Tuesday, Feb. 11 at 8 pm.

(Editor's note: Michael Ressler is a member of the men's varsity volleyball team.)

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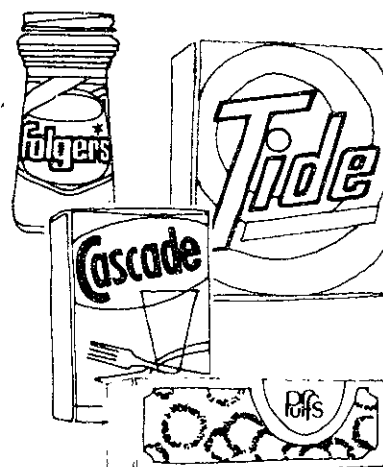
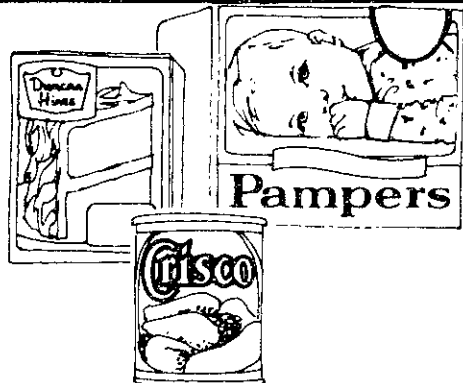
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sports

MIT outshoots Amcats

By Alison C. Morgan

The women's basketball team dunked visiting Anna Maria 56-46 last Tuesday night at Dupont. Anna Maria arrived at Rockwell Cage with a miserable 1-13 record and left with yet another loss.

The Amcats boldly tied the game early on at 10-10 and 12-12 despite the odds. Anna Maria's glory was shortlived, however, as Martha Beverage '87 and Grace Saccardo '86 took turns hooping to up the score in MIT's favor, 23-12.

MIT held off Anna Maria for four minutes into the second half to build a 40-17 lead. MIT coach Jean Heiney then decided to clear the bench, and Anna Maria failed to make a comeback. Heiney cleared MIT's bench again and the Amcats made two turnovers in a row.

With MIT's fourth string on the court, the Amcats began to inch their way back into the

game. Anna Maria ran off 18 straight unanswered points in ten minutes to narrow the score, 50-44, with 41 seconds left in the game. "Anna Maria hung in there," sighed coach Heiney.

The Amcats strategy to foul Tech in the closing seconds was foiled by MIT's bulls-eye shooting from the line.

Everybody who suited up for Tech got their chance to contribute to the team's effort. "We aren't interested in points per player," said coach Heiney. "All practice and all work hard."

MIT letterwinners Helena Cragg '86 and Saccardo were perfect from the field for the night. Saccardo had a game high 15 points.

The Engineers take their 6-8 record into New England Women's 6 Conference play at Wellesley College Feb. 4.

Engineers (56)

	FG	FT	Rb	A	PF	TO	Pts
Trmpsn	0-2	2-2	0	0	1	3	2
Chen	0-0	0-0	2	0	0	1	0
Bump	0-1	0-0	0	0	0	1	0
Cantwell	0-0	0-0	0	0	0	2	0
Tang	0-0	0-0	0	0	0	1	0
Gregory	1-4	0-0	1	1	1	2	2
Brown	0-0	0-0	3	0	0	0	0
Beverage	2-4	2-4	9	5	1	0	6
Ma	0-1	0-0	0	2	1	2	0
Williams	3-7	0-0	6	0	1	2	6
Mourant	2-3	2-2	4	1	0	2	6
Cosakos	1-2	4-4	1	0	0	1	6
Dewilde	3-11	0-0	6	0	2	3	6
Saccardo	7-7	1-2	0	3	2	3	15
Cragg	3-3	1-1	2	1	1	1	7
Totals	22-45	12-15	37	13	12	26	56

