

Salma I. Saeed

Columbia University Professor Seymour Melman speaking at Saturday's symposium on the military and the economy.

Speakers doubt defense spending aids economy

By Robert Adams

US businesses would be more competitive if less money were consumed through government spending, asserted corporate leader Bernard O'Keefe at the "Military and the Economy" symposium Saturday. The symposium was co-sponsored by the Technology and Culture Seminar, Student Pugwash, and the Disarmament Study Group.

The United States should attempt to reach some kind of agreement with the Soviet Union so that government outlays can be minimized, he claimed. This would help the United States maintain a better competitive edge with foreign businesses. "The solution is not to bash the Japanese; the solution is to get a common dialogue and keep a common dialogue with the Soviet Union," he added.

If the government were to convert all military spending to infrastructure spending, it would create a net employment increase of 262,000 jobs, said Professor Barry Bluestone of Boston University.

"Military spending is capital-intensive," but "civilian spending is labor-intensive," Bluestone said. In the civilian sector, a larger fraction of each dollar spent goes toward hiring instead of procurement, he explained.

Bluestone suggested that spending on the Strategic Defense Initiative would bring economic disaster to the Soviet Union. The United States' gross national product per capita is \$11,000, but the Soviet Union's GNP per capita is only \$4,600. As a result, Soviet family consumption is 34 percent of US family income, and 60 percent of the Soviet population is living below the US poverty line, Bluestone said.

"If we go ahead with 'Star Wars,' the Soviet Union would have to spend three times as much per capita" as the United States in order to match the US military buildup, he continued.

But "in the effort to make the USSR spend itself into oblivion, we would spend ourselves into oblivion," he commented.

"If anyone should be cheering us on [to build up SDI spending], it should be the Japanese, the South Koreans, the Germans, and the French," because they stand to increase their competitiveness, Bluestone concluded.

"The Soviets don't care if we have 5 aircraft carriers or 50 aircraft carriers," O'Keefe claimed. "The Soviets are more impressed with our economy, he said.

STS program offers graduate degree

By Kenyon D. Potter

The program in Science, Technology, and Society plans to enlarge its offerings with a graduate degree, according to Program Director Carl Kaysen.

The degree, under consideration by the School of Humanities and Social Sciences Council, will be called "History and Social Study of Science and Technology," Kaysen said. The curriculum of the proposed degree would take advantage of the strong background of the STS faculty in the 18th-20th centuries, placing emphasis on studies during this period, he said.

Overseas study complements MIT's undergraduate education

Feature

By Jason Vickers

Because of MIT's world-wide reputation, the Institute attracts a large number of foreign students. There are many international students' groups, and one could hardly leave MIT without exposure to a variety of foreign cultures.

For those students interested in more than just a taste of other cultures, the Institute offers the opportunity to study abroad.

MIT students who go abroad usually do so during their junior year, but anyone can go no matter major or year, said Marianne Ciarlo, senior office assistant in the Office of Career Services and Preprofessional Advising.

"Foreign universities love to have MIT students, because it's

Keniston chairs new group Committee abandons College of New Liberal Arts

By Niraj Desai

The Committee on the Implementation of an Integrative Curriculum in the Liberal Arts is unlikely to recommend any sweeping changes in undergraduate education, according to Chairman Kenneth Keniston, professor in the science, technology, and society program.

The committee is studying ways to integrate study of the humanities and social sciences into the Institute's traditional science and engineering curriculum. Specifically, the group is charged with examining the report of a previous committee in this area.

The Committee on Integrated Studies, chaired by STS Professor Leo Marx, called for an entirely new program in the liberal arts. In order to create "a distinctive intellectual community" conducive to the study of humanities at the Institute, the Marx committee report, released in March, recommended a College of the New Liberal Arts be established.

This new college would accept 100 students from each class into an academic program designed to "achieve a high degree of competence in both a science or engineering subject and one of the HASS subjects." The students in the college would receive the degree of Bachelor of Science and Arts.

However, Sarbani B. Thakur '87, undergraduate representative on the Keniston Committee, doubted that any of the Marx

Committee's "more radical curriculum suggestions" would be implemented. The present committee would aim more at making small, strategic changes, rather than major reforms, she said.

Keniston agreed that the committee would only make limited recommendations. The establishment of an independent college is a major step, requiring large amounts of money, planning, and faculty support, he said. Integrated studies in the liberal arts is part of a broader review of the MIT undergraduate education and should not be expected to take place all at once, Keniston added.

Marx agreed, "Institutions by nature move slowly." Changes in the liberal arts curriculum are

likely to be "piecemeal," he said.

The Keniston Committee only began its work in late September and does not have many concrete findings. It is presently considering proposals in two areas: strengthening and expanding existing curricular programs; and creating more opportunities for students, regardless of major, to explore humanities and social science subjects of interest to them, Keniston said.

Keniston reported that the committee was examining the special freshman programs (the Experimental Study Group, Course, and the Integrated Studies Program) and ways to encourage more students to take advantage of a joint major in hu-
(Please turn to page 11)

Galbraith criticizes the military establishment

By Paula Maute

Americans must become politically active to halt the arms race and stop the growth of the military-industrial complex, urged speakers at the morning session of "The Military and the Economy" symposium held at MIT on Saturday.

John Kenneth Galbraith, Harvard University Professor Emeritus of Economics opened the symposium with a lecture on the dangers of the military-industrial complex and its sources of power. "The two great powers deploy

weapons of unimaginable destructive power," Galbraith warned, and they plan for more "weapons systems that are ever more perilous [due] to computer control and hair-trigger tendency," he continued.

The military-industrial complex or "military power" has become independent of presidential administrations, Galbraith explained to an early morning audience of about 100 people. Considering the "organizations it controls, the money it deploys, the politicians it commands, the scientific community it subsidizes... and under the cloak of patriotism, the protection that it enjoys," the modern military establishment is an independent force, said Galbraith.

The Department of Defense employs 6.5 million people through the armed forces, private contractors and military civilians, he noted.

A military-industrial complex operates in the Soviet Union, also, Galbraith said. The two main superpowers feed each other's military complex by responding in a predictable fashion to the other's actions, which could lead "to eventual catastrophe," he said.

"A plausible enemy" Galbraith said, is a primary requirement for fueling the military-industrial
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National and state elections today

Today is election day in the United States. Governor Michael Dukakis is seeking re-election as the candidate of the Democratic party. His Republican challenger is George Kariotis.

Republican Clark C. Abt '31 and Democrat Joseph P. Kennedy II are vying to become representatives of Massachusetts' 8th US Congressional District.

Eight propositions will be on the ballot, addressing such questions as abortion, aid to private schools, taxation, toxic waste cleanups, seat belts, mail-in voter registration, a national health program, and acid rain control.

Members of the MIT community registered in Cambridge can vote today at the following locations between 7 am and 8 pm:

• Those living in Senior House and Eastgate should vote at Roberts School, at Broadway and Windsor Streets.

• Those living in 500 Memorial Drive, Tang Hall, and Westgate should vote at Morse School on Granite Street.

• Those living in most other dormitories, fraternities, and independent living groups in Cambridge should vote at the fire station at Massachusetts Avenue and Main Street.

Voters with questions about where and when they may vote should call in Cambridge: 498-9087; in Boston: 725-6634; in Somerville: 625-6600; and in Brookline: 730-2010.



inside

Interview with Institute Professor Mildred Dresselhaus. Page 2.

"Sid and Nancy" — a rock docudrama. Page 7.

Louise Nevelson: Works in Wood. Page 9.

Seniors can petition the Com-
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Dresselhaus on past, future of women in science

By Philip J. Nesser II

Interview

Mildred S. Dresselhaus is one of twelve active Institute professors at MIT — the first female Institute professor in MIT's history. Dresselhaus was also named the 1986-87 winner of the Killian Award, presented annually to a faculty member in recognition of outstanding professional accomplishments. She holds appointments in both the department of electrical engineering and computer science and the department of physics.

From 1977-1983, she directed the MIT Center for Materials Science and Engineering, and she served as the president of the American Physical Society in 1984. Since joining the MIT faculty in 1968, her research has focused on problems in the physics of solids. Most recently, she has studied the modification of the properties of electronic materials and graphite fibers.

Q: You've been very vocal about the role of women in the sciences.

