Baker water pipe breaks
By Lakshman Rao
The second floor of the west side of Baker House was flooded Sunday night, after a pipe in the sprinkler system was broken. The accident, which occurred at about 6:15 pm, resulted in up to three inches of flooding, according to Rajesh Suryadvara '94, a floor resident. "The sprinkler probably broke because somebody was doing pull-ups on the system," he said.

Baker Housemaster and Professor of History William B. Dorow said that the exact cause of the leak has not yet been determined. He added that according to the fire department, the pipe was over 300 gallons per minute, according to one resident, of Baker.

The fire department estimated that water gushed out at a rate of over 300 gallons per minute, according to one resident of Baker. Sylvain Levesque G., the floor's graduate resident tutor, said that the floor's graduate resident tutor, said that "the initial break was put in place...said not under any circumstances could kegs be available in houses at any time," he explained. "The modification is a bit more extreme."
Republican upsets considered possible

(Continued from page 1)
Silber, president of Boston University, has made remarks throughout the campaign that have been called sexist and racist. He has been prone to temper outbursts.

Two days ago, Silber appeared on the CBS news program Face the Nation, in a preview to the show, host Leslie Stahl said that Silber had refused to campaign in Nashua, referring to the black residents as drug addicts, had called Jews racist, and had said that working mothers contribute to child neglect and child abuse.

After watching the preview, Silber became angry and denounced Stahl’s reporting, telling her he would win Tuesday’s election “despite the efforts of people like yourself to distort my record.”

Weld has attempted to capitalize on Silber’s outbursts, emphasizing his own relative empa- throly but also raising questions about Silber’s fitness for the position. 

Empathy and compassion are hallmarks of Weld’s campaign, and he has been careful to avoid negative attacks.

Republican upsets considered possible

Of particular interest elsewhere in the nation are gubernatorial races in the big states. Governor of those states will be responsible for drawing new political maps, which could swing more than 40 seats from one party to another in the House of Representatives.

The California gubernatorial race is thought to be the "biggest prize in the 1990 elections." Senator Pete Wilson, a moderate Republican and former mayor of San Diego, was said yesterday to hold an edge over Democratic candidate and former San Francisco Mayor Dianne Feinstein.

The race was said to have been a contest between cities, with each candidate professing their former mayoral district as better maintained, economically and socially.

Also of particular interest is the senator race in North Carolina, where Senator Jesse Helms faces possible defeat by Demo- crisp Harvey Gantt MCP '70, the only major party black senatorial candidate.

In Texas, Republican Clayton Williams is running against State Treasurer Ann Richards. On Fri-
day, Williams publicly admitted to having paid no federal income taxes in 1986, when Texas was in an economic slump. However, a poll taken on Sunday by The Houston Chronicle showed Wil- liams slightly ahead of Richards.

Other important races include Michigan, where current Governor James J. Blanchard risks de- feat from Republican rival John Engler. There is much discontent in Michigan with the incumbent government. However, Engler, head of the Republican State Senate, is also seen as an incum- bent and thus does not benefit from the discontent. Recent polls have shown Blanchard comfortable in the lead.

In Ohio, Republican candidate George Voinovich, former Mayor of Cleveland, is running eight points ahead of Democratic rival Anthony J. Celebrezze. The Democratic incumbent governor, Richard Celeste, is stepping down.

Also stepping down is James R. Thompson, who has been governor of Illinois for 14 years. Competing for the now vacant seat are Democrat Neil Hartigan and Republican John Edgar.

And in Florida, Democrat for- mer Senator Lawton Chiles seems to have an edge over incumbent Governor Bob Martinez.

LISA BIRNBACH’S

NEW AND IMPROVED

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Never A Cover Charge
Baker meets with Kuwaiti emir

Secretary of State James A. Baker III said yesterday that the Persian Gulf crisis is entering a new phase, and that the United States must "pull itself into position to project any options." Baker did not explain what those options are. He added that he will not "rule out resort to force." And while repeating the administration policy of keeping its military options open, Baker also said the United States is seeking a diplomatic solution.

Among the leaders Baker is meeting with in Saudi Arabia is the ousted emir of Kuwait. The emir said yesterday that he wants to see the liberation of his country as soon as possible. Baker said he did not discuss a possible military timetable with the emir.

Some hostages call home

Americans are hearing from some of the hostages that Iraq is holding, but they are not always hearing a lot. Iraq allowed some captives to make phone calls over the weekend. But Anne Hoffman of Columbus, GA, said her son, Miles, was cut off when he started talking about his injured arm. An Iraqi soldier had shot him during an escape attempt.

The State Department said many of the detainees backed up what US officials have been hearing for a while, that their food is poor and they are frequently cold as winter approaches. Spokesman Richard Boucher said Iraq should just let the hostages go.

Meanwhile, a British lawmaker is criticizing families of the hostages held by Iraq. Sir John Stokes said he is "sick and tired of the mewing and pouting" by the hostage families. The Conservative Party member added, "Can these people keep a stiff upper lip and think of the families."

Kahane shot dead in New York

The founder of the Jewish Defense League was shot and killed in New York City last night. Witnesses said Rabbi Meir Kahane, a former member of the Israeli parliament, was shot in a Manhattan hotel where he had given a speech to the Zionist Emergency Evacuation Rescue Organization. There is no word on the identity of the gunman, who was also wounded by an off-duty postal service policeman. Kahane, a leader of Israel's anti-Arab Kach party, gave up his US citizenship to run for a seat in Israel's parliament. He was barred from running for re-election in 1988 by a law that prohibited parties with racist platforms.

Gay soldier returns to service

The military ban on gays is not absolute. The US Supreme Court has let stand a lower court order to let a gay soldier re-enlist in the army. The man is a 16-year veteran and admitted his homosexuality when he was drafted. The Army had allowed him to re-enlist several times, but tried to discharge him in 1982.

In other Supreme Court news, the justices said that they approved of government confiscation of property from stores convicted of dealing in obscenity. The court ruled that an Arkansas statute's challenge of an Illinois anti-obscenity law.

Fewer homes were sold last summer

Sales of existing homes from July through September slipped 2.5 percent from a year ago, according to the National Association of Realtors. The group predicts home sales will remain slow in the first half of next year and beyond.

Baker campaigns for Texas Republican

President George Bush was running across Texas yesterday, hoping to make a difference in a governor's race that is hotter than a jalapeno pepper - the one between Republican Clayton Williams and Democrat Ann Richards. He urged voters the state's top job to the GOP, saying that voters can blame the Democrats for what is wrong with the federal budget agreement he worked out with Congress. Bush said the some-new-taxes, some-spending-cuts plan yesterday.

UPI might dissolve soon

United Press International said yesterday that it plans to liquidate the 83-year-old news service on Nov. 16. Unless union officials accept a buy-out, Managers said they cannot be sure they will have enough money to meet payroll if the deal is rejected.

Correction: Murderer surrenders

A Mississippi man suspected of killing four of his nieces and nephews has surrendered to police. Henry Jackson Jr., had been on the run since last Thursday. One police officer said the man "apparently was tired of running, running, and running."
Tewhey's response is appropriate

Uncontrolled drinking is on the rise on area campuses. At Boston College, 21 students—twice as many as last year—have been hospitalized in alcohol-related incidents so far this year. The Boston Globe reported on Saturday. According to a recent article in The Harvard Crier, students were treated at the university's medical center in alcohol-related incidents over a single week. These incidents demonstrate a failure on the part of students to safeguard their own health.

In this context, it is most appropriate for Tewhey to advocate increased measures to combat alcohol abuse by students. At a recent Undergraduate Association Council meeting, he told his constituents, "I have no desire at all to end undergraduate drinking. . . . I do, though, have the desire to help people respond responsibly to alcohol." He felt students have become more active in policing their own behavior. He was right, and his efforts have been commendable. Most impressive among his initiatives has been his recent amendment to the surprise ban on kegs instituted this term.

As a story in The Tech published over a month ago indicated ["Keg ban does not apply to big parties," Sep. 21], the keg ban is essentially a non-policy: It does not apply to large parties with one-dollar keg licenses—precisely those in which most alcohol drinking takes place. Tewhey's amendment is a confirmation of the keg ban's failure and for this reason it sends the proper signal: Students will not have to take their drinking underground. . . . I do, though, have the desire to help people respond responsibly to alcohol.

Tewhey's response has been his recent amendment to the surprise ban on kegs to safeguard their own health.
School's hyper-sensitivity reaches new heights

Column by Bill Jackson

From what I can gather, this year at MIT is shaping up to be one of hyper-sensitivity. We are diverse; we are open-minded; and we are hyper-sensitive. It doesn’t take a lot to see what I mean. Just look at a few articles from recent issues of The Tech.

Take, for example, the painting-over-of-the-Smoots incident a week ago Saturday. For those of you who’ve had your head up an orifice for the past 33 years, the Smoots were a fraternity prank, a joke. In 1958, Lambda Chi Alpha took a pledge and put his hand on the bridge in terms of his height, by laying him out across the bridge.

It was a funny prank. Whenever a friend is visiting Cambridge, the odds are that I'll tell him or her the Smoots story. We'll walk across the bridge, and I'll point out the locations, and my friend will laugh. It’s amusing.

On the front page of the Oct. 30 Tech, we find a story with a huge photo marked, "SAE makes its own Smoots." Apparently some unauthorized members of Sigma Alpha Epsilon painted their own markings over the Smoots. The article discusses the serious nature of the offense in sobering terms. "This is a little more serious," says LCA President Brian S. Temple ‘91. "than the pledge raids that usually go on." Cue the videos, please.

Hyper-sensitivity. Let’s all try it for a while. I expect letters to The Tech attacking the insulting nature of Theta Delta Chi’s Electric Jell-O Party (not all Jell-O is electric, and that’s an insulting stereotype) or Zeta Psi’s mascot (not all devils are Tazmanian, you know).

Want the brothers of Lambda Chi Alpha to write letters to the editor accusing me of insensitivity to their tradition, because I understand that re-marking the Smoots is part of being an LCA pledge.

To clean up the bridge, and have SAE help you do it. However, it’s not like anyone uninsured on the picture of Julius Scatton in the Student Center (which would be a neat trick). At worst, SAE’s actions could be considered a trifle unoriginal. In the words of SAE’s president, "The pledges will be getting together to clean up the bridge...to show interfraternity unity." If we took the Middle East crisis with this much sobriety, Saddam Hussein would be eating dinner at the White House tomorrow and teaching Dan Quayle the difference between a salad fork and a soup spoon.

Hyper-sensitivity. We have to deeply respect tradition. We have to be completely sensitive. You want another example? Try the Sabor Latino party poster, which apparently contained a picture of a scantily clad woman and a completely dressed man. The man’s hand was on the woman’s thigh. Letters flowed into The Tech, blasting the blatant sexism of the poster portraying Hispanic women as sex objects.

Time out. The last I checked on the hyper-sensitivity scale, a woman can dress provocatively as she wants to, and it is wrong, for men (or other women) to assume anything about that woman’s sexual conduct based on what she is wearing. She shouldn’t be the man, with his hand on her thigh, who is wrong? He is assuming she is easy just because of her dress.

Wait, now I’m insulated. Is this poster saying that all men assume a woman is easy if she is dressed scantily? Personally, I most certainly don’t assume that. But hold on once again, are the people who are complaining about the poster saying that the woman is incapable of defending herself? That sounds like an insulting stereotype to me. Who says she didn’t put his hand there on her own? My head spins with confusion about the hyper-sensitivity of the entire issue.