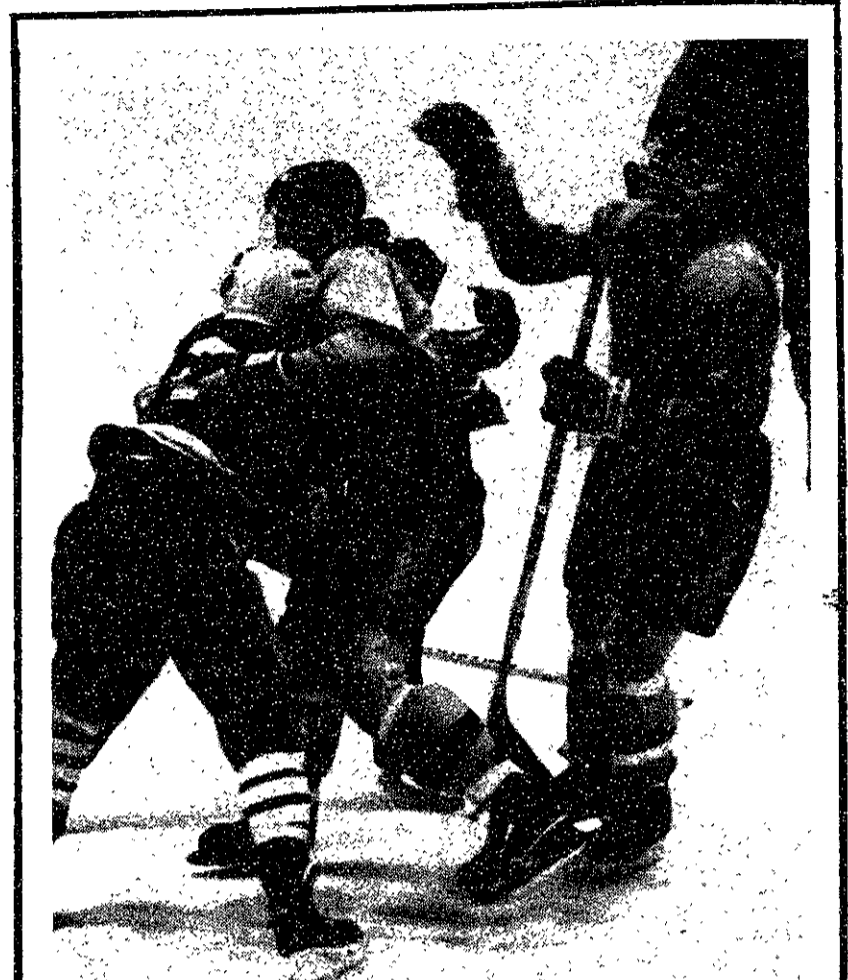
First Half: Field Goals 13-27; Free Throws 4-7. Team Rebounds: 3. Blocked shots: 4 (Gregory, Brown, Beverage, Mourant). Steals: 8 (Williams, 2, Dewilde, 2, Saccardo, Cragg, Gregory, Beverage). Technical Fouls: None.

Anna Maria (46)

	FG	FT	Rb	A	PF	TO	Pts
Bartel	1-6	0-2	6	3	3	1	2
Dendy	4-11	0-0	1	2	4	3	8
O'Slvin	3-11	0-0	4	1	2	5	6
Reid	3-14	6-10	4	0	2	5	12
Ray	1-6	0-0	1	2	1	1	2
Clark	4-10	2-2	11	2	5	1	10
Pratt	3-4	0-0	0	0	1	0	6
Totals	19-62	8-14	34	10	17	17	46

First Half: Field Goals 8-29; Free Throws 0-0. Team Rebounds: 7. Blocked shots: 1 (O'Sullivan). Steals: 6 (Clark, 3, Bartel, Reid, Pratt). Technical Fouls: None.

Anna Maria Amcats 16 30 - 46
MIT Engineers 26 26 - 56



Squash squishes Columbia

By Alison C. Morgan

In a surprisingly decisive victory, the squash team turned back Columbia College 6-3 at the Dupont courts Saturday afternoon. Within an hour, MIT acquired the five points needed to win the match.

The Engineers came out on top with corner shot after corner shot

winning five of six matches by two or more games. The only nailbiter was at the number two match between Omar Masrur '88 and Columbia's Naresh Narayan.