A: I remember one of my thesis advisees who got his PhD here in 1972. Since there were almost no women faculty, and I was his thesis advisor, he said to me that he thought I better spend some of my time not only doing research but looking after the store. He told me in no uncertain terms that I wasn't doing my duty as a faculty member, just doing research and supervising student PhD theses, but that I should get out there and try to help our women students.

Until that point, I'd been slightly interested in helping women students, but I hadn't done a whole lot. His remarks sensitized me more than any other single incident. When it came from a male student, I thought it was pretty serious. So that's how I really started becoming vocal about the role of women in sciences.

When I first came to MIT, my first year I had a seminar for women science students. What they wanted to hear most about was their adjustment to life as a professional. So most of the seminar was kind of nontechnical.

I was also involved with the admissions policy at MIT, reading applicants' folders. Women and men were admitted on a different basis when I first came to MIT.

Q: Was there any specific breakdown?

A: The number of women that were admitted was limited to the number of rooms that the women's dorms had. The result is that the admission standard for women was different than for men. The cutoff for women was much higher in all the indicators. I said that wasn't fair. The faculty didn't think it was fair either so MIT developed an equal admissions policy around 1970. We had to make some of the dorms coed to make that all happen.

I think that the pressure to have women at MIT came from two sources. More of the pressure came from the male students than from the female students. For the male students, MIT was almost like a monastery. . . . The women students were also pressing because they didn't like being the only women in the class. When you have a class of 15 with four or five percent women, you almost always were the only one in a class, and that was a very big pressure situation.

I didn't change it; it was the vote of the MIT faculty. But I had a little to do with it in writing the report that called the problem to their attention.

Q: What is your academic background? Where did you go to school?

A: I have my bachelor's degree from Hunter College and my PhD from the University of Chicago in physics. I was originally going to be an elementary school teacher, so my interest in teaching goes back a long time before I started college. While I was in college I got sidetracked into science.

Q: I know several women who went to college in the early '50s or so, and several have told me at that time for a woman you were either a nurse, a teacher, or a librarian.

A: That's correct. Those were the only women that were visible. The school teachers, at least in New York City,

In other schools that may have had higher percentages of women students, maybe even up to 50 percent, they weren't studying the same thing as the guys. That's been the unique thing at MIT. . . . [Women] don't have to apologize to their roommates for being a science and engineering major, because that's what people come here to do.

were almost all women. So teaching was a visible profession, nursing was a visible profession, librarians were a visible profession and secretarial work et cetera. You're quite right that the various jobs were categorized as male and female. We went into the jobs where we saw our future.

Q: So you've changed the future.

A: In the sciences, it was a very anomalous situation for women. The women often felt that they couldn't do science. But I went to an all-girls school so that it wasn't clear that they couldn't do particular things because they were all women. In fact we had so many women professors.

I went to an all-girls college that became coed during the war years. When we got the GI's after the war, they were seldom at the top of the class because the very gifted ones didn't go to local colleges; they went to MIT. In my science classes at college, women were always at the top of the class.

So I never got the message that I hear from most of my women friends that didn't go to all-women's college that women couldn't do science and math. I didn't find out about that until I got to graduate school, but I was well enough along by that time that I wasn't so thoroughly discouraged.

Q: What attracted you to teaching?

A: I've always been interested in teaching. When I was a graduate student, I was a volunteer teaching assistant because I had a fellowship but I liked teaching. I wanted to learn how to teach at the college level. It turned out in the end that was a very big asset because it opened doors for me.

Q: Did you wish to teach at the university level when you entered college?

A: No, I had no visions of that. It just kind of happened that way. I was a volunteer teaching assistant because I enjoyed it. I got more responsibility: I was like a head TA for the freshman class.

When I was a postdoc at Cornell University and there was a vacancy in one of the junior classes, there was no-



David M. Watson

body around to teach it, and I volunteered. We never had a woman teaching a technical subject at Cornell before, and the male faculty were very, very hesitant about it. They didn't think that the all-male students, who weren't that much younger than me, would pay any attention to a lady teacher. They were very negative about giving me this class, but in desperation they let me do it. A number of the students in that class went on to become professional physicists, and I meet them at various times and I've always gotten words of encouragement: how that class got them into physics, that I inspired them into careers in physics. It was a good experience.

Q: What do you enjoy most about teaching?

A: I enjoy not only teaching the subject matter, but I like to work on a process of teaching, that is, the information transfer — how the professor with some ideas explains the ideas to the student. Teaching technical things is not easy because the concepts are the things that have to be transmitted, and the students don't see it the same; everybody looks at it a little differently. You have to present it in ten different ways until the student gets it. That's what I like. Teaching the smart students we have here is a real treat.

I tried some novel things in my years at MIT. About 10 or 15 years ago, when the number of women and minority students on this campus started increasing, they mostly studied science. They were not going into engineering because they were afraid of it. I devised a freshman course that was user-friendly. Of the women and minority students, a very large fraction were actually in that course.

I did that for about three years as an overload of my regular electrical engineering assignment. That was an interesting experience, to figure out how to present engineering to a new group that wasn't familiar with it, with no pressure to become engineers, but just to tell them what engineers do. They found out that there isn't just engineering, but there are many different things that people do and some of it is very neat stuff.

Recently, I was asked if I would, experimentally, try to teach a course in the context of science and engineering. I'm running a seminar that I'm enjoying very much. I'm learning something about how to make the context of science and technology interesting to students. I think it stimulates kids in their work, because it gives them some idea of how many different ways they can use their technical knowledge both as practicing scientists or engineers and as responsible citizens.

Q: What is it like being a woman in the sciences?

A: It is not a whole lot different than being a man in the sciences. We have to do our thing. To first order, it's all the same.

Q: Did you meet any significant opposition to advancement in your field?

A: It wasn't like the guys ganged up to give me problems. I think that women are their own biggest enemies. We have no ideas what the opportunities are. When I was a youngster, I didn't know there were things I could do besides being a school teacher. When someone showed me the way, it was just a question of trying to do it.

There are obstacles on the way. Cornell was desperate enough to take a chance on my teaching a course, and after I did well on it, it was proven that a woman could teach a technical course. This happens many times in many places — people are unfamiliar, they don't know, they are used to a different mold and when it's different they're afraid maybe it won't work. But once you try it and it works okay then they're not so suspicious in the future. It is just a question of lack of experience.

Q: How has the situation for women studying science changed over the years?

A: Well, the biggest change has been the numbers. If you had been here 15 years ago, you seldom saw a woman in your class. You would also have the idea that women don't do science and engineering. But now you see them everywhere and they do okay in classes, they do essentially the same as the men. We admit all students on the same basis and expect them to perform on the same basis. What's changed over the years is that when I came here we had about four percent women in an entering class and this year we have about 38 percent — that's a large change.

[Women] have no ideas what the opportunities are. When I was a youngster, I didn't know there were things I could do besides being a school teacher. When someone showed me the way, it was just a question of trying to do it.

Q: What attracted you to the MIT environment?

A: Well, I just like my job. That's the main thing. I have been here for a long time. I've had a lot of opportunities to do other things, but I just like what I'm doing.

You're in a place where all the exciting research sort of evolves around you. It is just like a new world opening up before you. And this happens frequently at MIT. So it's kind of nice to have all this luxury right in your doorstep.

It's wonderful for the students. They don't always appreciate it all. Sometimes they appreciate it more after they graduate. They see other places and they compare us.

Q: How would you compare reaction to women at MIT as opposed to other schools?

A: I think MIT has been kind of a leader in providing a good atmosphere for women in science and engineering. I think we've almost been pioneers in that. This was one campus where for a long time it was a very acceptable thing for a woman to be in science or engineering. In other schools that may have had higher percentages of women students, maybe even up to 50 percent, they weren't studying the same thing as the guys. That's been the unique thing at MIT. They don't have to apologize to their roommates for being a science and engineering major, because that's what people come here to do, including women and minorities and everybody else.

Q: Was the atmosphere easier for women in the late 60's, and how has it changed in comparison to other colleges?

A: Their acceptance has increased by a great deal in the last 15 years. In the early days the faculty were very suspicious because they knew so few women in science.

About 20 years ago, many women feared isolation, and they had feared discrimination. They didn't know how to talk to the professors, and didn't know how to talk to the other students. It was not totally a question of ability, but it was the atmosphere. That has totally changed as the numbers became larger.