Folks, it is just a poster. Did anyone see the poster and run out to plant their hand on the first scantily-clad thigh they saw? Probably not. In fact, I would guess that very few people even saw the original poster; I haven’t, and I don’t know of anyone, aside from the letter-writers, who did.

How did all this flame to The Tech improve things? Well, it made a very well-meaning group of people look rudely sexist. I don’t think that anyone sat around looking at the first draft of the poster, saying, "Hey, can we change this poster to rudely designate women and insult them? Let’s give the chick a mini-skirt and put a steady guy’s hand on her thigh.

Okay, so it’s a bad image that ended up on the poster. So what should we do, print the offense in The Tech? Publish it far more than the original posterer ever did? Yeah, sounds good. Much better than quietly asking the groups responsible for the poster to take it down and eliminate it from existence completely.

Hyper-sensitivity. Let’s all try it for a while. I expect letters to The Tech attacking the insulting nature of Theta Delta Chi’s Electric Jell-O Party (not all Jell-O is electric, and that’s an insulting stereotype) or Zeta Psi’s mascot (not all devils are Tazmanian, you know).

Don’t ever let an opportunity to needlessly flame pass you by. I assure you, he doesn’t.

Bill Jackson '91, an associate opinion editor, awaits responses to this column with fire extinguisher in hand.

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**WEDNESDAY, NOVEMBER 7**
**5:30 P.M.—7:00 P.M.**
**Bldg. E51, SCHELL ROOM**
LETTERS TO THE EDITOR

Graduate Student Council does represent students' opinions

Carolyn D. Ruppel G badly misrepresents the positions and activities of the Graduate Student Council ("GSC not representa-
tive," Nov. 2). However, her claim that the GSC is a vehicle for the political agendas of a few people is painfully untrue. The GSC represents MIT's large and diverse graduate student popula-
tion.

The GSC Council consists of representatives from 20 depart-
ments and programs, and five living groups. New members bring a petition signed by at least 25% of the mem-
ers of their constituency—elections occur if there are more peo-
ple than spaces allocated. The council elects the officers of the GSC from the graduate student community in the spring.

The GSC also has five standing committees and many subcom-
mittes that deal with issues relevant to graduate students. They meet regularly and are generally responsible for the GSC-sponsored proposals and resolutions. We do not aim to fill the void in graduate student support in these meetings, but rather a consensus where every-
one gains support. The diversity of the graduate student community is open—any graduate student can participate. The GSC posts on our bulletin board information and details about committee meet-
gings, events, and programs, and all graduate student representatives are invited to attend meetings.

GSC represents the views of those who participate. As near as I can tell, Carolyn D. Ruppel G's contentions that the Graduate Student Council has failed to respond to the concerns of many graduate students is a gross misrepresenta-
tion. Anyone who has attended a GSC meeting will find that a large number of graduate students are present. In my meeting earlier this year with President Charles M. Vest, we spoke about the issues of hous-
ing, the high cost of living, tuition policy, health insurance, medical services, underfunding of graduate student activities, and the GSC need for more funding and support staff.

Committees have fought for more graduate student housing, studied the issues of sexual and religious harassment, and orga-
nized trips to the Boston Sym-
phony Orchestra.

And the GSC has taken on new issues not by changing its fo-
cus, but by broadening its agenda. We have done more in the last two months of this semester than in the last semester. Any member of the council may propose a resolution, and this is what happened with the Cambridge and Somerville Pro-
gram for Alcohol Rehabilitation (CASPAR) homeless shelter is-
ue. Ruppel is probably correct when she writes that CASPAR was apparently not an issue of burning interest, but when it was proposed, it seemed straightforward to her to the membership to sup-
port it. The resolution on the nomina-
tion process is something on which college presidents and students have signed a petition to participate in it, and the GSC will bring a resolution on the nomin-
tion process. The council has passed resolutions on topics ranging from the All-Hive Committee on Military Impact on Campus Research and the Independent Activities Period Policy Committee, and has strugg-
led to enforce requirements that student members of committees report to the council. The busy request for representatives for the dean of the college committee forced the GSC to address the nomination process.

In a preliminary action there was broad support for four com-
mon-end points: The GSC must have the ability to replace negli-
gent representatives to insure proper communication with the council; we must be able to select res-
membering views when they exist; and the administration must commu-
nicate with the Graduate Undergraduate Association and the GSC during the process of committee for-
mation.

The GSC and the UA support these positions solidly; the admin-
istration has expressed sup-
port for the last two points; and there are certainly faculty mem-
bers and administrators who sup-
port the first two. The reason our resolution failed is because we have people who are unwilling to address social issues. Perhaps a survey of the department would have better acquainted her with general opinions. Prelimi-
nary responses from a survey of graduate student representatives by their GSC representatives indi-
cate they unanimously support the resolution.

Michael C. Brown G
Graduate Student Council

MIT should send an administration official to the conference on ROC!

(Editors' note: The Tech received a copy of this letter addressed to Provost Mark S. Wrighton.)

There is a nationwide confer-
cence, "Creating Change," that is being held at the University of Minnesota in Minneapolis on Fri-
day, Nov. 9, sponsored by the American Civil Liberties Union.

The objective of this conference is to educate campus organizers and officials on the issue of Department of Defense discrimi-
nation and how to effectively address it within a university framework.

This letter is in response to the statements of Carolyn D. Ruppel G about the Cambridge and Somerville Alcohol Rehabili-
tation (CASPAR) shelter. The GSC not representative," Nov. 2. Ruppel states, "I find it hard to believe that the” issue is concerned about this issue or that anyone outside MIT really cares about the Council's opinion on this mat-
ter," and that it is an "irrelevant matter.

I ask Ruppel to ask her con-
sider (graduate students in the Department Earth, Atmospheric, and Planetary Sciences) whether they have an opinion on the mat-
ter. Some of them do. One thou-
sand students have signed a peti-
tion asking that MIT renew CASPAR's lease. Many of these are members of her department. Perhaps a survey of the department would better acquaint her with general opinions. Prelimi-
nary responses from a survey of graduate student representatives by their GSC representatives indi-
cate they unanimously support the resolution.

Her claim that no one outside MIT cares about the GSC’s opin-
ion on this matter is simply not true. A resolution is a show of support and makes a big differ-
cence to the people running the shelter (as shelter workers have noted). City and administrative officials also have taken note of this resolution as an indication of how graduate students, as members of the MIT community, feel about this issue.

Even if these outside MIT did not care, the role of the GSC is to address MIT policies that con-
cern graduate students, and this is such an issue by the simple fact that the shelter is located on MIT property.

MIT is largely supported by public funds; it does not exist in a vacuum. It is completely appro-
riate for the MIT community to address social issues and strive for social responsibility. And the GSC and Graduate Undergraduate Association meetings are reason-
able forums for the discussion of social issues.

Rosina Samadani G
Graduate Student Council

LETTERS TO THE EDITOR

Letters, marked as such and printed in a distinc-
tive style, are written by individ-
uals and represent the opinion of the individual author, not necessarily that of the newspaper.

Letters to the editor are welcome. They must be typed double spaced and addressed to The Tech, PO Box 29, MIT Branch, Cambridge, MA 02139, or by email to thetech@mit.edu. Electronic submissions may be mailed to thetech@mit.edu.

Letters and cartoons must bear the authors' signatures, addresses, and phone numbers. Unsigned letters will not be accepted. No letter or cartoon will be printed without express prior approval of The Tech.

The Tech reserves the right to edit or delete letters. Shorter letters will be given higher priorities; we regret we cannot publish all of the letters we receive.

TUESDAY, NOVEMBER 6, 1990 The Tech PAGE 7
Blue Window considers loneliness of urban life

BLUE WINDOW

MIT Dramashop
Directed by Judy Braha.
Starring Kellie Willis '91, Christopher Coon '91, Charlene Suwanabhand '93, Deep Kasture '92, Leelila Strogov '92, Michelle P. Perry '91, and Michael Friedhoff G.

At Kresge Little Theater. Nov. 1-3 and 6-8.

ANY PLAYS THAT DEAL WITH the desperation of the human condition and other such things, either fail to move me, or leave me feeling rather depressed. Blue Window, much to my happiness, did neither. Though the play did make me think about the points it made, I did not leave the theater feeling gloomy. This is a tribute to not only the script - which was able to show how dismal urban life is without needing to sadden the audience - but also the actors who performed naturally, without bias towards the theme of the play.

The play is about the loneliness one can feel in a "beep" urban environment, and how this loneliness is highlighted when one is with a group of people who are supposed to be friends.

We see a group of acquaintances and how they differ in their interactions with each other and the world around them, keeping the play moving at a lively pace, so when the characters are not together (before and after the party) only the shifting action determines who is on stage at a particular moment.

This is nice, because there is always something funny happening on stage. BOO (Michelle P. Perry '91) and Alice (Leelila Strogov '92) in Blue Window was watching and listening to one character, the entire audience burst into laughter, apparently at something someone I was not paying attention to did. So, when you see this play, be sure to constantly scan your eyes about, so as to avoid missing entertaining tidbits.

The cast as a whole does an excellent job interacting with one another. At the party, where this is most essential, they seem to be genuinely responding to one another, not just reading their lines. Libby (Charlene Suwanabhand '93) plays the inexperienced and very nervous hostess of the party. Though she does get this nervousness across to the audience, it is not paying attention to did. So, when you see this play, be sure to constantly scan your eyes about, so as to avoid missing entertaining tidbits.

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See the Macintosh Classic for yourself! It'll change your mind about cheap roommates.
**ARTS**

**MIT SYMPHONY ORCHESTRA**

David Epstein, conductor.

Carlos Prieto '58, cello soloist.

*Works by Ives, Elgar, and Schumann. Kresge Auditorium, Nov. 3, 8:30 pm.*

**By DEBORAH A. LEVINSON**

**EVERY NOW AND THEN, MIT PRODUCES AN OUTSTANDING MUSICIAN. OF LATE, THERE HAVE BEEN SEVERAL SHINING STARS—BARTOLOMEE KENNETH GOODMAN '89, PIANIST JEE-LIAN AND JEE-HOON YEP '90—but it is rare for MIT to produce a musician who is truly world-class. Cellist Carlos Prieto '58, who earned degrees in economics and materials science and engineering, is one of those musicians.**

Prieto abandoned his job as a major steel company to return to his first love, the cello. A native of Mexico, Prieto is recognized as the preeminent cellist of that country and spends his time promoting the works of Mexican composers.

Last Saturday, however, Prieto performed not the work of a Mexican composer, but that of a British one—Elgar's Cello Concerto. This was the highlight of the symphony's program.

Prieto's opening chords were powerful and emotive, and his vibrato giving the chords a raw-emotionally raw—aspect. There was pure sadness in his playing: no pathos, no false tears, just genuine sadness.

The symphony rose to the challenge of this piece. Every change in dynamics was smooth and fluid, every string of notes polished and precise. Conductor David Epstein should take much of the credit for his superb guidance of the orchestra through a piece that depends more on emotional flow than technical finesse.

The third movement of the concerto showed a major shift in focus. The cello's double stops and the syncopation in both cello and violin lines gave this section a bit more substance and motion. Certainly, Epstein could have darkened it, making the horn tones more legato, making the strings more plaintive, but to do so would have resulted in a melancholy muddle. Instead, he resisted, letting Prieto's expressive cello set the pace, and the orchestra delivered with equal panache.

