MIT's Oldest and Largest Newspaper

Established 1981

Volume 112, Number 50

Cambridge, Massachusetts 02139

Tuesday, October 20, 1992

The Weather

Today: Increasing clouds, 69°F (21°C)
Tonight: Rain, snow possible, 59°F (15°C)

Details, Page 9

MIT Hillel Dedicates New Sukkah

By Brian Rosenberg

MIT Hillel dedicated a new sukkah Sunday after more than two years of design, planning, and con-
struction. The sukkah, a booth used in celebrating the Jewish harvest
festival of Sukkot, was designed and con-
built entirely by students. MIT Hillel Dedicates New Sukkah

Chairman of the MIT Corporation Paul E. Gray '54 takes a flyer from union workers protesting on
both sides of Mass. Ave. Saturday.

Union Protests MIT Decision

By Garion C. Leung

The MIT Real Estate Office's rehabilitation of the former Ford/Polaroid Building has resulted in a
dispute with the United Brotherhood of Carpenters
and Joiners of America Local No. 40. The union in celebrating the Jewish harvest
festival of Sukkot, was designed and con-
siderng its protest to the office in an effort to hire
a non-union general contractor for the renovation of
the building, which is located at 649 Memorial
Drive. MIT awarded the $13 million contract to Erland
Construction, a non-union contractor, in July. The
list of potential contractors had previously been nar-
rowed down to Beacon Construction, Turner

Construction, and Erland. Beacon and Turner are both union contractors.

The main problem with Erland Construction is that they refuse to sign a union agreement, said Mark
Erlich, Carpenters Local 40 Business Manager and
Financial Secretary.

Union picketing MIT

Every morning since the beginning of classes, two or three union members have handed out fliers
protesting MIT's decision to pedestrianism across from the
Institute's 77 Massachusetts Ave. entrance.

Terry C. Shea '90 was extremely pleased with the
sukkah. "It's really fabulous, and I'm glad it got done on time. I hope
it becomes a lasting part of the com-
unity and stays around longer than
anyone who built it," she said.

"This is a wonderful day for the
excite community," said Phillip J. Walsh, director of the Campus
Activities Complex, which housed
spacem the patio outside Walker
Memorial for the new sukkah.

Sukkah, Page 9

Survey Reveals Honesty Attitudes

By Sarah Y. Keightley

The Undergraduate Academic Affairs Office has released the
results of last spring's academic dis-
honesty survey in time for

Wednesday's colloquium, "Success
and/or Honesty: In Here, Out There."
The Colloquium Committee
was spurred to create the survey by the increased focus on cheating at
MIT.

The survey results did not reveal any "real surprises" to the administra-
tion, said Alberto G. Lipson, associate dean for research.

The survey is comprised of three parts: one for undergraduates, one
for faculty, and one for graduate teaching assistants.

The UAAO had not compiled the data from the TA
survey yet.

"It is important to raise funds
to feed and supply the war refugees,
"The main theme of the African Students' Association is to see the
relevance of technology against
Sukkah, Page 10

Students Raise Funds For Somali Refugees

By Hyun Soo Kim

The African Students' Association and the Hunger Action Group have recently joined the internation-
als effort to send food and supplies to
Somalia. In a three-day fundraiser
last week, they collected $100K for

Oxfam America, a famine relief
organization.

"The Lobby 7 fundraising booth featured photographs of the suffer-
ing Somali children taken by Janet
Green, the Director of Education and Outreach for the Oxfam Boston
office.

The money will be spent directly on food and supplies, without any
being used for administrative or
overhead costs. The food is pur-
chased in Kenya, then sent to
Somalia by boat.

"It is important to raise funds which directly go to the Somali peo-
ple, and to raise consciousness in the
American public, like the stu-
dents at MIT did. People can't do something if they don't know [the
famine exists]," Green said.

The long-term goals of Oxfam are to provide seeds, tools, and other
farming necessities to the refugees.

Oxfam plans to develop irri-

gation projects to ensure that a simi-
lar disaster does not occur in the
future.

"The main theme of the African Students' Association is to see the
relevance of technology against

the Knesset. Page 11

Joiners of America Local Union No. 40. The
union is protesting the office's decision to hire a
non-union contractor, in July. The
list of potential contractors had previously been nar-
rowed down to Beacon Construction, Turner

By Mark M. Conley

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WORLD & NATION

Discovery of Remains Photos Leads To Progress In U.S.-Vietnam Talks
THE WASHINGTON POST
WASHINGTON
The United States and Vietnam made important progress toward resolving the POW-MIA issue last weekend in Haiphong after U.S. officials showed eight black-and-white photos of Americans killed in the war, official sources said Monday.