Q: What is an Institute Professor?

A: It's a rank that you're voted by your colleagues, basically. We have somewhat more freedom than the average faculty member in that we can sort of do whatever we want.

With the Institute-wide chair, technically, you don't have to teach. In fact, you don't have to do anything. But I think when you look around to see what the Institute professors are doing, they're probably working twice as hard as the next guy.

Q: In closing, what future do you see for yourself, for women in science, and for science itself?

A: I like what I'm doing and I'm planning to stay here until I retire, which is approximately ten years from now.

For women in science, I think the main thing is that the existence theorem has pretty much been proven. That we have enough women around that the guys see us and we are doing okay, and there will be more of us.

As there are more women, we get equal distribution of the prizes. We have the same pluses and minuses, we fill the same distribution space. We haven't quite gotten there, but we are closing on that.

With the declining birth rate in this country people your age are fewer in number than ten years ago, and the number of jobs for you kinds of people is increasing, not decreasing. Society needs more technical people and they will not all be white males, because there are not enough of them. You'll have to go to other categories of people. That is one way that will help women establish themselves, I think. Once they are there I guess they will stay there.

news roundup

from the associated press wire

World

Beirut terrorists free Jacobsen

American hostage David Jacobsen is free after 17 months of captivity under control of the group Islamic Jihad. The White House has maintained official silence on Jacobsen's release. The administration is being "super-cautious" about saying anything lest it hurt the effort to release all the American hostages, said one official who asked not to be named.

Jacobsen was taken by convoy from Moslem West Beirut to Christian East Beirut Sunday morning, according to witnesses and Lebanese military officials.

Jacobsen arrived yesterday morning at the US Military Hospital in Weisbaden, West Germany. The United States did not give in to any terrorist demands, White House Spokesman Larry Speakes said.

Several Americans are still being held captive in Lebanon. "Those guys are in hell. We've gotta get them out," Jacobsen said. (AP)

Schultz and Schevardnadze will meet

US Secretary of State George Schultz PhD '49 will meet this week with Soviet Foreign Minister Eduard Schevardnadze. It is part of the 35-nation Helsinki Review Conference that will be held in Vienna, Austria. Schultz and Schevardnadze are scheduled to meet two times this week, during which they are expected to continue talks on proposals made at the Iceland superpower summit. President Reagan said Sunday that a superpower arms agreement is now just a question of time. (AP)

Group accuses Soviet Union of human rights violations

Recent highly publicized gestures by the Soviet Union have only overshadowed the Kremlin's systematic human rights violations, according to the International Helsinki Federation for Human Rights. The Soviet government has only relaxed restrictions for a highly selective group of its citizens, concluded a report released yesterday in Vienna by the human rights group. (AP)

Hasenfus trial continues

Eugene Hasenfus, the American on trial for conspiracy against the Marxist government of Nicaragua, acknowledged yesterday that he signed a paper that the Nicaraguan government calls a confession. But he denied any connection with the Central Intelligence Agency, as one section of the document claimed. (AP)

Aquino and communists come closer to agreement

A cease-fire offer from communist insurgents is a step forward in the quest for peace, Philippine President Corason Aquino said yesterday. The communists have proposed a 100-day cease-fire as the first step toward a settlement of the 17-year-old rebellion. Negotiators for the Philippine government will present a response by tomorrow, Aquino said. (AP)

Japanese honor Friedman

The Japanese government bestowed a special honor on Nobel Prize-winning economist Milton Friedman yesterday. Friedman was inducted into the "Order of the Sacred Treasure" by Japan's Foreign Ministry. Friedman has long been an advocate of capitalism and free trade. (AP)

Local

Children targets in Halloween tricks

A candy bar exploded in a trick-or-treater's hand Friday, according to Providence, RI police. A middle-aged man gave 12-year-old Tina Cordeiro a "Whopper" bar, which exploded several minutes later, officials said. The girl received several cuts on her fingers, and police are studying the wrapper in a crime laboratory.

In another incident, a man checking his grandson's candy bag found a prescription painkiller in the center of a "Reese's Peanut Butter Cup." There is no way to trace its origin, officials said. (AP)

Bus crashes mysteriously

A Boston school bus driver has denied allegations that he didn't have his hands on the wheel just before an accident Friday. More than 40 students suffered minor injuries when one school bus crashed into another on Boston's Central Artery, school officials said. Three students said the driver was standing up, singing, and dancing just before the collision. Driver William Hicks claims the story is a lie. He had to stop the bus quickly because he was cut off by a car, Hicks reportedly told police. (AP)

Nation

Congressional report concludes disarmament is destabilizing

Scrapping all nuclear arms could be disastrous to the balance of power in Europe, according to the author of a recent congressional report. Eliminating all nuclear weapons would give Soviet-bloc nations such an advantage in conventional forces that the Russians could win a European war within a month, the report concluded. The report was a study of the impact of arms control proposals advanced at the recent Iceland superpower summit. (AP)

Reagan rejects energy standards

President Reagan refused Sunday to sign a bill that would set minimum energy-efficiency standards for home appliances. The bill was intended to conserve energy, but it would have cost consumers more than \$1 billion dollars in higher appliance prices, Reagan observed. (AP)

Supreme Court rules on segregation

The Supreme Court has given mixed rulings on desegregation efforts in two recent court cases. The Court has refused to order elementary schools in Norfolk, VA, to return to the use of busing to achieve racial integration. It has decided not to interfere with the local school board's desegregation plan.

In another case, the justices refused to kill an effort to reinstate busing to desegregate elementary schools in Oklahoma City. In this case, the Court supported a ruling that some black parents should have the chance to challenge the constitutionality of Oklahoma's non-busing neighborhood-school plan. (AP)

Supreme court decides abortion case without hearing arguments

In a 5-3 decision, the Supreme Court ruled yesterday that states may not cut funding to private groups simply because the groups operate abortion clinics. The Court concluded that it was unconstitutional for states to control their spending in this way. At issue in the Arizona Planned Parenthood case was whether state monies may be withheld from organizations that offer abortion-related services even if the funds themselves are not used for abortions.

Justices William Rehnquist, Byron White, and Antonin Scalia voted to hear oral arguments, one vote short of the four necessary. (AP)

Government does study on capital punishment

Nearly a third of all the convicted prisoners on death row are concentrated in Florida and Texas, according to a study by the federal government. The Bureau of Justice statistics indicate that 42 percent of all inmates facing execution are black. The number of executions dropped to 15 last year, which is three fewer than in 1984, the report said. (AP)

High school pranksters declare World War III

Students at the Dominguez High School in Long Beach, CA announced yesterday that the Soviet Union had declared war on the United States. The principal described it as just a homecoming prank, and said he didn't understand why parents and school board members were upset. Some students cried at the news. School board members say they will investigate the incident. (AP)

Sports

Poli snags NY Marathon victory

Italian runner Gianni Poli won Sunday's New York City Marathon in the unofficial time of 2:11:06. Australian Rob de Castella, who was favored to win, came in third. For the fifth year in a row, the women's division was won by Norway's Grete Waitz. (AP)

Weather

Flaky weather ahead?

Boston weather will feel wintry for the next several days. Cold high temperatures, which will dominate our weather from Tuesday afternoon until Thursday morning, will set the stage for an interesting weather event Thursday. On Thursday, as the cold air associated with the high retreats eastward, moisture from a storm in the Mississippi Valley will move into New England. The type of precipitation we get will be dependent on the arrival time of the moisture.

Today: Morning showers followed by afternoon clearing and falling temperatures. Highs near 53°.

Tonight: Clear and cold. Low 32°.


Wednesday: Sunny early with slowly increasing clouds. Highs near 43°.

Thursday: Cloudy with cold rain. If the rain arrives before dawn, it will likely begin as a mixture of snow, sleet, and rain.

Forecast by Michael Morgan

Compiled by Robert Adams

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opinion

Column/Ben Z. Stanger

Do not confuse news with opinion

Many people are unfamiliar with the difference between page one and page four of *The Tech*, as indicated by the letter of Lindsay Haugland '89 ["Facts do not support the Black Alumni Survey's claim of racism," Oct. 31]. As an editor at *The Tech* and one of the editors of the story in question, I will try to clarify this all-important distinction.

Simply put, the front page contains news, and the fourth page contains opinion. The foremost role of news editors is to make sure that news does not mix with opinion, and they treat this separation extremely seriously.