The evening's program opened with Ives' Washington's Birthday, one of four movements of a symphony celebrating American national holidays. The opening of the piece was haunting, ghostly, evocative of mourning mists— indeed, it should have been performed on Halloween to take advantage of both this and the violinists' spooky, spiderly lines.

Essentially, the piece consists of disjointed bits of music loosely woven together: snatches of "Swanee River," "Cakewalk," and "Turkey in the Straw" adorn the melody. All are played, as Epstein put it, "together, but out-of-phase, out-of-synchrony."

This technique can lead to something innovative and exciting, but it can also provide the perfect opportunity for the orchestra to fall apart completely. And while there were times at which the musicians seemed to be on totally different planes—the brass at one tempo, the strings at another, conflicting tempo — overall, their rendition of the piece was cohesive and balanced. The small tempo changes complemented the festival atmosphere of the piece's second section, the "quadriple," and indeed, the orchestra seemed to be enjoying the reflection music, cleverly placed dissonances, and often-surprising changes in tempo.

The final selection of the evening was Schumann's Symphony No. 4. Normally, I don't like Schumann—I find him too rigid, too repetitive, and frankly, too boring—but the orchestra's performance of this piece was at least good enough to hold my attention. The pyramid-layering of the brass harmonies was lovely, and the violin lines unerring, leaving me justified that the symphony had done a credible job with what was otherwise a wholly uninspiring piece.

Carlos Prieto '58

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**SPACE GRANT PROGRAM**

**SUMMER POSITIONS**

**THE SPACE GRANT PROGRAM IS NOW OFFERING AN OPPORTUNITY FOR A SUMMER POSITION IN THE FIELDS OF SPACE SCIENCE AND SPACE ENGINEERING. THERE WILL BE A MEETING ON NOVEMBER 14, 1:00-2:00PM IN 37-252 (MARLAR LOUNGE) AND ANOTHER MEETING ON NOVEMBER 30, FROM 3:00-4:00PM IN 37-252 (MARLAR LOUNGE). THIS MEETING WILL INTRODUCE THE PROGRAM AND WE WILL ALSO HAVE INFORMATION AVAILABLE ON THE PARTICIPATING COMPANIES.**

**IF YOU ARE INTERESTED IN A SUMMER POSITION, PLEASE SEE HELEN HALARIS, 37-441, X8-5546 OR LISA SASSER, 33-212, X3-4929 FOR AN APPLICATION OR FURTHER INFORMATION.**

**DEADLINE FOR APPLICATIONS: DECEMBER 3, 1990**
MY SWEET VILLAGE

Directed by George Chiochios.
At the Coolidge Corner Theater. Nov. 3-6.

By TIM TOWNSEND

THE VILLAGE OF VASSARA, in the Laconia region of Greece, is typi-

cal of the many small villages which dot the mountainous Greek coun-

tryside. In the 1950s, many res-
idents of these villages left to find "a bet-
ter life" in either Canada or the United States. A particular-
ly large number of immigrants from Vassara ended up in the Boston area.

In My Sweet Village, the first documentary-

film by the brother and sister team of
George and Mary Chiochios, they have documented the early pilgrimage many
of these Greek-Americans make to visit the village each summer during the August rel-
igious festivals. The entire film is narrated
by the interviewees, both the visitors to the village, and those who have stayed on.
They discuss how the village attempts to
survive as its population grows older and
as it faces onslaughts from droughts and forest fires.

With the wave of emigration that oc-
curred in the middle of this century, Vas-
sara and other Greek villages lost almost
an entire generation to overseas destina-
tions. Now most of the residents are elder-

gers of these villages left to find "a bet-
ter life" in other countries, the majority to
Canada or the United States. A particular-
ly large number of immigrants from Vas-
sara ended up in the Boston area.

The residents of the village discuss its
history, how the villagers fought against
the Turks in the mountains, and how the Orthodox church ran a "secret school"
during the 400-year Turkish occupation to
maintain the Greek language and culture.

More recent memories include the violence
of the German occupation of World War II,
and the brutal civil war that followed.
More time in the film is spent discussing
the effects on the village of the exodus of
young people to America and elsewhere.
One of the older men in the village sums
up the effect when he says, "As long as the peo-
ple continue to come back, the house of
their family remains. But when they
stop coming back, the house falls."

The Greek Americans visiting for the
summer festivals express their love of the
village and wish for its endurance, but ad-
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My Sweet Village is an interesting and
touching film that gives the viewer an ex-
cellent picture of life in rural Greece. The
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Lassie! Get Help!! offers bizarre, with little humor

It's never too late
to join The Tech

COUNCIL FOR THE ARTS AT MIT
ARTS FUNDING AVAILABLE

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More recent memories include the violence
of the German occupation of World War II,
and the brutal civil war that followed.
More time in the film is spent discussing
the effects on the village of the exodus of
young people to America and elsewhere.
One of the older men in the village sums
up the effect when he says, "As long as the peo-
ple continue to come back, the house of
their family remains. But when they
stop coming back, the house falls."

The Greek Americans visiting for the
summer festivals express their love of the
village and wish for its endurance, but ad-
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Traveling Wilburys return with fundamental '60s rock

TRAVELING WILBURYS VOL. 3
Wilbury/Warner Bros. Records.

By NEELAN SHANAHAN

TWO YEARS AFTER THE release of their well-received debut, the Wilbury brothers are back. Traveling Wilburys Volume 3 finds the group setting aside the breezy, country-rock sound of Volume 1 in favor of a more fundamental early 1960s rock and roll. Gone (and sorely missed) is the haunting tenor of the late Roy Orbison (Lefty Wilbury), to whom the album is dedicated. Still, the remaining Wilburys carry on, and with much more than marginal results.

The main beneficiary of Volume 3 is Bob Dylan (Boo Wilbury). While in the group, Dylan is free to abandon his image as the King of Political Posturing and concentrate on being a rock star, apparently to his complete satisfaction. It's interesting to hear the same man who wrote "Blowin' in the Wind" take the lead vocal on "I'm Doin' It Again," a song which sounds like it came straight from the American Graffiti soundtrack. After what amounted to little more than a guest spot on Volume 1, hearing Dylan spotlighted on Volume 3 is a pleasure.

The other great triumph belongs to Tom Petty (Maddy Wilbury). He checks in with "Cool Dry Place" — as close as any Wilbury comes to a solo performance — which sounds an awful lot like Petty's Dylan impersonation. He also leads on "You Take My Breath Away," a tune so Oribe-esque that one cannot help but wish that Lefty were alive to sing it. Overall, Petty's vocal line complements Dylan's quite nicely, lending much cohesion to the record.

George Harrison (Spike Wilbury), the obvious leader of the band, eschews the role of central vocalist (which he played so well on Volume 1) this time around, in order to concentrate on his playing. His slide guitar on "Poor House" — which sounds like Hound Dog Taylor aping Jimmy Buffett — is some of the best he (or anyone else for that matter) has ever done. His Beatles influence is most prominent on "Where Were You Last Night?" sounding like an out-take from Please Please Me days of 1963.

The primary duty of Jeff Lynne (Clayton Wilbury) seems to have been keeping the group from going heavy metal. He opens the album by singing the first verse of "She's My Baby" and closes it with the last line in "Wilbur Twist," sure to be the next dance craze. Lynne also serves as co-producer of the album (with Harrison), making him at least partially responsible for the fortissimo lack of overkill which separates the Traveling Wilburys from the days of the Beehive Mode.

Rumor has it that this new fab four is not so keen to let their record. That would be most fortunate for those of us who think rock and roll is a little more than Guns & Room and Erasure. In any case, if you want clear, clever, classy pop tunes, Traveling Wilburys Volume 3 is for you.

Danny Shanahan's Lassie! Get Help!! proves expensively unamusing

(Continued from page 10)

of being incomprehensible. The comic twists lacked a biting edge. The drawings were of situations that were creative, but that did not make them funny, just weird. One of the cartoons depicts an old woman knitting, tipped over in a boring ring, with a heavyweight boxer who looks as though he has just hit her. The caption reads: "Whistler's Mother at Sharkey's."

I understand the humor that was intended, but it failed.

The artistry is about as good as any comic strip: it is clear and well drawn, but it is nothing special. The material is rather quick reading: It takes on the order of 20 minutes to read, which, at $8.95, makes it a rather expensive book per minute, if your intention when you purchase a comic book is to laugh, then I advise against purchasing Lassie! Get Help!!.
Introduction

In November, 1989, Provost John Deutch appointed a Committee on Sexual Harassment, chaired by Associate Provost Samuel Jay Keyser, with representation drawn from the entire MIT community, including the Academic Council, the faculty, the administration, staff, post-doctoral fellows, and the student body. Consequently, the Committee’s deliberations reflected a wide range of attitudes within MIT toward sexual harassment. The Committee is unanimous in its belief that sexual harassment is not acceptable in an institution of higher learning, in particular MIT, and that all essential steps must be taken to develop an environment free from sexual harassment. This report represents a consensus on the steps that the Committee believes are required in the short term to progress toward this goal while preserving community, collegiality, and civility within the Institute.

Charge to the Committee

The recommendations in this report are the Committee’s unanimous response to the Provost’s charge, which follows:

- Within the context of the Institute’s policy on harassment, consider possible modifications which would strengthen the policy’s effectiveness in reducing instances of sexual harassment and in resolving instances when they arise.
- Establish the outlines of a community-wide program of prevention and support designed to produce an atmosphere in which sexual harassment is universally regarded as unacceptable behavior, and in which the institutional mechanisms for treating incidents of sexual harassment are well understood.
- Propose actions to heighten community awareness among academic, administrative, and research supervisors at all levels such that the occurrence of incidents of sexual harassment in their areas of responsibility are radically decreased, if not completely eliminated.
- Propose steps to reduce the occurrence of instances of sexual harassment in campus residences and MIT living groups, and to facilitate prompt and fair redress for such instances.

Background

It is important to note that current policies and procedures with respect to sexual harassment were formulated in 1979-80 after initial discussion began in 1973. In the subsequent decade, MIT has changed in ways which include a marked increase in the number of women students, and, like other universities throughout the country, it has experienced an enormous increase in reports of sexual harassment. Beginning in the spring of 1989, the need to change relevant policies and procedures, as well as their implementation, was vocalized by a group of women students and staff.

1 The Ad Hoc Committee on Sexual Harassment drafted a proposal for a new policy and set of procedures for dealing with sexual harassment. It has sponsored educational forums and has also presented its findings to the Equal Opportunity Committee and the MIT Committee on Sexual Harassment. In addition this group has discussed its proposals with many members of the faculty and administration and has met with Academic Council and consulted with the Provost about the urgency of the problem.
Statement of the Problem

Sexual harassment affects all members of the community. At MIT, it exists in a variety of forms ranging from disparaging remarks and lewd behavior in the classroom, on the part of students and professors, to harmful peer pressure in the dormitories and fraternities, to such extreme acts of violence as date rape and assault. Inappropriate faculty/student interactions and interactions with peers have led to individuals having to either endure the behavior or make a major career change. Students in MIT living groups have, on occasion, found their environment so hostile and threatening that it has impaired their ability to function productively and to develop their intellectual skills.