The photographic archive, reported to contain more than 4,000 images which many believe could help determine if military action was justified, was discovered by means that officials refused to disclose. Some American politicians were still in the process of seeing the images because Vietnam has never acknowledged having any information about them or having their remains recovered.

A joint communiqué issued in Haiphong Monday by Vietnamese and U.S. officials, reported that Vietnam has provided additional information "on unexplained cases, in the context of 'accelerated cooperation' on the POW-MIA issue," the statement said, "the United States will move more rapidly toward normalization of relations."

The highly emotional POW-MIA question is the only major issue standing in the way of lifting the U.S. trade embargo against Vietnam and establishing full diplomatic relations nearly 20 years after American troops left Vietnam after failing to win a long and bloody war.

ANC Admits Torturing Dissidents in Prison Camps
THE BOSTON GLOBE
KARNAL, SOUTH AFRICA
Security officials of the African National Congress committee "extraordinary acts of brutality and torture at the organization's military camps existed outside of South Africa," an ANC report admitted Monday.

The report, ordered by ANC president Nelson Mandela in March, detailed tortures, neglect and detention without trial at ANC bases in several African countries.

ANC said it fought a low-level guerrilla war against the South African government from the 1960s until it was suspended in 1990 in response to the government's political reform program. It imprisoned its own dissidents as well as ANC soldiers who were believed to be double agents working for the government. The report said some prisoners were held for years without trial. Others were forced to undergo various treatments, including severe beatings and starvation.

"There were abuses sometimes of the most horrific kind," according to the 74-page report prepared by three lawyers.

Major Takes Step Back On Coal Mine Closures
LOS ANGELES TIMES
In a politically embarrassing about-face, the British government declared Monday that last week's announced closing of more than half of the nation's coal mines would be partially reversed.

The original decision to close 31 out of 50 mines, at the cost of 20,000 jobs, had provoked a firestorm of public opposition across the nation-side. After a critical 24-hour meeting of his Cabinet Tuesday, Prime Minister John Major surrendered to the pressure, reversing his decision to wipe out most of Britain's coal industry.

"We recognize that the situation on the coalfields is continuing to worsen," he said in his weekly broadcast. "And we have decided that we want to maintain the mining industry in the long term."

The action was the result of a new economic forecast, which showed that the mining communities will continue to suffer serious job losses.

Major's decision to act immediately was cheered by coal miners and coal towns that had been preparing for an economic depression. The move was also a political victory for the Labor Party, which had been pressing for a reversal of the government's policies.

"Our challenge is to stop the financial bleeding," Prime Minister Major said Monday. "If we don't do this, we will be facing an economic disaster."

"We must act now to save the mining industry," he said. "We must act now to save the miners' jobs."
By Lena H. Sun

NEW YORK POST

In the first major leadership changes since the 1989 Tiananmen Square crackdown, China's Communist Party has installed a new ruling elite in its key organs of power whose support of economic reform and commitment to more youth and women leaders will lead China toward a more open future with greater freedom.

Capping a week-long effort aimed at settling personnel and policies to lead China into the next century, the party Monday named a new Standing Committee of the Politburo—the pinnacle of official party power. It is now dominated by supporters of senior leader Deng Xiaoping's program to usher in capitalistic-style economic change while maintaining tight political control.

For China's 1.1 billion people, who have been subjected to periods of extraordinary turmoil over the last four decades, the personnel reshuffle of the ruling Communist Party will concentrate not on Marxist ideology but rather on pragmatic reform and trying to improve living standards. Unlike those of some who were purged, the new leaders are not seen as making the shift as the only way to modernize China.

For the party, the changes mean that more economic reform has been permitted but the power structure remains intact. And it is still a question of how long the new leaders will rule from behind the scenes. The personnel changes were made at the last-concluded 14th party congress, at which the Politburo was also expanded. And in perhaps the biggest surprise, the powerful Central Military Commission that controls the military was expanded and a professional military officer, rather than a party activist, was named as the first of this officer for the traditional military spot on the Standing Committee indicated that Deng has not dissipated the military since the June 1989 crackdown on students.

Chosen by Deng and the other handful of elders who rule not through official titles but through influence garnered over decades, the majority of new faces are technocrats who have proved steady and competent but most of all, loyal to the party power structure. Some are members of a generation younger than Deng's—reflecting his desire to promote more youthful leaders to carry on party policy into the next century.