Thus when Haugland asked, "Am I . . . supposed to believe the claim just because *The Tech* says it is true?" she neglected to realize that the claims of the report were not made by the newspaper, but by the Minority Student Issues Group.

The newspaper fulfilled its responsibility to report the findings of the MSIG. The story had clear news value — the Associated Press and many national papers carried an account of the MSIG report. But readers should be aware that by running a story on the report, a newspaper does not automatically endorse the report's conclusions.

I share several criticisms raised by Haugland:

- Many of the responses describing MIT's negative or impersonal environment apply equally

well to blacks and whites, making it "impossible to know whether the problems are unique to blacks or are indicative of the undergraduate experience," as Haugland said.

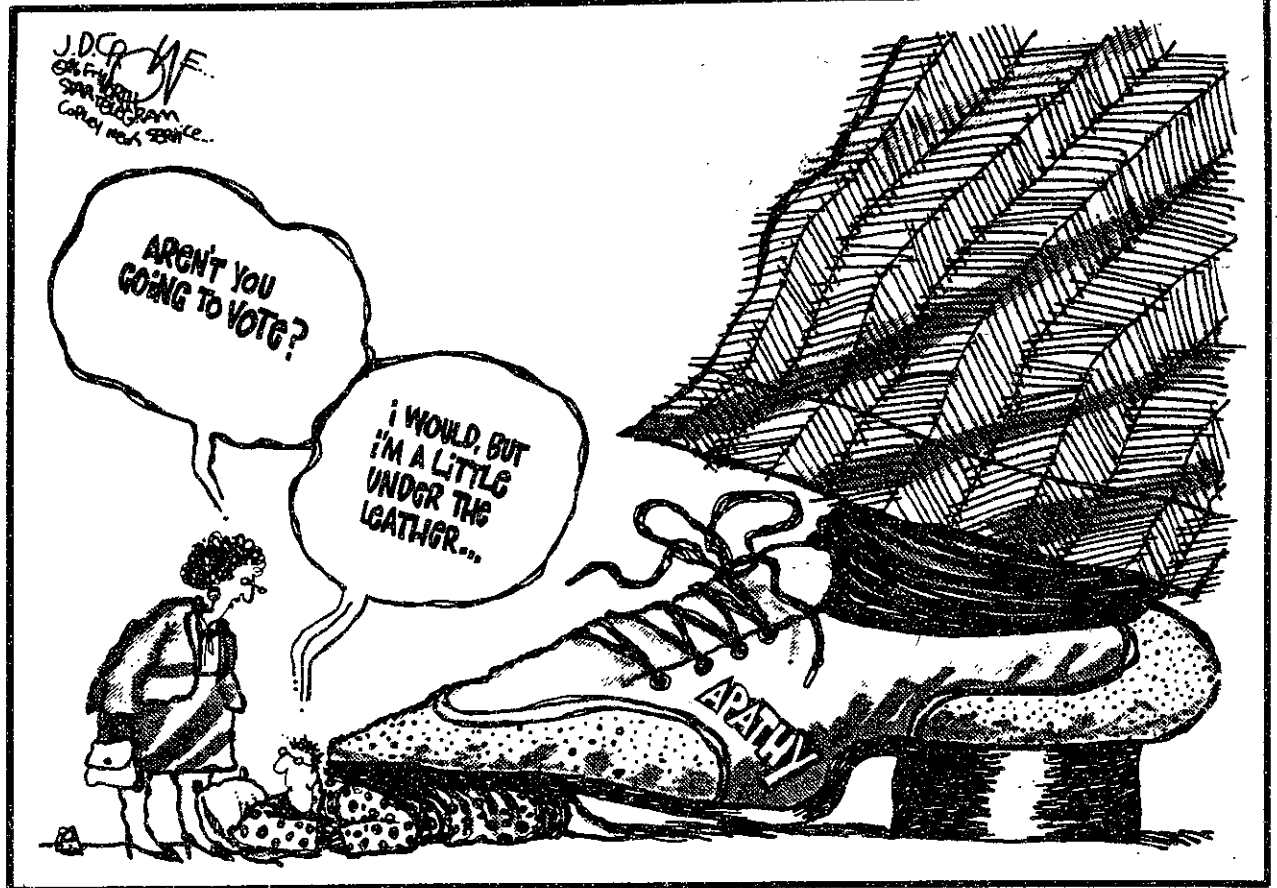
- Black students' anecdotes are undated (how many of them apply to 1969, only a year after the assassination of Martin Luther King Jr.).

- There is little or no delineation between "black" students and "minority" students for an overwhelming part of the report — it virtually ignores American Indians, Mexican Americans and Puerto Ricans.

MIT and the MSIG will need to take up these issues because the report has limited credibility as it now stands. Racism at MIT may be a serious problem, but the report points a finger at the shadow of racism, not the figure.

This is why it is necessary for *The Tech* to present the methods and findings of the report in a straightforward and unbiased manner. It gives a basis for criticism in the community.

One should always keep in mind that there is a difference between an editor who puts a story on page one and an editor who agrees with the opinions expressed in that story. Thus, when I pick up a copy of my favorite New York daily and read a story with views which infuriate me, I don't bring my case up with the editor. I would rather send it "To the Editor."



→ feedback

Haugland misunderstands blacks

To the Editor:

I take strong exception to the letter ["Facts do not support the Black Alumni Survey's claim of racism," Oct. 31]. Lindsay Haugland '89 is both ignorant of and insensitive to the racial problems facing blacks at MIT, and thus is unable to write about them.

Haugland fails to realize many things about the issue, to the extent that it sounds as though she is trying to prove that racism no longer exists.

In the first place, she misunderstands that the survey asked blacks whether they had received any negative treatment on a racial basis. She fails to see the difference between having negative feelings about MIT, as many may or may not have, and the study's claim that blacks have negative feelings because of racial bias.

Haugland claims that it is necessary to have a "parallel view on other students' perceptions of their years, treatment and education at MIT." Other students' perceptions of MIT are totally irrelevant to whether or not black students experience racial bias at MIT. Many students may have negative feelings about MIT, but if they do not originate from racial problems, I fail to see their relevance to this issue.

As a black I can personally testify to the complexities of the racial situation facing blacks. This is something which Haugland, a white, cannot do. She cannot understand the unique pressures and negative feelings that blacks experience. She relates black problems from a white point of view. She discounts the study's claim that minorities feel that they must prove they are equal, both intellectually and socially by saying that whites feel the same way.

While I don't doubt that whites do experience some of these feelings, I am sure that it is not because of their race. It is perfectly natural in a fast paced environment to feel some of these feelings, but these feelings should not be imposed upon you because your skin color is different from that of the majority. Ever since I have been at MIT I have felt the need to prove my right to be here as well as my ability to succeed. I have felt that in mostly intangible ways this has been put upon me by the general white population at the Institute. To me it seems that no matter how good I am or how much I accom-

plish this feeling lurks behind me.

Haugland completely misunderstands the cultural differences between the black and white communities. There are very distinct differences that exist between them as to what is predominant in music, clothes, types of parties, language — virtually anything imaginable. These differences are not absolute but general. I agreed with the study's account that the principal activity during white parties is to get drunk. Most blacks that I know do not find this so enjoyable as their white peers. Again this is not an absolute but a general rule. This is an example of a cultural difference that can make it difficult for a black to fit into a predominantly white living group. I chose not to have this problem and thus reside in "Chocolate City," the top three floors of New House 1 which are all black.

These cultural differences also manifest themselves in the history and tradition of MIT. MIT is an institution that has been dominated by whites since its inception. Nearly all the buildings, lecture halls and points of interest are named after whites. This is evidence of the fact that MIT is largely a new place for blacks to be and thus it is easy for us to feel insecure about being here. It is harder for many blacks to adjust to the new cultural mind-frame that exists here.

Many blacks are among the first in their families able to go to college while many whites often have a history of higher education that goes back many generations. Haugland does not understand this, as can be seen by her statements about all white students not having parents that are engineers. Obviously, it is not true that all white students have parents who are engineers, but

(Please turn to page 5)

No evidence exists that defines when life begins

To the Editor:

Why must I be pro-choice? Most of my beliefs on abortion would point to a pro-life stance. I firmly believe that abortion is murder and that life begins at conception. These beliefs stem from a strong conviction that all life is sacred, be it the life of a mouse, a spider, a fly, or an unborn child. I would not terminate any of them for the sake of my personal convenience.