A significant part of the problem at MIT is lack of knowledge, not only about what mechanisms currently exist to deal with sexual harassment, but also about the existence of sexual harassment in the first place. Indeed, within the community at large, there is no clear agreement on what MIT considers to be sexual harassment. Some faculty members are unaware of instances of sexual harassment at the Institute while others believe that if it exists, it is random and infrequent. Most supervisors are not active in processes dealing with sexual harassment and are unaware of their responsibilities in this regard. Despite changes in current policies and procedures, many supervisors are still not aware or are not familiar with them.

In the absence of public information about the magnitude of the problem, those who have been harassed often feel isolated and, fearing alienation and retaliation, do not report incidents. Thus, education of the community to recognize sexual harassment, to prevent acts of sexual harassment, and to support those who have been harassed in a major focus of this committee's recommendations.

These considerations are also reflected in the recommendations concerning procedures and policy.

MIT's current system for handling grievances of sexual harassment is multi-access. Grievances can be resolved either through informal processes, such as discussions between individuals, or through formal processes which involve investigations and adjudications. Unfortunately, far too many individuals who feel harassed do not know where to go to report a complaint. Even for those individuals who do make complaints, there is frequently little understanding of what options exist for resolving their complaints and how to pursue these options. It is important to note that a wide percentage of students and some staff that sexual harassment is often not stopped nor is adequate redress achieved by pursuing grievance process, either formal or informal. Generally, too great a burden for stopping harassment is placed on the victim. Some students have, for example, noted that supervisors, in their capacity as grievance handling system advisors, have not taken seriously sexual harassment complaints. In their capacity as supervisors, they have not been accountable with respect to sexual harassment; complaints have been offered counseling but not a way to stop harassment; obstacles against pursuing complaints against faculty members seem overwhelming, etc. Multi-access necessitates explicit processes because otherwise, different case handlers have vastly different responses, making it a confusing and unwieldy system.

The Committee undertook a thorough review of the processes by which complaints of sexual harassment are currently treated at the Institute. In some cases, our recommendations are solely to make the present system more accessible and the processes more explicit. In other cases, our recommendations include incremental modifications. In a few cases major changes are proposed. The committee recommendations fall into three major sections: policy, education and prevention, and procedures.

Long Term Goals

In the long run attitudes must be changed in order to eliminate sexual harassment. This is generally thought to be a difficult task, particularly in male-dominated institutions. The committee recognizes, for example, some members of the MIT community distance themselves from sexual harassment by regarding it as a "women's issue" or a "personal problem." We believe that the creation of an environment free from sexual harassment is the responsibility of the entire community and that the administration should move speedily toward this goal. Inaction could jeopardize MIT's reputation as a leader in attracting women into science and engineering fields.

Implementation of the recommendations of this report is a necessary step toward permanent change. Clearly, success is in changing the culture. However, it has far-reaching consequences for improving all aspects of life for women at MIT, as well as the collegiality and civility of the community.

Summary

We have recommended a new policy on harassment that lists specific behaviors which may constitute sexual harassment and that addresses retaliation associated with complaints of harassment. The education section outlines a coordinated program, which ranges from workshops to community-wide education. The procedures section proposes a new record-keeping system, recommends more explicit and well defined processes of complaint resolution available to all members of the community, and elucidates the range of options and responsibilities for resolving cases of harassment.

The committee recognizes that this report may not satisfy all members of MIT Community. Nevertheless, the committee believes that the implementation of these recommendations will do much to make MIT a more civil and hospitable place for all of the members of its community. That is why the membership of the community unanimously support the wide ranging recommendations which follow.

Policies

The Committee believes that a strong policy statement on harassment provides an important signal to the community. It consequently reviewed MIT's existing policies and procedures and tried to determine if it was in such a way as to address the general issue of harassment while providing specific guidelines with respect to sexual harassment. In this respect the Committee believes that more explicit statements concerning retaliation, consensual relations, confidentiality and behavior in the living groups are important. In what follows we provide a revised MIT policy on harassment and then discuss some related policy issues.

Institute Policy on Harassment

Policies and Procedures currently has a policy on harassment (Section 3.16) that states that harassment of any form is unacceptable and that contains a general description of harassment behavior. Although the current statement explicitly discusses sexual harassment, we believe that the policy on harassment could be made somewhat stronger both in general terms and with respect to sexual harassment.

The committee recommends that the following revised MIT policy on harassment replace the present statement on harassment in Policies and Procedures:

Harassment of any kind is not acceptable behavior at MIT; it is inconsistent with the commitment to excellence that characterizes MIT's activities. MIT is committed to creating an environment in which every individual can work, study and live without being harassed. Harassment may therefore lead to sanctions up to and including termination of employment or student status.

Harassment is any conduct, verbal or physical, on or off campus, which has the intent or effect of unreasonably interfering with an individual's or group's educational or work performance; or which creates an intimidating, hostile or offensive educational, work or living environment.

Some kinds of harassment are prohibited by civil laws or by MIT policies on conflict of interest and nondiscrimination. See relevant sections of Policies and Procedures). Harassment on the basis of race, color, gender, disability, religion, national origin, sexual orientation or age includes harassment of an individual in terms of a stereotyped group characteristic, or because of that person's identification with a particular group.

Sexual harassment may take many forms. Sexual assault and requests for sexual favors which affect educational or employment decisions constitute sexual harassment. However, sexual harassment may also consist of unwanted physical contact and requests for sexual favors, visual displays of degrading sexual images, sexually suggestive conduct, or offensive remarks of a sexual nature.

The Institute is committed under this policy to stopping harassment and associated retaliatory behavior. All MIT supervisors have a responsibility to act to stop harassment in the areas under their supervision.

General complaint procedures are described in Section 3.33. Guidelines that provide detailed suggestions for dealing with complaints are available from the Office of the Provost.

Any member of the MIT community who feels harassed is encouraged to seek assistance and resolution of the complaint. To implement the policy on harassment, MIT provides a variety of avenues by which an individual who feels harassed may proceed. These procedures are intended to assure confidentiality, prevent retaliation, and achieve prompt resolution of complaints while protecting the rights of the person bringing the complaint and of the person accused of harassment.

Related Policies

In addition to the general statement on harassment, the committee believes that the specific issues on retaliation, consensual relationships and harassment of the opposite sex should be addressed in a specific manner.

In areas where consensus was not reached, committee members were invited to prepare their own comments to be attached to this report. Thus far, no such comments have been submitted.
Retaliatory Behavior

Retaliatory behavior can take different forms: ostracism by a peer group, discriminatory action by the supervisork to whom a complaint is brought or further objectionable behavior by the person against whom the complaint has been made. Retaliatory behavior, like all forms of harassment, is a serious issue in cases of harassment. In many cases of sexual harassment, retaliation is an overriding concern. Retaliatory behavior is not acceptable at MIT and even though protection from all retaliation cannot be guaranteed, we believe that it is essential that MIT make every effort to protect complainants from such behavior. A strong policy statement is one way toward achiev- ing this goal.

The subject of retaliatory behavior is complex and applies to all complaint procedures, including cases of harassment. While there is some mention of this subject in the current grievance procedures, the statement of policy should be strengthened and clarified. We recommend that a thorough review of the current complaint procedures as they relate to retaliatory behavior be undertaken and a clear and strong statement be published. The applica- tion of any of these cases as harassment should be an integral part of this review.

Consensual Relationships

Discussion of sexual harassment often leads to questions about consensual amorous relationships between two members of the university community. The Faculty Committee on Sexual Harassment, in addressing the issue of consensual relations, recognizes that conflict of interest, abuse of power, and violation of the teacher-student trust. MIT’s policies on conflict of interest assume that the committee does not believe that it is within its charge to formulate an explicit policy statement on this issue. We recommend that Institute policies relating to consensual amorous or sexual relationships between two members of the Institute community be studied separately.

Policies for Affected MIT Living Groups

Given the widespread incidence of harassment among the complaint was made. This indicates that the current complaint procedures as they relate to sexual harassment in any group, it is important that the issue of harassment be clearly defined in the Basic Rules and Regula- tions for all Affected MIT Living Groups. Harassment is ad- dressed in the current edition and has been a concern for many. However, we propose that the following statement be included in future editions:

Sexual harassment includes but is not limited to the following behaviors: (1) sexist remarks, slurs, and behavior that demean persons -based on their gender or sexual preference, (2) insulting, lewd, obscene, or sexually suggestive remarks or conduct, (3) public visual displays of degrading sexual images, (4) unwanted touching, patting, or pinching, (5) inappropriate social invitations, (6) demands for sex, (7) sexual assault, including date rape, and (8) threats or punitive action as the result of rejection of sexual advances or rejection of romantic involve- ment.

In addition, the Basic Rules and Regulations should contain specific examples of sexual harassment, such as sex discrimination, which have been included in the MIT community as well as a description of the range of appropriate sanctions, including removal from the institution and termination of employment. There should also be a statement that MIT will make every effort to discourage and prevent retaliation and will punish individuals who have retaliated. A list of procedures indicating how to proceed with harassment complaints from their living groups should be developed and included. Finally, it should be explicitly stated that any type of sexual harassment and housing pending the resolution of a complaint.

Education and Prevention

Introduction

It is important that the MIT community understand that sexual harassment, like all forms of harass- ment, is unacceptable and that there are clear avenues of redress, mechanisms to stop harass- ment, and strong sanctions for such behavior. It is also crucial that we all have the means to prevent harassment from occurring. This section briefly discusses educational activities or forms of commu- nication that pertain to different constituencies at the Institute, offers some guidelines for those hearing complaints, and introduces the idea of “road maps” to help guide people to appropriate resources and procedures for dealing with in- stances of sexual harassment.

A more detailed set of suggestions for educating the various constituencies at MIT is presented in Appendix A.

Prevention of sexual harassment requires educa- tion. A key component of the educational message is the unequivocal commitment from the Institute leadership to stop sexual harassment at MIT. This commitment starts with the President and the Provost. We recommend that widespread and diverse educational programs be held throughout the year, in different settings, targeted at specific groups in the community as well as the commu- nity as a whole. This may include designing programs specifically for those who have exhibited harassing behaviors or offering classes as training sessions on how to stop sexual harassment at MIT. In most cases, however, we suggest using the existing means of communication in order to integrate awareness of these matters into the mainstream of MIT culture.

It is important to schedule educational activities at appropriate times throughout the academic year. Some activities would occur on an annual basis; others - such as letters from department heads to faculty - might be staggered throughout the year. We recommend that a centrally coordinated calendar of educational events on this topic be developed by the Provost’s Office.

Community Education

Academic and School Councils

It is essential to involve the highest levels of academic and administrative leadership in discus- sions of the problem of sexual harassment, and in defining policies and procedures dealing with it. Only with thorough understanding and un- equivocal commitment from departments heads, key members of the administration, and the institute at large can we make progress in this area. To that end, we recommend that there be annual discussions in the Academic and School Councils, with presentations on the issues which also address policies and procedures relevant to sexual harassment at MIT. Department heads and other administrators who have dealt successfully and sensitively with these matters should be asked to share their experience and ideas in such meetings.

Faculty

Faculty members — as teachers, supervisors, and role models — can do much to change community attitudes. Faculty can also counter sexist attitudes that are expressed via harassing behavior by not permitting this behavior to take place in their classes, laboratories, and offices. At present many faculty do not see themselves as supervisors or mentors with such responsibility. In order to change this, a clear consensus is needed from the faculty leadership that all faculty are responsible for upholding MIT’s policy on sexual harassment.