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Mattock is Not
"The Confusing One"

By Bill Jackson

COLUMN EDITOR

In a recent editorial, The Tech proposed setting up a new cooperative to sell textbooks to MIT students (“Coop No Longer Deserves Monopoly,” Sep. 29). The underlying idea seems to be that the Coop charges too much for textbooks. Ironically, this idea doesn’t seem to match the commercial reality — the last time this idea came up, five or six years ago, the Coop management replied that they would be willing to give the textbook business to any business wanted to take it. There were no takers. From a retailer’s point of view, textbooks are bad business — wholesale, retail markup is marked up 100% on cost (a lot more than textbooks), and most merchandise turns over faster than textbooks.

The Coop has two market advantages over any other cooperative. First, it has the MIT name recognition, along with the idea of being run by students. Second, it is a cooperative run by students. Both of these advantages are serious, but the new cooperative is likely to give limited attention to textbooks.

The Coop does not have a monopoly. Increasingly, the price of textbooks is rising because of the number of recent new editions. Cooperative does not do much about this. The Coop is run by students, and students are in a position to change pricing policies.

The Coop can be an excellent cooperative. It has a lot of potential, but it is a cooperative run by students. If the Coop does not do anything, then it will not succeed.

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You see the beauty in a piece of optimized code. We do too. Which is why we created the optimum environment to make it happen, giving you autonomy and authority without layers of management.

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MIT SWE Career Fair
Saturday, October 24, 1992 • DuPont Gym • 12:00 - 5:00 pm
See your Career Center for details.
**Meet the People Behind the Products!**

Win, Learn & Save at The Coop’s Electronic & Photo Departments

Register to WIN a Sony TR-6 Camcorder

No purchase necessary

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**Emory University School of Medicine**

M.D./Ph.D. Program

Friday

October 23, 1992

1:00 - 3:30 PM

Dr. Robert Gunn

Director of M.D./Ph.D. Committee, and Chairman of the Department of Physiology

If you have any questions please call Gjyl Mustafa at 253-4737

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“**So You’re Interested in Law School?”**

A Open Meeting for Students Interested in Law

Wednesday November 4th

4:00 P.M.

Room 4-149

Refreshments

All students and members of the MIT community are welcome to attend this meeting. Members of the MIT Prelaw Advisory Council will discuss information about law school and the application process as well as answer questions. For further information contact The Office of Career Services and Preprofessional Advising, Room 12-185, 253-4737.

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**Larry’s Chinese Restaurant**

302 Mass. Ave., Cambridge

Orders to go, or dining in on MIT Campus - $10 MIN.

Luncheon Specials served daily, 11:30 a.m. - 5:00 p.m., Starting at $2.95

Special Dinner Plate just $4.50

DINNER EVERY SUNDAY, DINNER IN AND TO GO OUT ($10 MIN.)

Call 492-4317 or 492-1317

Monday - Thursday, 11:30 am. to 9:30 p.m.

Friday - Saturday, 11:30 am. to 10:00 p.m.

Closed Sunday

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Carpenters Local 40 Protests MIT's Hiring Practices

Union, from Page 1

Another group of union members has been picketing at the 640 Memorial Drive site. On Saturday, Carpenters Local 40 organized a larger protest involving 30 union members. The event was specifically targeted toward parents visiting campus for Family Weekend. The union handed out leaflets outlining the dispute and dismissed workers穴位 "Welcome to Family Weekend. Here is what MIT is doing to local families."

The MIT administration has more or less ignored the union's protests. "The dispute should be between Local 40 and Erland Construction. That's what the labor laws say. When they picket in front of MIT, they are committing an illegal act, quite simply," said Senior Vice President William R. Dickson. "It's a matter of local jurisdiction."

"Economic sustainability" a factor

The Real Estate Office was noon with the intention that the building would become a for-profit commercial development. Endowment funds will be used to pay for the project, according to the project manager. The building's major tenant, Lifeline Systems Inc., is expected to occupy 60 percent of the building.

MIT officials maintain that the decision to hire Erland was made for serious economic reasons. "The [Real Estate Office] made a decision looking into the question of costs and the savings, and the savings that they report are significant," said Ronald P. Suduiko, assistant to the President for Government and Community Relations at MIT.

The building "is not an academic building. It is an investment building," Suduiko said.

According to Dickson, MIT will save approximately $2 million dollars by going with Erland. "If I was designing the building in the first place, I'd design it this way," he said.

"Everything is so tight and everyone knows everyone's numbers. There's no way there could be a such a difference," said Erlich.