However, I am a scientist. And as a scientist I feel that I am competent to judge what is or is not scientific. Due to my scientific ability, I have come to the realization that there is no valid scientific evidence defining when life begins: no proof of when or if an unborn child constitutes a living human being. In the absence of such a universally accurate and verifiable definition, the decision whether or not abortion is tantamount to murder (and when) lies firmly and resolutely within the realm of personal belief.

Therefore, who am I to dictate what someone else will believe? Who am I to claim, in the absence of objective evidence, that my views constitute the one true and correct belief? Such universal decrees are not the province of mere mortals.

Furthermore, since differing views on abortion are based on beliefs and not facts, who are the US government and the Commonwealth of Massachusetts to systematically determine what we, as citizens, believe? I feel that such a pronouncement would clearly violate the separation of church and state.

While discussing the issue of abortion I have heard many different religious concepts of when life begins, including: at fertilization; at conception; when the heart starts beating (around 18 days); when the souls resolve their conflict over who among them receives the corporeal body and the winner takes possession near the end of the second month; when the fetus becomes viable (able to live outside the womb); and at birth.

With these views in mind, who then, is a Catholic to legislate what a Hindu believes? Or the Hindu to mandate the beliefs of a Jew? Or the government to make one person's religion everyone's law? Such a proclamation would violate the principles this country was founded on.

This is why, despite my feelings about life, I must be pro-choice. Because I believe in the right to believe.

Kathryn E. Parker '88

The Tech

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opinion

feedback

MIT libraries discriminate against students who smoke

To the Editor:

Signs on the doors of the Dewey Library says that after Nov. 1, the library system will become non-smoking. And I wondered — is that fair? About 70 percent of the US population does not smoke, and that percentage is much higher at MIT. But some of the population does smoke. Some people, for a variety of reasons, are addicted to cigarettes. They cannot seem to choose not to smoke.

Collectively, people agree that non-smokers shouldn't be subjected to sidestream smoke. That's why there were smoking areas. They allowed people to smoke without bothering non-smokers. When the library is non-smoking, people will still smoke. They'll go outside, but it gets cold in the winter. So they will hide in the bathroom, subjecting everyone to their externalities, or arrange not to work in

the library. Which makes me wonder. Does MIT really mean that smokers shouldn't have equal access to the library system?

The issue arose because Cambridge has passed an ordinance banning smoking from public areas. It was decided, without notice and comment, that the MIT libraries are entirely public. The consequences of this policy will be smoke in the bathrooms and unequal access to the library system. The purpose is to protect non-smokers from sidestream smoke. There seems to be a conflict.

I suggest that smoking areas are private areas, and that everyone acknowledges them as such. Unless MIT has decided that smokers need not apply, private areas to indulge in private foibles are only fair.

Alice Outwater G

White students cannot know what blacks feel

(Continued from page 4)

they do generally have parents that come from professional backgrounds. This is not as prevalent among black students.

Twenty years ago it would have been difficult and in some cases dangerous for a black to try to sit in a classroom of higher education. Thus even today it is sometimes a radical move for blacks to consider a college education, while it is expected of many white students. It is very difficult to feel as though you belong at a place such as MIT when you are the first one in your family to go to college, and all around you are third or fourth generation students at college in general if not MIT in particular.

What I think the study pointed out, and what Haugland failed to understand, is that racism is alive and well in the 1980s at MIT. This may be a surprise to those who think that racism mysteriously died at the end of the 1960s, but I'm sure it's not to those of us who have to feel its negative effects every day.

Edward N. Page '89

If you won't read these 7 signals of cancer... You probably have the 8th.

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2. A sore that does not heal.
3. Unusual bleeding or discharge.
4. Thickening or lump in breast or elsewhere.
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6. Obvious change in wart or mole.
7. Nagging cough or hoarseness.
8. A fear of cancer that can prevent you from detecting cancer at an early stage. A stage when it is highly curable. Everyone's afraid of cancer, but don't let it scare you to death.

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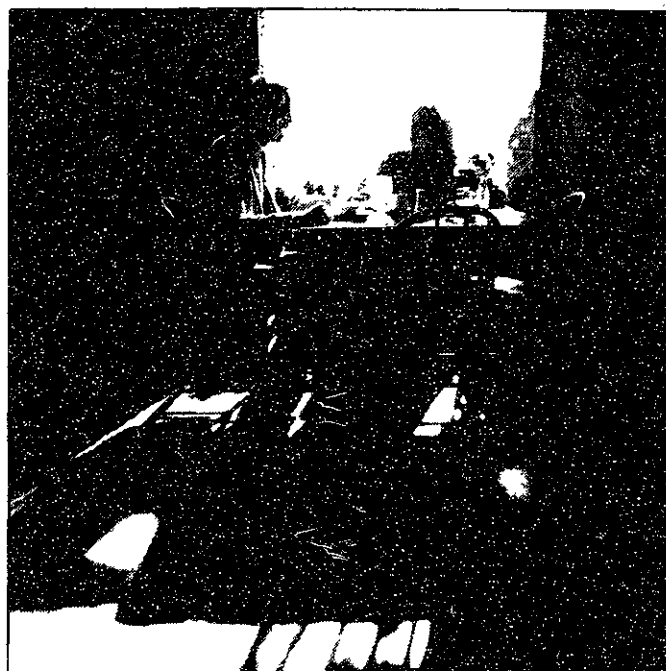
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Undergraduate Association News



There will be a regular meeting of the

UA Council

on Thursday, November 6,
at 7pm in the Center Lounge
of the Student Center

*All members of the Council should attend
or send a proxy.*

UAC Forum

“The Racial
Environment
at MIT”

Wednesday, November 12

Find out what's going on!

On Thursday, November 6, tables will be set up outside Lobdell and Walker Memorial Cafeterias and the Student Committee on Educational Policy (SCEP) will be distributing questionnaires and information on the HASS proposals. Please try to stop by — these issues concern **you.**

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ARTS

"Sid & Nancy" a unique romance in the midst of the punk culture**SID & NANCY**

Directed by Alex Cox.

Starring Gary Oldman and Chloe Webb.

Opens November 7.

By PETER DUNN

WHAT MAKES "SID & NANCY" different from other rock "docudramas" is not so much its theme. It is about Sid Vicious and Nancy Spungen, about punk rocker and groupie, and as such cannot completely avoid the punk rock scene in which their relationship developed; but however much punk rock at its inception was radically different from any previous form of rock music, this film's uniqueness does not stem so much from that difference than it does from the unusual way in which it presents its subject matter.

Alex Cox, who previously made the bizarre but amusing "Repo Man," has ignored the usual conventions of the "docudrama" by making his film more than simply an objective observation of the life and times of its main characters. Whereas most "docudramas" try to present an emotionless, unbiased view of their subject matter, hence making them more realistic

in the conventions of documentaries, "Sid & Nancy" clearly takes sides.

The story of Sid and Nancy is relatively well known. Sid Vicious was the bass player for the British punk rock group, the Sex Pistols. He lived up to his name, being known for self-inflicted torture and for taking after journalists with bicycle chain and guitar. He was not a terribly good musician, taking hours to learn a simple tune, but was defiantly dynamic on stage. Nancy Spungen was an American groupie who met Vicious in London, and the two eventually became lovers and partners in heroin addiction. When the Pistols broke up in 1977, Sid and Nancy moved to New York where they tried to establish a solo career for Sid. In 1978 Nancy was stabbed to death in their hotel room and Sid arrested for her murder. Five months later, before he could be brought to trial, Sid died of a drug overdose.

This brief summary does not even begin to tell the entire story of what "Sid & Nancy" is about. The film deals hardly, if at all, with the story of the Sex Pistols: the group and its history are little more than a backdrop to the unfolding romance between the two main characters. It seems odd that any romance at all could have

evolved from the anarchistic, selfish, and destructive punk culture, but it is even more odd that this film should present that romance in a sympathetic manner.

Punk culture tried to rebel against any activity considered normal — Sid even refuses at one point to have sex with Nancy

because it is a remnant of the free love, hippie era — and romance certainly seemed part of the upper-crust culture against which the punks were rebelling. Moreover, although Sid and Nancy's relationship is in no way presented as a normal romance, it is unquestionable that the two are actually in love. Cox turns the them into Juliet and Romeo figures, lovers locked in a destructive race toward death.