Given the nature of authority and power that faculty have with respect to students, the damage that harassing faculty can inflict is particularly severe and manifestly at odds with the educational mission of MIT. We believe that it is essential to understand that sexual harassment is unacceptable and will be dealt with appropriately, with sanctions imposed where warranted. This understanding will certainly reduce the number of incidents of harassment by faculty members themselves, which range from sexist remarks in class to persistent intimidation via direct threats and punitive actions.

Post Doctoral Fellows and Associates

It has been difficult to communicate with post- doctoral fellows and associates on a systematic basis, since their appointments have not gone through any central system at MIT. This issue has been raised in other contexts by the post-docs, and we believe it is important to find ways to recognize them more fully as members of the MIT community. A simple but important first step in disseminating information and educating people about sexual harassment is the creation of an up-to-date mailing list for all post-docs, including incoming post-docs.

Students

The effects of sexual harassment are particularly harmful in an educational setting since sexual harassment often damages the victim’s sense of self-esteem and sense of purpose and direction. Students, in particular, need to be empowered by a system that sensitively and consistently addresses and resolves their complaints. To achieve this goal, students must have clear and well under- stood options and the necessary support. Since faculty and other living-group leaders have a large impact on students’ well being and ability to learn, special programs are necessary for all MIT living groups. These programs should educate students about peer and other types of sexual harassment and about what to do if they are harasses.

One way to achieve these goals might be to con- vene a meeting of all incoming students during R/O week to discuss standards of behavior within the MIT community with respect to harassment of all forms, drugs and alcohol, civility, and miscon- duct. In addition, students in the dormitories might be identified early in the year so they can protect their peers on sexual harassment. Finally, one might also consider designating student “guides” to help harassed students deal with the system.

During the year, special programs intended for men and women separately to address sexual harassment should be organized. These programs would be for both undergraduate and graduate students. They should use evidence of examples relevant to MIT culture and would teach students how to stop sexual harassment if they encounter it or how to pursue complaints if they believe the situation warrants it.

Special educational workshops on sexual harass- ment should be developed for students who have experienced harassment. As a result of an investigatory/adjudicative process might be to require students to attend such workshops. These programs could be made available to all members of the MIT community as staff of informal resolu- tion and mediation.

Staff

We suggest that the Personnel Office take the lead in increasing the awareness of staff about sexual harassment issues, and improving methods of complaint resolution. A staff policy relevant to the procedures section of this report. All new staff should receive the Institute policy on harassment, report of date, and training on recognizing and preventing harassment. Supervisors should encourage support staff to attend Institute-wide educational programs on sexual harassment.

Report of the MIT Committee on Sexual Harassment, Page 3
Guidelines for Those Receiving Complaints

Those people who are in a position to receive and handle complaints of sexual harassment should have as much information and/or training as needed to do this job effectively. We believe that a multi-access system for resolving cases of sexual harassment is preferable to a single, centralized office. We need programs tailored to their area of responsibility. However, in order to ensure consistency and reliability throughout the system, there are certain things that must be done. A crucial aspect of the complaint handling system is the confidentiality of the complainant as well as the responsibilities and/or obligations to act, as well as on the advice of complaint handlers and other advisors and any written information that is available. We emphasize that the option structure is not hierarchical; that is, always, a complaint need not pursue informal resolution before undertaking mediation or an investigative/adjudicative course. In a similar vein, a complaint may be resolved informally even after an I/A process has begun. Although there is a tension between flexibility and explicitness, we believe that a broad range of options across the spectrum provides the most effective mechanism to eliminate harassment.

In order to allow a complainant to make decisions in the most informed manner possible and to clarify the grievance procedure, we recommend:

1. that separate lists be compiled of who has responsibility for informal resolution, investigation/adjudication and/or mediation;
2. that those so listed receive appropriate training commensurate with the procedures relevant to their responsibilities and be accountable for these responsibilities;
3. that each complainant be given an explicit account of the implications for confidentiality of the specific procedure the complainant is considering and;
4. that each complainant be made explicitly aware of who has authority to act and under what circumstances, with or without the consent of the complainant, with respect to each of the methods of complaint handling.

Informal Resolution

Informal resolution is the method by which most sexual harassment complaints are resolved at MIT. Its primary aim is to stop harassing behavior. Informal resolution is based on the interests of all parties and is essentially non-judgmental in character, focusing rather on problem solving to stop the harassment and to reach a workable solution. While it is of utmost importance to have a variety of options for informal action to meet the varying needs of the situation and the individuals involved, the lack of any commonly held understanding of these processes can lead to confusion for those seeking help via this option. General written descriptions and examples of informal options can give complainants ideas about how to resolve their complaints. We suggest that they be formulated and distributed.

Many complainants prefer to use these informal options because they are perceived to be the most flexible, while being the least confrontational and complicated. If they work to stop harassment, the committee believes that such procedures are desirable.

Procedures

Introduction

There are three broad procedures by which complaints of sexual harassment may be resolved at the Institute: Informal resolution, mediation, and investigation/adjudication. Specific routes are available to all members of the MIT community, but differ depending on their status, i.e., whether student, staff, or faculty (see Appendix B for more details). Within this context, the complainant should choose the complaint resolution option to be followed in her or his particular case. To this end, individuals need clearly articulated descriptions and explanations of these available options in order to make informed decisions.

Generally, complainants decide which route to choose based on what makes them comfortable as well as on the advice of complaint handlers and other advisors and any written information that is available. We emphasize that the option structure is not hierarchical; that is, for example, a complainant need not pursue informal resolution before undertaking mediation or an investigative/adjudicative course. In a similar vein, a complaint may be resolved informally even after an I/A process has begun. Although there is a tension between flexibility and explicitness, we believe that a broad range of options across the spectrum provides the most effective mechanism to eliminate harassment.

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Informal Resolution

Informal resolution is the method by which most sexual harassment complaints are resolved at MIT. Its primary aim is to stop harassing behavior. Informal resolution is based on the interests of all parties and is essentially non-judgmental in character, focusing rather on problem solving to stop the harassment and to reach a workable solution. While it is of utmost importance to have a variety of options for informal action to meet the varying needs of the situation and the individuals involved, the lack of any commonly held understanding of these processes can lead to confusion for those seeking help via this option. General written descriptions and examples of informal options can give complainants ideas about how to resolve their complaints. We suggest that they be formulated and distributed.

Many complainants prefer to use these informal options because they are perceived to be the most flexible, while being the least confrontational and complicated. If they work to stop harassment, the committee believes that such procedures are desirable.

Guide to Resources/Procedures (Road Maps)

We recommend that there be a written guideline to MIT's multiple access system detailing who is responsible for handling complaints, as well as describing the process followed in investigative/adjudicative complaints and options for informal complaint resolution and mediation.

One of the major topics to emerge from the discussions of the Committee has been that individuals who feel harassed often do not know to whom to talk, where to bring their complaints, and what may happen when a specific path for redress has been chosen. Sometimes, complainants feel that the first route they choose is not helpful, and they need to know where else they can go for a sympathetic hearing. In short, even after people are in place to deal with the problem, getting harassment stopped can be a murky process at MIT and can sometimes be as difficult and painful as the harassment itself.

The Committee has outlined a set of road maps to serve as guidelines for any member of the MIT community who feels that she or he has been harassed. The purpose of the road maps, is to gather all pertinent information regarding harassment in one place, in written form, in order to clarify possibilities, to encourage complainants to come forward, and above all, to aid in stopping harassment throughout the MIT community. MIT has many points of access to this process already in place. These guides will distinguish among options such as counseling, various informal actions for stopping harassment, mediation, and investigative/adjudicative processes.

Appendix B provides an outline of the road maps.
We recommend that all complaint handlers, including those who have specific responsibility for handling informal resolution, be made aware of the differences between counseling, advice, and informal alternatives for stopping harassment.

To ensure that complainants come forward, they need a great deal of flexibility and control over the choice of options. Similarly, in order to be effective, informal complaint handlers need flexibility. However, it is important that all members of the MIT community recognize that different individuals may have widely differing responsibilities to take specific action upon hearing a sexual harassment complaint. For example, a department head or a dean has an obligation to pursue a complaint while a Special Assistant to the President does not. If a concerned person wishes to speak to someone with the assurance that "nothing will be done without permission," then speaking to one of the Special Assistants is more appropriate than speaking to one of the academic deans.

Most offended people initially utilize informal methods. However, complainants should be made aware of the possibility of pursuing other routes, especially since mediation or investigative/adjudicatory methods may be the only ways to stop harassment. However, these latter options can be trying and difficult for the complainant and, therefore, call for an extra measure of encouragement and support for the complainant.

Mediation

One of our basic goals as a community should be to enable people to work out problems so that normal and respectful relationships survive. For many individuals, this works best through a process of mediation. Mediation is purely voluntary for all parties and normally entails both parties meeting together with a mediator. Successful mediation usually results in an oral or written agreement. If the agreement is written, it may be private or on file at the decision of the parties. Mediation agreements or sexual harassment complaints must include a specification that there will be no harassment at MIT as a formal condition of the contract. For example, a department head or a Special Assistant to the President does not. If a person bringing the complaint understands the consequences with respect to the complainant's permission, excepting cases where someone may be physically endangered.

The first step in every I/A process normally involves the complaint handler making sure the person bringing the complaint understands the nature of the I/A process and chooses to go forward with this option. A statement attesting to this declaration, either in writing or oral, must be made. The following are recommendations for how to make this option clearer and easier to use.

While recognizing the need for flexibility, we believe that some issues apply universally in every I/A complaint. We recommend that descriptions of common issues be written down and communicated to all I/A handlers as parameters within which a complaint may be handled with flexibility and that the following issues be included in the discussion of basic operating procedures for all I/A processes at the Institute: confidentiality, timeliness, retaliation, appeals, sanctions, and standards of proof. These will now be discussed insofar as they have not been previously addressed in this report.

Confidentiality

Confidentiality is an issue that is common to all complaint resolutions. In particular, it is MIT's policy to treat all complaints in as private and confidential a manner as possible. However, there may be circumstances under which the complaint handler is compelled to discuss a case with others at the Institute or with law enforcement personnel without the permission of the complainant. In addition, different levels of confidentiality may be maintained by different offices or individuals handling complaints of sexual harassment or in the course of different procedures for handling complaints. For example, I/A complaints require notification and discussion with the accused. We identify three levels of confidentiality.

1. Complete confidentiality means that complaint handlers never discuss any aspect of a case with anyone without the complainant's permission, excepting cases where someone may be physically endangered.

2. Advisory confidentiality means that complaints are not normally discussed without the complainant's permission and that the complaint handler retains discretion and power of decision in this regard. In these circumstances, complainants should be notified of who has been informed of their case.

3. Investigative confidentiality is observed for complaints that are being investigated and adjudicated. In these cases, due regard for privacy is exercised, but, in situations in which the complainant or the accused is willing to discuss the complaint with others, the complainant's permission, excepting cases where someone may be physically endangered, is needed.

Participating in a complaint process need to know when it is not possible to guarantee confidentiality. We recommend that special care be taken by those who handle harassment complaints to inform the complainant early on about circumstances under which complete confidentiality will be maintained or might be lost. This could be accomplished in part by making available written information from complaint handlers about practices regarding confidentiality, so that complainants can choose the complaint handler/procedural option with which they feel most comfortable and which best fits their needs.