"Our players worked harder to come out winners," said MIT coach Bob Bayliss. Columbia coach Ken Toory agreed, "they were better prepared than we

were."

Both coaches were surprised with MIT's dominating performance. "On paper, this should have been an even match," said the shocked Columbia coach. "I thought it was going to be a toss-up," continued Bayliss.

"This is the first time this season we have beaten a team this good this badly," said Bayliss. The rest of the season "is looking real good," he added.

MIT's victory over Columbia pushes them over .500 with a 10-9 record. This year's team is not "typical," Bayliss noted, since MIT squash has not had a winning season since the 1968-69 academic year.



Photos courtesy Steve Sisak/Technique
Referees attempt to break up a fight between a Worcester Polytechnic Institute player and Rich Zermani '87 of MIT during a game last Saturday. A penalty issued to Alex Jessiman '88 precipitated the the incident. The fight was broken up after 3 minutes, and the referees ended the game. MIT ended up winning 5-3.

MIT vs. Columbia AT MIT, Feb. 1, 1986

MIT PLAYER	OPPONENT PLAYER	WON BY	SCORE	GAME SCORES
Jan Koeman	Larry Walsh	MIT	3-1	6-15, 15-6, 15-11, 15-13
Omar Masrur	Nabesh Narayan	MIT	3-2	15-11, 15-7, 18-14, 15-18, 18-14
J.T. Lam	Jay Khanna	MIT	3-0	15-11, 15-7, 15-8
Hunter Hancock	Harlan Breindel	Colum	0-3	11-15, 11-15, 13-15
Paul Herrmann	Tom Jacobs	MIT	3-1	9-15, 15-7, 15-8, 15-10
Brian Eberman	Steph Zielenski	Colum	1-3	12-15, 12-15, 15-14, 15-3
Brent Foy	Raj Seth	MIT	3-1	15-11, 12-15, 15-4, 15-10
Blake Jacobs	Farooq Hamid	Colum	2-3	14-15, 7-15, 15-12, 15-4, 15-10
Ben Gordon	Bill Walsh	MIT	3-0	18-14, 15-8, 15-12
Alan Gerstein	Jonathon Wald	MIT	3-1	12-15, 17-14, 15-12, 15-11

Dartmouth spikes men's volleyball

By Michael Ressler

The MIT men's volleyball team began its 1986 season on a down note Saturday, dropping a best of five match at Dartmouth 15-8, 14-16, 15-13, 15-17, 15-4.

MIT began the first game very slowly as serve receivers Young Soo Ha G and Armando Hernandez '86 needed time to settle down. The team fell behind 10-0 before some good blocking by middle hitters Paul Stuopis '87 and Eric Daly '87 brought MIT into the game. But the deficit was too large to overcome — Dartmouth took the game 15-8.

In the second game, MIT again fell behind 1-6 before showing its real potential. Powerful hitting

by Hernandez, Ha, and Kyung Kim '87 brought the Engineers up to 4-6. Dartmouth extended its lead to 5-11, but MIT fought back to a 10-11 score on the strength of Ha's devastating jump serve.

Dartmouth again responded by pulling ahead, 10-14, but solid blocking and digging pulled MIT back into the game. The Engineers emerged victorious 16-14.

The third game proved to be the critical game of the match. MIT jumped out to a commanding lead but could not stop a determined Dartmouth comeback.

The game started as a tough battle with both teams trading points. With MIT leading 8-6,

the Dartmouth defense slackened and MIT jumped to a 12-7 lead.

The Dartmouth coach then called a timeout and the team came back reorganized and determined. Dartmouth exploited the MIT defense' tendency to play too close to the net. All six MIT players were caught in front of the ten foot line on a long Dartmouth tip which made the score 12-9.

Dartmouth eventually tied the score at 12. In spite of an MIT timeout and a solid hit by Kim, Dartmouth continued to roll and took the game at 15-13.

Game four was a showcase of power volleyball as Kim and Hernandez

(Please turn to page 23)

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