More than its presentation of a love story in a culture where one would believe a love story could never evolve, "Sid & Nancy" is a film which clearly takes an emotional stance. Cox chooses very carefully those parts of Sid's and Nancy's lives he wishes to depict so as to best get his points across. We feel comfortable in the film's depiction of reality until our senses are jarred by scenes of "ordinary" life (for example when Sid and Nancy attempt to visit her grandparents for Thanksgiving) at which point we begin to question how at ease we really are with what we are seeing.

In addition to this disquieting presentation of storyline, Cox takes free rein to incorporate dream sequences and extremely stylized shots in the film, both atypical of the "docudrama" genre, which make what

(Please turn to page 9)



Gary Oldman as Sid Vicious

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SinfoNova

Music of Soviet and American composers is featured in the SinfoNova Chamber Orchestra's opening concert of their 1986-1987 season. The concert is part of the American Music Week celebration. Tuesday, Nov. 11, Jordan Hall, 8 pm. *MIT price: \$5.*

Cantata Singers

The world premiere of MIT Professor John Harbison's *Flight into Egypt* will be part of the concert of the Cantata Singers in Jordan Hall, Friday, Nov. 21, 8 pm. Also featured: Bach's cantata *Wachet Auf*, BWV 64, and short pieces by Schütz. *MIT price: \$5.*

Pinchas Zukerman

Virtuoso violinist Pinchas Zukerman will appear in a Wang Celebrity Series recital in Symphony Hall on Nov. 23, 3 pm. The program contains works of J. S. Bach, Brahms, Takemitsu and Fauré. *MIT price: \$5.*

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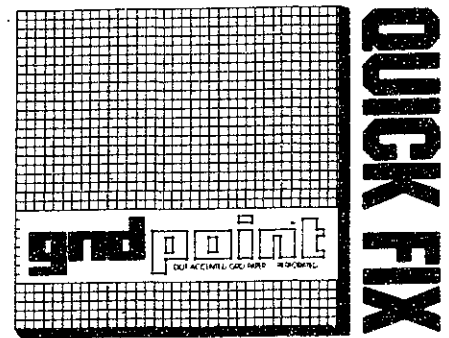
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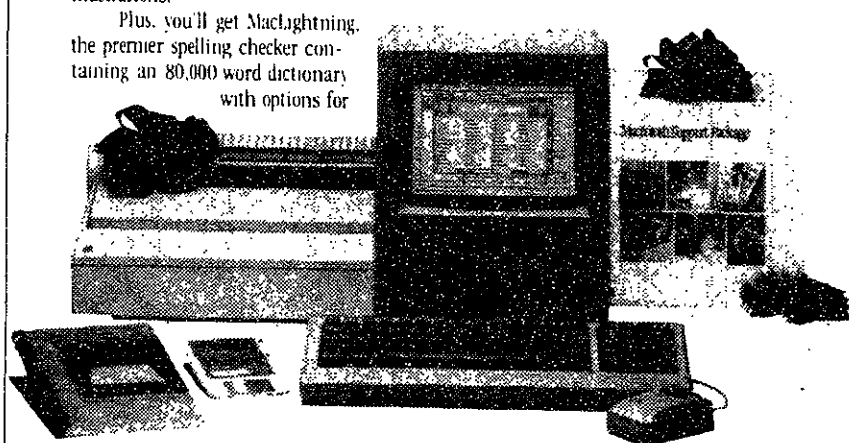
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ARTS

Exhibition documents Louise Nevelson's dark and gloomy world**LOUISE NEVELSON:
WORKS IN WOOD**

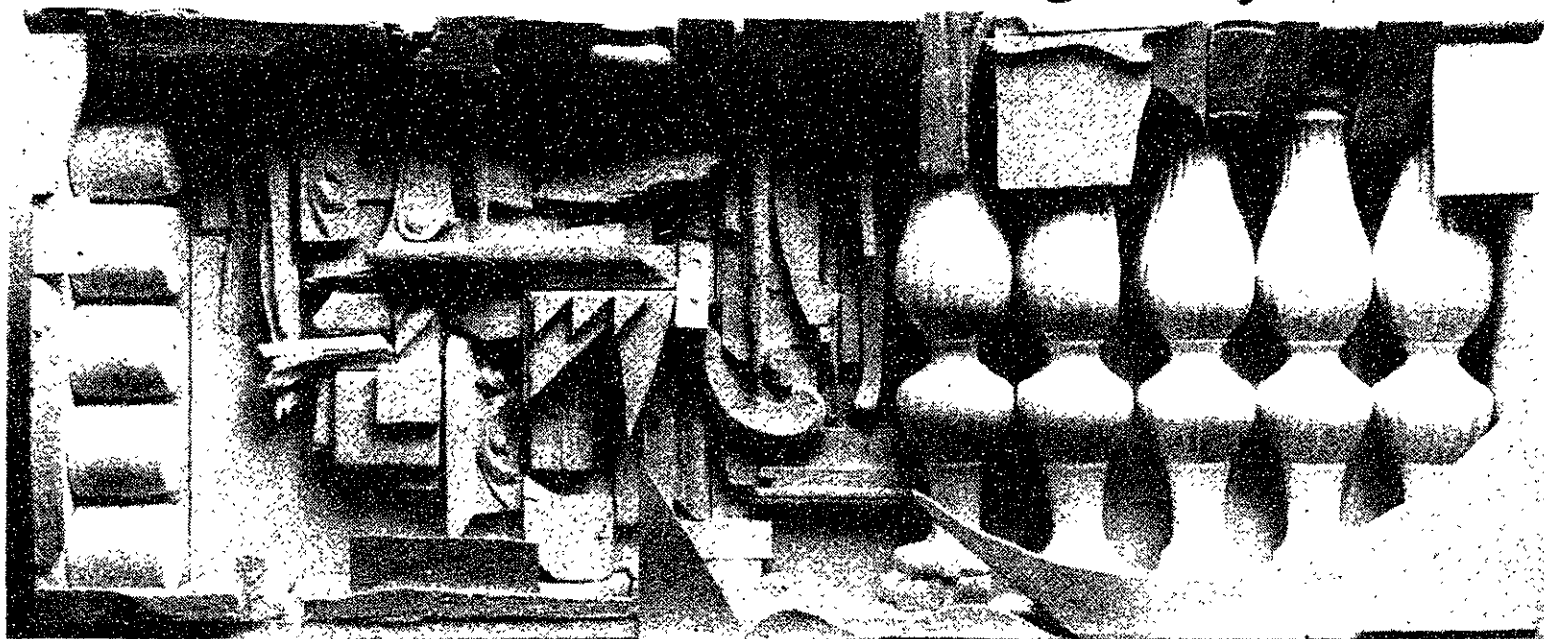
At the Bakalar Sculpture Gallery,
Wiesner Building (E15),
through December 31.

By MICHEL BOS

WHEN ALEXANDER CALDER'S MOBILES filled the Sculpture Gallery last term, the impression was light, graceful, and joyous. The current Louise Nevelson exhibit — the Calder's successor in a series of retrospectives on sculptors represented at MIT — is its opposite in every respect. Black is now the dominant color; the shadows no longer perform delicate ballets on the walls, but recede in cavities or loom ominously behind solemn columns.

Whether one should cite biographical reasons for this contrast is, as always, a matter of dispute, but Nevelson's life and artistic career have been full of struggle. Born in Kiev in 1899, an immigrant in this country at age six, she had to fight her way into art from a middle-class background in which an artistic vocation was not taken seriously — particularly for women. Her fierce sense of independence overcame both this prejudice and subsequent adversity. Her style fluctuated considerably, though; it did not reach full maturity until the 1950's, after which recognition gradually, but irresistibly followed.

As a first example of this style, take the *Case with Five Balusters* of 1959. A shallow wooden box, horizontally oriented, forms a stage. The five main characters are



Louise Nevelson's *Case with Five Balusters* (1959)

Walker Art Center, Minneapolis

lined up in its right half; their line-up is made a solemn procession toward the center by the sickle curving inward at their bases. This company stands in counterpoint to a vertical array of squat cylinders which closes the space to the left. Between these two structures a dramatic fight unfolds, as scraps of wood are engaged in a massive, violent struggle. Yet if everything here is war, reason ultimately governs; closer inspection reveals that the balusters and cylinders orient and guide the drama, like the gods direct the fighting of the mortals in front of the walls of Troy in the

Iliad.