Investigative/Adjudicative Procedures

The essence of the I/A process is twofold: (1) there is an investigation of the complaint (in which a formal decision is made concerning the occurrence of harassment i.e., whether the complainant has been harassed by the person against whom she or he has lodged the complaint). In addition, appropriate sanctions are imposed if there is a finding of harassing behavior. Thus, within this context all parties are asked to give accounts of the relevant events. An investigation is always a part of this process and in some cases, particularly those handled by the Office of the Dean for Student Affairs (ODSA), there is also a hearing. Because of the discretionary nature, the following currently have the authority to carry out this option: deans in the ODSA, the Committee on Discipline, personnel officers, department heads, academic deans.

It is necessary to have a well-articulated I/A complaint procedure for the following situations:

1. any individual who prefers this mode of action;
2. severe cases of harassment where it is felt that sanctions may be necessary;
3. when informal options or mediation fails. The existence of clear procedures should not only encourage those facing harassment to come forward but should also deter would-be harassers. Ambiguous procedures can discourage those who would otherwise choose to use I/A procedures and thus make the system more dangerous. Nevertheless, it must be recog-

ized that, however clear, an investigative/adjudi-

cative process must be sufficiently flexible to allow for the different and delicate nature of harassment cases.

A statement attesting to this declaration, either in writing or oral, must be made. The following are recommendations for how to make this option clearer and easier to use.

All individuals who have the authority and responsibility to adjudicate I/A processes need to understand what is involved in undertaking that process. In general, complainants should be advised to discuss I/A processes with someone who handles these complaints before submitting an initiating statement to be sure that she or he understands the consequences with respect to confidentiality, notification of the alleged harasser, and the degree to which the complainant loses control over the process.

Because each investigation must be tailored to meet the specific situation, the I/A process can differ depending on the details of the case and by whom the case is being handled. Some processes can be written in more detail than others. Many individuals who feel harassed are more comfortable in starting an I/A process if they have a clear expla-

nation of what will happen during the process.

Therefore, we recommend that all individuals at the Institute—students, staff and faculty — have access to investigative/adjudicative options that have clearly written, well-specified procedures concerning the investigative and adjudicative process. While allowing flexibility to resolve complaints on a case by case basis, the written procedures would provide a general outline of what the process entails. To accomplish this goal we recommend that, for consistency, all people who undertake I/A processes put their procedures in writing and that these procedures be reviewed by the Office of the Provost.
Timeliness

Any investigation takes time — a commodity of which there is little at MIT. To improve the speed of response of the system to charges of alleged harassment, we recommend that:

1. Complaint handlers know when they have responsibility to pursue an investigation. While individuals associated with the grievance and personnel systems understand this, many administrative officers and department heads do not. In addition, few faculty members understand these obligations.

2. Every attempt should be made to settle any complaint within a three week period. If the matter goes beyond a month, there should be weekly contact (preferably also in writing) with everyone involved. Ideally, a case should begin to be considered within twenty-four hours of the complaint being brought. It is important to note that these should apply to all complaint-handling processes, not just I/A procedures.

Standards of Proof

At the moment there are no consistent views concerning standards of proof in investigations at MIT. Since most cases of harassment are not witnessed by others and since the burden of proof is on the offended individual, there are difficult situations in which it becomes the word of the offended individual (e.g., a "work" student or staff member) against the alleged offender (e.g., a "strong" and distinguished faculty member). In this case, the question becomes one of whether harassment occurred, but whether the offended individual is stable or reliable. In this way offended persons become a focus of the investigation. We suggest that MIT look into ways of dealing with this problem.

Once it has been determined that the alleged behavior has occurred, there may also be some question as to the character of the action; i.e., whether it does, in fact, constitute a harassing act. In making such a determination the law has employed what is known as the "rule-of-reason." This criterion involves asking whether the conduct that has occurred was unreasonably disruptive.

Sanctions

After an investigation has been completed, sanctions may be imposed by the appropriate authority (e.g., the department head or OUSA dean). There is a range of severity of appropriate sanctions extending to termination of employment or of student status. Sanctions should be designed to deter individuals from harassing conduct. Education is a possible remedy. In some cases, however, the behavior may be so harmful to the harassed individual or the community that more punitive measures are required.

Factors to be considered in devising sanctions should include: the frequency of the actions, the intent of the accused, the degree of harm caused to the offended person and the community, whether they are likely to change the harasser's conduct, and the status of the harasser (i.e., student, staff, or faculty). Repeat incidents of harassment should incur more serious sanctions as should harassment accompanied by retaliatory behavior.

The sanctions imposed in particular cases are not made public. However, the range of appropriate sanctions and the frequency with which they have been imposed in a given period should be reported to the community on a regular basis.

Appeals

The parties in a harassment case should have the opportunity to appeal decisions that are made including the imposition of alleged at the end of an investigation. In some cases there will be more than one avenue of appeal available and the conditions for appeal should be made explicitly clear to both parties in the case. In order to maintain the appeal structure, the Provost or the President will not ordinarily be primary receivers of a complaint and will not take part in an investigation since they represent the ultimate internal appeal authority.

Record Keeping

The Institute needs to have accurate information about incidents of harassment in order to assess the effectiveness of programs of education and prevention. Information regarding the scope and nature of harassment complaints and how they are resolved should also be reported in order to inform and educate the community. However, it is important to maintain confidentiality in cases of harassment in order to protect all of the individuals involved.

More generally there is a tension between the need for individuals and groups to have information in order to protect themselves and the need for individuals and groups to be protected from harm that can come from information being made public. We have considered these conflicting needs and made recommendations below. Record keeping and reporting are areas that will need further attention as other recommendations in this report are implemented.

We recommend that careful written records be kept by the adjudicator in the case of complaints which are investigated and adjudicated and that these records be maintained as confidential. These records should include a description of the case and the charges that were made, names of individuals that were involved in the case, the resolution of the complaint including any actions that were imposed, any letters that were issued to the participants and any notes, communications, etc., deemed appropriate by the adjudicator.

We also recommend that MIT keep a statistical record of all concerns and complaints involving harassment. These statistics should be retained in a single office, and we suggest that the Office of the Provost be the repository of the information. These records should be considered to be confidential in detail but are to be used to publish a yearly report of the aggregate number and type of complaints received (e.g., in living groups, in educational settings, etc.), their mode of resolution, and the range of sanctions applied. This report would be published in Tech Talk and would serve as the basis of a report to the Equal Opportunity Committee and to the faculty. Segregated data should be made available to the individuals who are responsible for the various areas of the Institute.

With respect to the above issues of record keeping, careful consideration needs to be given to who will have access to these records and when they should be destroyed. The answers to these questions as well as the details regarding the collection and dissemination of this data should be left to the Office of the Provost.

Conclusion

This report focuses primarily on sexual harassment. However, it is the view of the Committee that many of its recommendations may apply to other forms of harassment as well. Consequently, we believe that as the various programs and recommendations called for are implemented they be viewed as forming a basis for dealing with other forms of harassment in our community. In this sense we hope that the Committee has made a contribution that extends beyond the particular scope of its charge.
Appendix A: Community Education

Listed below are suggested ways to inform the various constituencies within the MIT community about the problem of sexual harassment — what it is, what are MIT’s policies, resources, and procedures for dealing with this problem.

We recommend that there be widespread and diverse educational activities throughout the year, targeted to specific groups as well as to the community as a whole. We also recommend that an office, perhaps the Provost’s office, act as an informational clearinghouse and maintain a calendar of such activities.

We suggest that those people developing workshops and educational programs on sexual harassment consult the examples of programs (developed for other universities or businesses) that are on file in the office of the Associate Provost for Educational Policy and Programs and in the offices of the Special Assistants to the President.

Faculty and Research Staff

Letters from department heads and lab directors to all members of their areas. (Some department heads have already done this.)

Departmental faculty meetings devoted to this subject. These could include presentations or videotapes on the issue, as well as information on policies and procedures. Try to engage one faculty member in each department to lead the discussion.

Incorporation of this issue into the program for the new faculty orientation each fall. This might include participation by all new faculty in a training program on sexual harassment.

Meetings of the Dormitory Council.

Regular reports on the campus climate from the Equal Opportunity Committee to the faculty — perhaps once a year.

Inclusion of a program on sexual harassment in the orientation for freshman advisors.

Discussion or columns in Tech Talk, the Faculty Newsletter, and other campus publications — perhaps including reprints of small items on this topic from “On Campus With Women,” published by the Association of American Colleges.

Letters or other communications from the Chair of the Faculty.

Discussions in the Committee on Graduate School Policy, Department Heads lunches, the Faculty Council, Lincoln Laboratory Group Leader meetings, Administrative Officer meetings, etc., of the problem, of MIT policy and of procedures for handling inquiries or complaints.

Postdoctoral Fellows and Associates

Identification of one office that could include in its responsibilities the creation and maintenance of a post-doc mailing list, and could serve as a center of communication with this group on this and other matters. Such an office could send publications such as the Post-Doc Handbook, Policies and Procedures, and brochures such as “Tell Someone” to the post-docs. In the absence of such a central mechanism, department headquarters should see that all post-docs receive such publications.

Meetings of department heads with post-docs in their departments, to develop a sense of community and a way for these and other issues of concern to post-docs to be identified and discussed.

Orientation on benefits and other issues, including sexual harassment policy, conducted by the Personnel Office.

Inclusion of post-docs in orientation and/or training sessions for new graduate students, teaching assistants, or faculty.

Expansion of the section on sexual harassment in the Post-Doc Handbook.

Provision of information and discussion by faculty members on this issue with their post-docs as well as other members of their labs.

Graduate Students

Inclusion of information of this subject in the departmental orientations for graduate students.

Presentations/discussion at the Committee on Graduate School Policy and at meetings of the graduate administrators round table.

The workshop for teaching assistants conducted by the Dean of the Graduate School could include information on the topic. This might be augmented by a specific training program on sexual harassment.

Orientation for Graduate Residents in the dormitories, conducted by the Dean for Student Affairs Office. This, too, should include a specific training program on sexual harassment issues.

Graduate Student Council meetings or mailings, including the GSC newsletter.

Orientation sessions for incoming international students, which are coordinated by the Advisor to International Students in the Dean for Student Affairs Office. Such sessions could include the showing of a film on cultural differences. The heads of the various language/ethnic/cultural/religious groups should participate in this and be offered films and other resources.

Faculty discussion of this issue with their research groups, as well as posting of relevant brochures and procedural guidelines.

Undergraduate Students

Development and dissemination of policy and regulations governing living groups, which would include specific reference to all kinds of harassment.

Training for Housemasters and Graduate Residents, including definition of their responsibilities and liabilities in this regard.

Dorm meetings or study break on this subject organized by Graduate Residents and Housemasters.

Discussions, skills, and training on this matter (including cultural differences) during Residency/Orientation Week activities. Contact for this activity would be the Undergraduate Academic Support Office.

Orientation or other programs in the fraternities and independent living groups. Such activities could be coordinated by the Advisor to Fraternities in the Dean for Student Affairs Office, working with the Interfraternity Council. It would be desirable to have one or more of the fraternities to take the lead in this, as was done in the past on sexual harassment and on date rape.

Meetings of the Dormitory Council.

Student government activities, including sponsorship of forums and Institute-wide discussions. (We understand there is an Undergraduate Association committee on sexual discrimination that might be drawn into this.)

Articles in The Tech, Tech Talk, and other campus media.

Sessions during class when appropriate, in which faculty members would address the problem and stimulate discussion.