With its inspired use of casual geometry and collage-like techniques, the *Case with Five Balusters* reflects the spirit (if not the letter) of Synthetic Cubism, which is indeed one of the main sources of Nevelson's art. The other is Surrealism. Of this, Nevelson stresses the disquieting aspect: many of her works suggest an associative, hermetic discourse, in which we suspect a gloomy truth. *Night Landscape in the Moon*, almost contemporary with the *Balusters*, is a good example. A long, narrow box filled and covered with puzzling forms, it is esoteric in the literal as well as figurative sense of the word — introverted, and enclosing a distinct reality. However, both Cubism and Surrealism are no more than poles of attraction to her work, which is prolific and multifaceted.

Nevelson's recycling of junk and scrap might lead one to believe that her work is a kind of urban archeology, an elegy in the face of decay. This assumption seems incorrect, though, for there is nothing nostalgic about her art. Rather, Nevelson transforms her material into an abstract vocabulary, stressing its independent value by painting each composition in a single color. Admittedly, one often encounters a certain hieratic quality in her work, but this points probably more to a lifelong fascination with "primitive" cultures than to a conscious effort to mourn reality in metaphysical terms.

This hieratic outlook is most obvious in the four *Rain Forest Columns* in this exhibition. All of these show different sculptural elements struggling to maintain a precarious balance around a vertical spine. As always with Nevelson, a global sense of direction orients the whole — whether it is a predominant alignment, or a rhythm of obstructions. In spite of their name, the *Rain Forest Columns* derive their fascination mainly from their anthropomorphism; to use a cliché, they are like totems.

But Nevelson's most famous works are her sculptural walls, of which a good example, *Tide I Tide* (1963), is on display here. Boxes integrated in a tight square grid contain small compositions of columnar shapes in many forms and arrangements, a mesmerizing pattern of contrasts. The whole is colored black. The overwhelming structure, threatening in its gloomy complexity, seems a demonic machine; it shows a giant, branching conflict barely kept in check, Leviathan governing the metropolis.

Only in Nevelson's latest work do the tensions begin to subside. The *Sky Series E* of 1976-1979 exemplifies this, as does *Transparent Horizon*, the steel work at the East Campus dorms. Angular, outward pointing forms appear within an idiom of primarily botanical inspiration. The result, though more lyrical, is also less intense, as if the artist finally decided to relax.

Film a depressing punk love story

(Continued from page 7)

might have been simply a rock flick into a highly visual film. One early shot shows Sid and Nancy in bed together, viewed through a doorway, while a punk friend plays distractedly with a toy car in the foreground. The lovemaking is made peripheral, almost irrelevant, as it later becomes irrelevant to their relationship. This is echoed by a later scene of Nancy lying in a pool of blood in the bathroom, again viewed through a doorway. The equation of sex with death is made visually explicit.

However much "Sid & Nancy" glorifies their romance, the film in no way romanticizes their lifestyle. The film presents its main characters as petty, selfish, violent, and amoral, finding tenderness only in the

company of each other. Although the rise to fame of the Pistols is depicted as an exhilarating joy ride, the disillusionment after their breakup, the failed attempts to create a career for Sid on his own, and the fall of Sid and Nancy into heroin addiction all combine to reflect the depressing decline of punk culture.

"Sid & Nancy" is a very violent and depressing film that makes good in its attempt to depict very emotionally a very unusual romance. Although the film might be unsuitable for those who take a strong dislike to the hostile stance of punk culture in general, it is amazingly compassionate in its portrayal of a love story that unfortunately never managed to raise itself out of the gutter from which it emerged.



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Melman addresses the effect of the military on the economy

(Continued from page 1)

complex. Without an enemy, or the resulting tension, the influence of the military power is "gravely at risk." China, North Vietnam, and Cuba served as "the enemy," in the past, but now the Soviet Union plays the major role, he said.

Galbraith pointed out that the United States uses the term, "Soviet expansionism" and the Soviet Union employs "American imperialist intervention" to describe the threat posed by each other.

The military-industrial complex must also have a means of controlling and countering the public's fear of a nuclear holocaust, Galbraith said. Arms negotiations are not designed for serious accomplishment, but are orchestrated to protect the military power from the fears it creates, Galbraith said.

Among his solutions or "avenues of escape" from the forces of the military-industrial complex are to support the freeze of "deployment, development and production of nuclear weapons." and to expose the artificiality of cold war tensions.

Referring to the Reagan administration's arms talks, Galbraith said, "We must not hesitate to call the present charade a charade" and ask for effective, understandable arms control progress.

Military complex weakens the American economy

Seymour Melman, Columbia University professor of industrial engineering, addressed the effect of military spending on civilian

industry in his presentation.

Historically, American industry has functioned successfully by minimizing production costs while producing quality, affordable, goods at maximum rates of profit, Melman said. The military-industrial complex "sharply curtails" this basic production process by its practice of maximizing production costs as well as profits, he said. High levels of government subsidies enable defense contractors to function this way, Melman explained.

Melman criticized America's military based economy on another score, saying that it produces socially worthless products. Nuclear weapons and the guidance systems "are useful for giving military utility, but you can't eat them, wear them, live in them . . . and they serve no purpose as a means of production."

One role of the economy is to organize people to work, said Melman. In light of this, "the military economy is not simply

neutral, it has a negative effect," he explained.

Furthermore, the military economy uses up valuable resources and generates incompetence in production, Melman said. Federal tax dollars could be better spent on housing the homeless, maintaining and expanding America's transportation system, improving the water supply, and cleaning up industrial wastes, to name a few, he said.

Melman urged Americans to push politicians to work toward converting our present military-centered economy to a civilian-based economy.

Transportation and the military

Massachusetts Secretary of Transportation, Frederick Salvucci, began his presentation by pointing out that "one of the ways the military-industrial complex helps to keep this economy and society under control is fear of unemployment." This fear, especially among blue collar work-

ers who are most exposed to it, "is one of the elements that maintains political support for military spending," said Salvucci.

Salvucci proposed increased spending on transportation and other domestic services as a means of decreasing unemployment rates while at the same time producing a product that benefits the community. In turn, the lowering of the unemployment rate will serve to "liberate" workers from the fear of unemployment and thus their misguided support of military spending, Salvucci said.

The transportation system

plays a critical role in maintaining Boston as a center of finance, education, medicine and government, Salvucci said. He said Boston's overcrowded subways and highways at rush hour are due to an overtaxing of the transportation system, and he urged the public to push for increased federal funding of transportation services in place of military spending.

"The Military and the Economy" symposium was sponsored by MIT's Technology and Culture Seminar, MIT Student Pugwash, and the Disarmament Study Group.

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Isaac L. Chuang
Members of *The Student* prepare to join a city wide march on the Boston Commons Saturday morning. The group later marched to Copley Place to join others protesting various social issues.

Overseas study enriches education

(Continued from page 1)

mittee on Academic Performance to study overseas during their last semester, Ciarlo said.

England is the most popular choice for overseas study for students at other US universities, she noted. Yet, Ciarlo said, "MIT students have a tendency to not just go to your usual English-speaking countries. Last year four students went to Eastern-bloc countries, one to Nicaragua, a lot to Israel, one to Japan, and one to Peru."

There are really no "most popular" colleges to attend overseas for MIT students. Since students are "not all flocking to England," the universities are extremely varied, she said. This year, students are going to the University of Heidelberg, the University of Stockholm, the Hebrew University in Jerusalem, and Konan University in Japan.

The effects of the time away are usually very positive, she asserted. "Students who come back tend to be more motivated," she said, "and to feel better about themselves." Most want to take part of their international experience and tie it in with their jobs, after college, she observed.

Financial aid is generally available and is dispersed according to the needs of each individual student, she said. But studying abroad is generally a lot less expensive than studying at MIT.

For example, one student went to the University of Budapest and paid \$3000 for one semester. Another MIT student attended the

University of Aix-Marseille for the January through May term and spent \$350 for school-related expenses.

The purpose of studying overseas is for the student to experience "the impact of living and studying in a different culture . . . the acquisition of a substantial mastery of a foreign language at a level enabling lifetime competence . . . [and] the expectation of the normal amount of credit (approximately 90 units per year) in a program that has been well thought out and approved, in advance," according to an OCS brochure.

Study abroad requires thorough preparation

Many schools have formal study abroad programs, but MIT does not. MIT students can apply directly to a foreign university, or they can pursue a program through another American college. Either way, MIT students go through a similar set of procedures, according to an OCS brochure.

First, the students fill out a registration form with the OCS. The form asks students to relate the goals and expectations of overseas study to their education and career.

Second, students apply to the school and give a copy of the foreign university's acceptance letter to the OCS. The various department heads determine how to award credit for work done at a foreign university, the brochure explained.

Committee rejects reforms proposed in Marx report

(Continued from page 1)

manities.

Keniston praised the Burchard Scholars Program as a possible role model. Burchard Scholars are a small group of undergraduates honored for demonstrating unusual interest and ability in the humanities and social sciences, as well as in science and engineering.

The most room for improvement is in the Institute's non-academic life, Keniston said. Students with an interest in one of the liberal arts, such as music or literature, are not given enough encouragement, he said. When a

student expresses such an interest, the tendency on the part of many other students is to ask: "What's the matter? Can't you hack it in Course VI?" Keniston said.

In order to foster a more favorable climate, Keniston believes it is necessary to provide students with better support services — a greater sense of community with other students of similar interests. The committee is considering using the Independent Activities Period, Residence/Orientation Week, and the advising program to expose students to the opportunities available.

Though Keniston generally praised the MIT education, he said that the Institute could do a better job of preparing students for leadership roles. Unless stu-

dents are aware of the larger social process around technological change, they will be unable to be anything more than mere "flunkies," Keniston warned.

Other members of the committee include: J. Kim Vandiver PhD '75, professor of ocean engineering and director of the Experimental Study Group; T. Francis Ogilvie, head of the department of ocean engineering; Philip Khoury, professor of history; Kenneth R. Manning, associate professor in the STS Program; and Claire J. Kramsch, head of the foreign languages and literatures section of the department of humanities.

The report of the Keniston Committee will probably not be released until early next year.

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MIT football team defeats Corsairs in overtime

By Ronald E. Becker

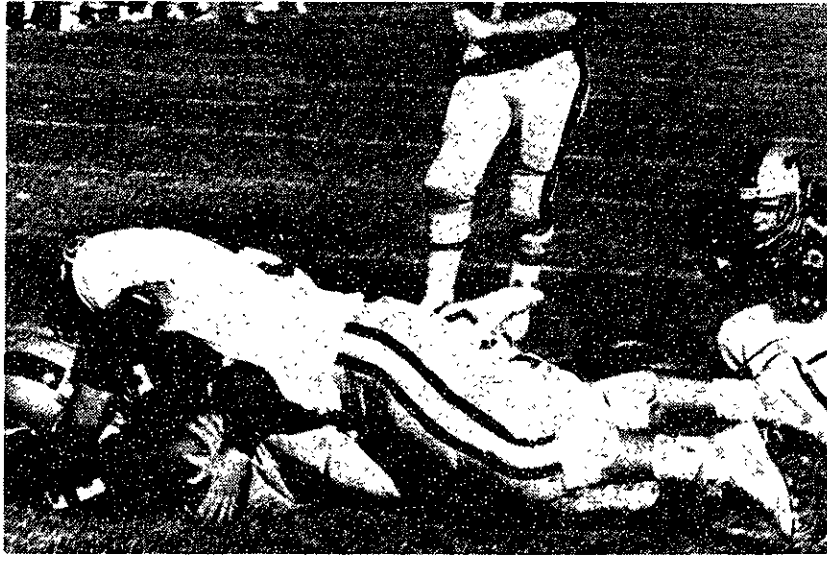
The wind was blowing briskly to the East as the Beavers won a well-fought battle over the Southeastern Massachusetts University Corsairs Saturday by a score of 20-14 in overtime.

Before the game, experts predicted the game would be decided at the line of scrimmage. Both offenses live and die by the rush — MIT's ground game led the conference in yards per game, and SMU's was not far behind. On the other side of the football, the SMU and MIT defenses were 1-2 in shutting down the run.

The game lived up to predictions — SMU's tight defense stopped the Beavers' strong rushing game, and the game was scoreless until four minutes remained in the first half. Running backs Christopher J. Adams '87 and Hugh Ekberg '88 began to force the ball westward down the field with the coordinated effort of the offensive line.

With Adams, Ekberg, and quarterback Peter Gasparini '88 taking turns at humiliating the Corsairs' defensive line, MIT found itself at first and goal. The ball was handed to Ekberg who advanced about four yards. Next, Gasparini faked a handoff to Adams and carried the ball to within a couple yards of the goal line. On the third-down, the handoff was for real and Adams pushed his way through for a touchdown.

SMU countered with a touchdown of their own about two minutes later. The Corsairs'



Steven H. Wheatman

Christopher J. Adams '87 scoring the first touchdown of MIT's game against Southeastern Massachusetts University Saturday. MIT won 20-14 in overtime.

quarterback, in trouble, heaved a desperation pass for a score. The extra point was good, tying the score.

Two Gasparini runs set up MIT's second touchdown. On a third-and-five, Gasparini ran from the SMU 32-yard line to the 19, then ran again to the 2-yard line to set up the score. Adams carried the ball through a wall of defenders for the touchdown. Herman Reyes converted the extra point, making the score 14-7 in favor of MIT.

Offensive line support was exceptionally good on the touchdown play which came with less than a minute left in the third quarter.

The defensive line started hav-

ing trouble in the beginning of the fourth quarter when a long pass was complete for a gain of about 35 yards. A pass interference penalty brought the Corsairs to the MIT 21-yard line. Small yardage on the second-down followed by a long run preceded an SMU touchdown, and extra kick. The score was tied again, 14-14.

The final 12 minutes of play saw no more scoring. The defensive line held well with exceptionally good play from Hong Mo Yang '87, Chris Moreno '88, and Richard Rice '87. SMU had a chance to win the game in the closing seconds, but a field goal attempt from the MIT 45-yard line fell pitifully short.

The game then moved into a

special kind of overtime. Each team gets the ball on the 20-yard line and tries to score before losing possession. Then the other team gets to try. As soon as a round ends with one team ahead the game ends.

MIT had the first possession. Short yardage by Adams was followed by an incomplete pass. On the third down, Gasparini handed off to Adams. Adams started to run around the end, then pulled up, spotted Gasparini open, and tossed the ball to his quarterback. Gasparini caught the pass and carried the ball to the four-yard line for a first-down. Three plays forced the ball to a yard from the goal line. Covered by excellent blocking, Gasparini carried the ball over the line. The extra point attempt was no good because Mark Naugle '90 mishandled the snap.

The SMU offensive line was

unable to push past the MIT defensive line. Attempting to take advantage of the wind, SMU spent its first two downs trying to complete a pass. Because of strong pass coverage and constant pressure on the SMU quarterback from the MIT defense, SMU turned to their ground game. A third-and-10 run was three yards short of a first down. An illegal motion penalty on moved SMU back five yards, and on fourth-and-eight, SMU tried a long pass which bounced on the ground, making the final score MIT 20, SMU 14.

MIT will face Stonehill College in their final game of the regular season Saturday at 1 pm in Steinbrenner Stadium. A victory will clinch a slot in the national club football playoffs for the Beavers.

(Author's note: Thanks to John Adams Jr. for his technical assistance during the game.)

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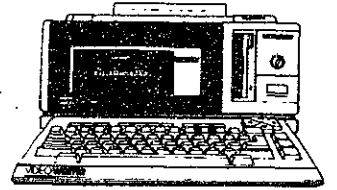


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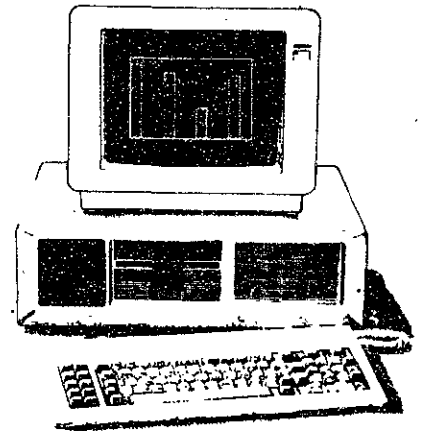
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