Discussions with the coaches and athletic staff to determine how the athletics structure could be used to promote better understanding of the issue and to counter incidents of sexual harassment.

Staff

Inclusion of a program on sexual harassment in the new employee orientation conducted by the Personnel Office.

Articles in the Newsletter and Service Guide published by the Working Group on Support Staff Issues, and other activities. Perhaps a subgroup could be established to work out ways in which the problem, policies, and procedures could be brought to the attention of the support (and administrative) staff.

Training sessions or workshops that cut across organizational lines.

Consultation with the Manager of Labor Relations as to whether there are training sessions, workshops, etc., for unionized employees that might incorporate this issue.

Discussion and/or workshops on this topic with the following groups:

- Administrative Council meetings, chaired by the President
- Information Group, chaired by the Vice President and Secretary
- Administrative Officers Meetings, chaired by the Senior Vice President
- Career development workshops, conducted by the Personnel Office
- Regular staff meetings conducted by supervisors or managers
- In-service training sessions for Campus Police
- Regular educational and training programs at Lincoln Laboratory

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Appenidix B: Outline of Road Maps

The following is a tentative sketch of what a road map might contain. It is included here to provide a rough idea of the kind of publication that the Committee thought would be important for the community to have.

Definition and Explanation of the MIT Harassment Policy

This will include, from the newly revised policy, some of the forms that sexual harassment may take.

Whom You Can Talk to if You Feel Harassed

Universal Options — for use by anybody
Each of the people or offices listed below are sources from which any member of the MIT community is free to ask advice and other intervention, regardless of her or his status within MIT. Here, we will list general descriptions of the role and duties of each office or individual, along with locations and telephone numbers. We will also list each of these options in each of the other complainant categories, for full coverage of options.

Ombudspersons
Campus Police
Nightline
Religious advisors
Social workers
Medical providers
Committee on Discipline (for complaints brought against students)
Faculty
Department Heads
Deans

Whom to talk to if you are a student (undergraduate or graduate)
Each of the following will be accompanied by a brief explanation of its function and responsibility with regard to harassment. These are options, more or less, by level of formality, with some overlap.

Universal options
Graduate resident (in undergraduate living groups)
House master
Faculty advisor, or other sympathetic faculty member
Course/lab instructor or Lincoln Laboratory group leader
Office of the Dean for Student Affairs
Office of the Dean of the Graduate School
Department/Laboratory Heads
Deans of Schools

Whom to talk to if you are a Post-Doctoral Associate or Fellow
Universal options
Faculty supervisor, or other sympathetic faculty member
Department/Laboratory Head
Administrative Officer
Personnel Office
Personnel Officer
Manager of Personnel Services
Director of Personnel
Provost (and Associate Provost)
Academic deans

Whom to talk to if you are a faculty member
Universal options
Department Head/Laboratory Director
Administrative Officer
Dean (and assistant deans) of school
Provost (and Associate Provost)
Officers of the faculty (Chair, etc.)

Whom to talk to if you are a staff member
This includes administrative, support, or sponsored research staff. The options are listed by proximity to the staff member; it is always acceptable to move laterally between them, and to choose any point of entry.

Universal options
Supervisor (direct or indirect)
Administrative Officer

Department Head or Laboratory Director
Academic deans
Vice President(s)
Personnel Office
Personnel Officer
Manager of Personnel Services
Director of Personnel

Whom to talk to if you are an employee represented by a union
It will be explained here that employees represented by a union are bound by those grievance procedures contained in their contract and that it is always acceptable to go directly to management. The Manager of Labor Relations will be asked to help draft a statement for this section.

Whom to talk to if you are a Lincoln Laboratory staff or support staff member
Universal options
Direct supervisor, or another trusted supervisor
Group leader (or associate/assistant group leader)
Division assistant
Division Head
Personnel Office
Manager of Personnel Services
Director of Personnel
Provost

Whom to talk to if you are a guest or visitor on campus
We will list here the universal options which apply to any member of the community, including visitors.

Options for Action

Each of these options will be followed by a brief explanation, including which offices or people can help with implementation, where appropriate; this list is understood not to be all-inclusive.

Discussion with no action requested
Discussion and development of custom-tailored option
Writing a letter to harasser
Talking to harasser (with or without third party present)
Asking harasser's supervisor to intervene
Asking another third party (i.e., ombudsperson or campus police) to intervene

Involvement of Committee on Discipline

Generic approach (i.e., films, workshops, letters from the department head, speakers addressing appropriate groups without mentioning complainant)

In living group situations, having harasser removed from dormitory system, or finding alternate housing for complainant (or both)

Seeking explicit mediation
Filing a complaint with Campus Police
Seeking formal investigation and adjudication

In cases where harasser is a student, seeking involvement of Committee on Discipline

Other early members of the Committee who were not able to continue for the full duration of its work included Ronald Cherry (Graduate Student in Electrical Engineering and Computer Science), Jean Moran (Undergraduate in Nuclear Engineering), Howard Ro (Undergraduate in Chemical Engineering), and Robert Brown (Head of the Department of Chemical Engineering).

Anne Gadaitis provided staff support for the Committee.

Appendix C: The Committee

The MIT Committee on Sexual Harassment was appointed by Provost John M. Deutch in November 1989. Membership was drawn from the Academic Council, faculty, administration, staff, post-doctoral fellows, and the student body:

Harassment Policy Committee

This will include, from the newly revised policy, some of the forms that sexual harassment may take.

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Anne Gadaitis provided staff support for the Committee.
Ongoing Theater

Alters Adventures in Wonderland, the musical comedy based on Lewis Carroll's classic novel. Featuring Lani Oates and John Deane. Performances are Tuesday-Sunday at 8 pm, Saturday at 7 pm. Tickets: $15 - $25. Call 267-9300.

The Resistance, performed by the New York Shakespeare Festival/Poderal Repertory. Based on the infamous real-life events of World War II. Performances are Tuesday-Sunday at 7:30 pm, Saturday at 7 pm. Tickets: $15 - $25. Call 362-0221.

Pterodactyl, a play by David Mamet. Featuring Annette O'Toole and John Lithgow. Performances are Tuesday-Sunday at 8 pm, Saturday at 7 pm. Tickets: $15 - $25. Call 267-9300.

The Shaggy Man, presented by the American Repertory Theater. Based on the classic comic strip character. Performances are Tuesday-Sunday at 8 pm, Saturday at 7 pm. Tickets: $15 - $25. Call 267-9300.

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ICA offers rare look at Soviet avant-garde art

THE NEW SOVIET ART
Between Spring and Summer: Soviet Conceptual Art in the Era of Late Communism
At the Institute of Contemporary Art, Nov. 1 to Jan. 6
by Sande Chen

I
n the realm of the avant-garde, the Institute of Contemporary Art offers a rare opportunity to experience the creative spirit of Soviet life in a way which is both provocative and enlightening. Painted in the sickening blue color so common to Moscow, the ICA takes the pulse of the communal apartment, a place of banality and emptiness, a symbolic representation of contemporary Russian culture.

Soviet avant-garde has always been around, but it was not until glasnost that underground artists could freely exhibit their work. In 1992, Stalin abolished all art organizations and established a Union of Soviet Artists to regulate Soviet art and promote cultural dogmas. Under Khruschov, art was used as a means to attack the enemies of the state. After Khruschev determined certain art to be "offensive," "Unofficial" artists began a life of hiding. In 1976, Vitaly Komar and Alexander Melamid, painted paintings that had to be smuggled to New York for the first exhibition of Sots (Socialist) art.

Soviet conceptual art grew from Sots art and Apat (Apartment) art. Komar and Melamid, working in the early 1990s, coined the term Sots art, which is similar to American Pop art, seeking to subvert social ideology and propaganda. The phrase Apat art came from the fact that in the 80s unofficial artists were forced to hold exhibitions in their cramped apartments. This negative aspect changed in the 90s when unofficial art magazines and illegal shows flourished, turning Apat art into a distinct style.

In conceptualism, the idea behind the work is more important than the physical object representing the idea. Thus, Soviet conceptual art is a reflection of the Russian mentality and a representation of contemporary Russian problems. Moscow renews the center for this deeply operated movement. Its key figures are Ilya Kabakov, father of Soviet conceptualism, Andrei Monastyrsky, leader of the group Collective Actions, and, of course, Komar and Melamid, who have since emigrated to the United States.

Ilya Kabakov has had a great influence upon younger artists for the past 20 years. His "Sixteen Strings" is one of a large work entitled "Two Chairs," in which the life of a communal apartment is recreated with 10 imaginary characters. "Sixteen Strings" is a representation of the communal kitchen, the heart of communal apartment life, and the basic banality that prevails in the work.

"Taste" (1989, Sergei Volkov) sifting up from 80 years of forced repression of individualism. Kabakov uses bits of refuse, and strings them up in a darkened environment. Overheard snippets of everyday conversation play in and out, and with a handly flashlight, translations can be seen on the wall.

The typical family mamas and papas for an artist and worries that the neighbors might be having too many kids. Other comments are more universal, such as "My Lord, another cockroach has fallen into the sink! Look! There's another one!" or "Well, why, why were you bothering me?"

One of Kabakov’s followers is the leader of Collective Actions, Andrei Monastyrsky. Collective Actions is a group of professional artists who believe that art is continuous, rather than a discrete object.
Between Spring and Summer brings Soviet conceptual art to Boston

(Continued from page 15)
or event. They stage “country walks” in which participants have an idea what they’re meeting for, and go about doing individual things. There is no audience. Their ideas emphasize randomness and emptiness and are based on Zen, minimalism, and a sense of failure. In addition to the “country walk,” documentation such as “Three Appearances” and “A remark,” Andrei Kosmanovsky’s work is another example of particular interest. “Finger” is a hollow black box attached to the wall, and through the principle of interaction, one is invited to make a fist for oneself.

Kosman and Mehalov have found an artistic haven in Bayonne, NJ, where they see玖 anxiety in Moscow. They explore the failures of capitalism and communism. In “Bayonne Rock Gardens” various stone-to-be-wilting plants are mixed with corroded metal. Unfortunately, the plants haven’t died yet, and are, in fact, thriving. Hopefully, they will die in the near future.

Kosman and Mehalov’s other works address the mythology of the heroic worker and its contemporary reality. Another sphere of Collective Actions is members Elena Elagina and Igor Malanin, who have a collection of “medical” films, which are supported by the MIT Office of Student Affairs and sponsored by MIT Medical Society. The discussion group for concerned men is making an educational approach to the issue of rape, and other subjects. The discussion group for concerned men on issues of rape and violence against women meets on Thursday from 7:30-9 pm in room E51-218. The sessions are supported by the MIT Office of Student Affairs and sponsored by MIT Medical Society.

The Burchard Scholars Program brings together distinguished members of the faculty and promising juniors and sophomores who have demonstrated excellence in some aspect of the humanities and social sciences as well as in science and engineering. Twenty Burchard Scholars are invited to a series of dinner-seminars throughout the year to discuss topics of current research or interest introduced by faculty members, visiting scholars or Burchard Scholars. The 1991 program begins in February.

For information or an application, contact: Dean’s Office, SHSS, E51-234 (x3-8961) or the HASS Information Office, 14N-408 (x3-4443).


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KEVIN’S KITCHEN

I SUPPOSE IT IS NOT VERY OBVIOUS that this is, in fact, a weekly column. Based on the past couple of months one might think that I am more of a monthly type thing. But, with midterms over, I am thinking about being on grades, things should be a bit more regular. Not to mention, now that I’ve just announced that this is weekly, thinking of those thousands of readers who would be less well served to then have to see a column — and don’t — will also help encourage me to write.

This week’s recipe was born because spaghetti comes in one-pound boxes. I had always thought this was a little odd, because a decent-sized serving is about 1/2 of a pound, so unless you have some multiple of three people eating you either have to have some extra left over, or leave opened box of spaghetti lying around your room.

Well, I like to cook integral numbers of things, so I usually add up and buy about 1/2 of a box of cooked spaghetti as leftovers.

Of course, the next day, I’m not really in the mood for spaghetti and sauce again, so I have to figure out something to do with the stuff.

The results of the attempts have ranged from quite good, to edible, to how-could-I-have-possibly-thought-this-would-work-out — and, by the way, using spaghetti instead of elbow macaroni in macaroni and cheese is actually not too bad. One of my favorite dishes to have come out of all this experimentation, however, came when I decided to go Chinese with it.

Chinese Style Spaghetti

(leftover cooked spaghetti
soy sauce
sesame oil
ginger, minced or finely chopped
scallions, chopped
sesame seeds (available at Bread and Circus)

Stir the soy sauce, sesame oil, and minced ginger together. Now, ideally, you should let this sit overnight in a fridge. This allows for the ginger to dissolve into the soy sauce and sesame oil, and makes the whole mixture more flavorful and not so strong. If you are pressed for time, heating the sauce for 10 minutes over a low flame is acceptable.

Dramashop conveys desperation without depressing

(Continued from page 8)

by Emily (Kellie Wills ’91) whose disposition remains a mystery for much of the play, until she suddenly gets the spotlight and bursts into song to tell her sad story. Griever (Michael Priedhoff ’89) is portrayed as the outsider to all this, trying to fit in, and eventually realizing he doesn’t.

The play is also enjoyable because various interesting topics are talked about during the party scene. The characters discuss whether movies or written words convey ideas better, or why we all get depressed on Sunday nights. But my favorite idea was that of Norbert, who said, “Have you ever wondered if what you see as blue, other people see as bluish?”

Blue Window had an overall profession-al touch to it — even all the little things were done well. When Emily suddenly started to sing, the other actors froze, and the lights shifted off them and onto Emily in the center, so it was quite a moment; ringing phones stopped ringing precisely when they were answered. Though these are seemingly mi nor successes, they add quite a bit to the overall impression the play has.

NOTICES

Listings

Student activities, administrative offices, academic departments and other groups — both on and off the MIT campus — can list meetings, activities, and other announcements in The Tech’s “Notices” section. Local items of interest (print and display) can be listed free in "News Notes," The Tech, room W20-483, or to The Tech, 3-14, MIT, Cambridge, MA 02139. Notes run on a space-available basis.

Nov. 7, 1990

The Cambridge Forum presents "What is America’s Military Missile Past?" discussion and film screening, 5:30 pm in Room 4-146. Sponsored by the MIT Department of Science and Engineering.

Nov. 8, 1990

"Materials Engineering and Tribute Some Everyday Objects." Opening at 5:00 pm. Exhibited at The Institute, 5-151. "Service." A talk by Professor Julian Sartory of the MIT Department of Materials Science and Engineering. 5:10 pm in Room E11-311.

Pepere Corps at MIT: Find out how your degree and skills in math, science, linguistics, art, photography, and civil engineering can be put to work overseas by attending an information session at the Information Office, The Student Activities Building, Room W20-483, at 4 pm, and or a film screening and discussion at 6:15 pm in Room E4-146.

Nov. 14, 1990

The Cambridge Forum presents "The Consumer: Happy Slaves?" Panel discussion, 4:30 pm in Room 5-151. Sponsored by the Committee of the America Academy of Arts and Sciences. Free admission. For info at 3 Church Street, Harvard Square.

Nov. 15, 1990

Plunderers From the Past: Robbing Film Music and Performance; Professor Edward Tuch will give an on his current research into musical performances, genres and gender in the opera film. Nov. ’90. Professor Donald M. Nelson and Charles Musser will talk on representations of gender among music and female conductors of the early world era. And, Professor Peter Donaldson will analyze performance and visual texture in selected film adaptations of Shakespeare at 6:30 pm in the Baker Theater for the Moving Image in the Wiesner Building.

Nov. 29, 1990

Access to Government Information: Professor Adler, Jane Bortnick, and Jay Lukas discuss how to obtain government information. 3:30 pm in the Baker Theater for the Moving Image in the Wiesner Building.

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The Commons Room
Building E51-218

C. A representative of the Ministry of Education of the Russian Federation will be with us in the meeting.

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- Software Engineering
- Signal Processing
- Controls

For more information on these programs and the major business areas available, refer to the General Electric file located in your placement office.

When and Where?
Wednesday, November 14th and Thursday, November 15th at the Placement Office.

What else?
The future is working at General Electric

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By John Thompson

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Ready for a change? Now's your chance to get $$$ for your old Macintosh equipment and put them toward the Macintosh (or LaserWriter, or CD ROM Drive) of your dreams! The MIT Microcomputer Center will be holding Trade-Up Days on November 9, 16 & 30 and December 7 & 14.

Stop by the Microcomputer Center in the lower level of the Stratton Student Center (W20-021) for more information.

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Salomon Brothers Inc - Research Department Will Interview on Campus

February 4, 1991

Resumes should be submitted to:

BPA Recruiter
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Bond Portfolio Analysis Group
One New York Plaza, 44th Floor
New York, New York 10004
Baker House 2nd floor floods

(Continued from page 1)

Residents could not agree on whether first or second floor residents had suffered more damage. Watson said that the dormitory had suffered minimal structural damage.

According to William McCue, a Physical Plant counsel operation, such things occur rarely. Physical Plant described the flooding as "extensive water damage."

The fire alarm was automatically activated after the sprinkler pipe was ruptured, and residents quickly evacuated the building. Many second-floor residents tried to save their belongings, and did not leave until Campus Police officers ordered them to do so. Residents were not allowed to return to their rooms until an electrician deemed the area safe. First to enter the building were volunteers from among the residents, who helped the firemen and police in cleaning up some of the water.

Watson did not have an estimate of damage to personal property, but reminded students that the MIT Housing Office recommends the purchase of individual insurance policies. He added that if a person or group of people were responsible for the incident, then additional decisions regarding liability might be made.

Watson was impressed by residents' ability to cope with the situation. "Students on the floor responded magnificently, in a spirit of cooperation" to help clean up the area, he said.

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COMPANY INFORMATION SESSION
Wednesday, November 14, 1990
7:00pm - 9:00pm
Building 4, Room 149

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"COMMITMENT IN A CHANGING MARKETPLACE"
Spikers prepare for nationals

(Continued from page 24)

MIT hit a strong .500 game in the final game, finishing the match with a relatively high 273 team kill fraction.

The Engineers built a 4-0 lead before Wellesley scored on Cindy Parrish's long shot (one of the few mistakes made on the day). Parrish hit .375 in the final match, with 16 kills, while Lin added nine kills at a .333 clip.

The score stalled with MIT ahead, 6-2, on Parrish's weak-side tip into the Wellesley deep left corner to give MIT the victory.

Which, of course, sent the Engineers screaming onto the court to the cheers of the many parents assembled.

"I think we earned it today," said Parrish after the match. "We executed. Everybody was moving and talking. We kept the intensity." MIT hopes to keep that intensity as they prepare for the NCAA tournament. They Engineers leave for Michigan Wednesday evening.

Tewhey releases keg ban changes

(Continued from page 1)

items constitute a keg for the purposes of the ban. "Kegs are, for the purpose of this policy, to be defined as barrels, half-kegs and pony kegs," the letter says.

UA President Marshall Bapsy '47, following the recent modifications, the impact of the keg ban on parties and alcohol use was relatively minor. "All in all, I don't think we're going to see any change from the past two or three years [concerning the distribution and consumption of alcohol]," he said. "I never felt the policy would have accomplished much with regards to curtailing drinking or [encouraging] responsible drinking," he added.

Counseling

Theumates —5—开学 to talk to and6-hold parties on all 214 eeks of every day. The office at 500 Commonwealth Ave. is open from 8 am to 9 pm every day for pre- sidents, faculty, students and parents. The office is located in the basement of 650 Commonwealth Ave.

Getting Help With Alcohol? If drugs are becoming a problem, call in a writer. Professionals Available, 24 Hrs. a Day. Substance Abuse Health Services. Call 426-9444 for additional information.

The Greater Framingham Area Veterans' Outreach Center is holding group counseling sessions for Veterans veterans every Wednesday during the third week of the month, from 6 to 7 pm. There is also a group for kids of Veterans on Tuesdays from 6 to 7 pm. For more information, call 876-5002.

The Cambridge Dispute Settlement Center has announced that it is enabling services of modeling disputes available to communities in the Cambridge area. Those interested in using CDS's service to resolve a property dispute or any other dispute may contact the mediators at 617-596-7380.

A new Pentagon Audit Project provides additional support to local companies for drug-related work. Are you concerned about the 5.5% Coop rebate? Do you think the Coop can be improved?

NOMINATIONS

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HASS Committee -- Cultures and Societies

Interview Date

Sunday, November 11

7:30p.m.-9:00p.m.

Private Dining Room 3, Third floor of Student Center

SIGN UP IN W20-401 OR CALL THE UA AT x3-2696.
Volleyball captures NEW8 title

Team play, intensity carry Engineers past Wellesley College in three games

By David Rothstein

NORTHAMPTON, MA — Once again, the women's volleyball team has won the New England Women's Eight Conference title. By virtue of a 15-11, 15-7, 15-3 win over Wellesley College Saturday, the Engineers garnered their fourth conference crown in the five years of NEW8 volleyball championships.

It may be repetitive, but it sure isn’t boring. Playing at Smith College’s Ainsworth Gymnasium, MIT executed well on both offense and defense. It was a relief after a couple weeks of sub-par play, and a sign to head coach Karyn Altman after the NEW8 final “so that there is no question as to whether we deserve to go or not.”

Although the Engineers finished second in the nation in 1984, they have not made it past the first match of the NCAA tournament in seven years. “We want to play really well at nationals,” said Altman after the NEW8 final. “It was a relief after a couple weeks of sub-par play, and a sign to head coach Karyn Altman after the NEW8 final “so that there is no question as to whether we deserve to go or not.”

Although the Engineers finished second in the nation in 1984, they have not made it past the first match of the NCAA tournament in their last two trips. MIT will try to break that string as it takes on Kalamazoo College in the first match of the six-team regional pool, played in Michigan.

Should they defeat Kalamazoo, which was ranked third in the nation in a recent coaches poll, the Engineers will face Ohio Northern University.

The other three teams in MIT’s pool are Allegheny College, Calvin College and defending champion Washington University.

MIT reached the NEW8 final by defeating eighth-seeded Western Polytechnic Institute in three games at MIT, and fourth-seeded Mount Holyoke College Saturday morning, 15-5, 15-6. Outside hitters An-Na Liu ’91 and Susie Gardner ’92 provided much of MIT’s offense in the semifinal match against Mt. Holyoke.

To its credit, Wellesley did not cave in during the final game, but it appeared flustered even as it forced sideouts again and again. (Please turn to page 23)

Football tops WNEC, 12-10, for 2d victory

By David Rothstein