Turner Construction, one of the contractors working on the project, that wages may not have made the difference between hiring Erland and another contractor. "It seems to me that all the savings [from Erland] are in labor. If they are, a lot of it isn't hourly wages, it may be benefits. It's not easy to tell when the savings come from."

"Merit-based shop" policy in place

Suduiko said the project is being conducted as a "merit-shop" policy. According to MIT, this means that as the general contractor, Erland must accept bids from subcontractors whether they be union or non-union.

Non-union workers cheaper

"What the merit-shop means is when a non-union contractor can't get a quality job done, they hire a union contractor, but when they can get away with it, they will use a non-union one," Erlich said.

Suduiko pointed out "over the last 15 years, MIT has built 24 projects. Of these, all but four were union. These 20 projects were worth a total of $150 million dollars, which is 98.6 percent of the total value of those projects."

"MIT hired the union contractors as well as the new tenant to believe that union contractors would be used, as in the past," Erlich said. He added that MIT has had a tradition of using union contractors. Erlich was concerned that the new decision may lead to a precedent of using non-union contractors for MIT projects.

There are currently 15 to 20 subcontractors working on the project, two of which are union, according to Suduiko.

One union subcontractor that was offered a contract refused it because of an affiliation with MIT.

"It seems to me they are defeating their own purpose by refusing to bid or accept contracts," Dickson said.

Erlich and Dickson have met to discuss the situation several times. However, both report that despite the meetings being cordial and "pleasant," no progress has been made on a resolution to the problem. Future meetings are in the works, according to Dickson.

Brian Rosenberg contributed to the reporting of this story.

Interested in Graduate Education and Careers in International Affairs?

Meet with
Dr. Allan E. Goodman
Associate Dean & Director
Graduate Division, School of Foreign Service
Georgetown University
Washington, D.C.

Friday, October 23, 1992
Building 12, Room 142
Group sessions 9:30 - 11:30 a.m.

For more information, please contact the Office of Career Services

Leaving school without upsetting your parents.

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(continued from last year)

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- Strategic advice: We are a leading financial advisor, counseling our clients on the financial implications of corporate strategy and structure and executing transactions such as mergers, acquisitions, and divestitures. Morgan is especially strong on cross-border transactions, taking advantage of our global presence and international depth.
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- Trading and risk management: Our business often requires transactions in the capital markets, where stocks, bonds, and other instruments are launched and traded. Morgan is a major participant in world markets, as a market maker (matching buyers and sellers) and as a position taker (managing short- or long-term risk positions).
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To be continued at an upcoming information session.

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Career opportunities at J.P. Morgan
BACKGROUND FOR THE 1992-93 MIT COLLOQUIUM
SUCCESS AND/OR HONESTY: IN HERE, OUT THERE

SOME RECENT HISTORY

- Fall 1990
  More than 70 MIT undergraduates receive sanctions from the Committee on Discipline for academic misconduct in one subject during Spring term 1990. The range of offenses is broad. Even more unsettling to the Committee are some of the comments made by students during the hearings. There appears to be a widespread perception that unauthorized collaboration is rampant throughout the class, even though it is acknowledged that the rules proscribing such collaboration have been clear and explicit. Many students claim, moreover, that cheating is commonplace throughout MIT and that in such a climate one has to cheat in order to survive.

- 1991-1992
  In an effort to reduce cheating at all its source — rather than rely on a continuing backdrop of highly publicized cases of after-the-fact detection and punishment — the COD focuses on student and faculty attitudes and practices conducive to cheating. The Committee initiates discussions with student leaders in the Undergraduate Association and with several faculty committees.

- November 1991
  An open letter on the importance of academic integrity is sent by the COD to all students.

- November 1991
  Dean for Undergraduate Education and Student Affairs Arthur C. Smith asks faculty in all undergraduate subjects to send him information about their guidelines on academic honesty and the manner in which these are communicated to students.

- November 1991
  Departmental Guidelines Relating to Academic Honesty are issued to all faculty by the Provost and the Undergraduate Education and Student Affairs office.

- Winter 1991-92
  An Undergraduate Association academic subcommittee opens discussion of ways to reduce dishonesty, including the possible implementation of an honor system and the systematic use of student liaisons in all subjects to keep teachers and their students in touch with each other on issues like the limits of collaboration and the pressures of excessive workload.

- February 1992
  President Vest, student leaders, the COD and the UESA reach a consensus that academic integrity is a timely topic worthy of general attention and appropriation for an MIT Colloquium during 1992-93.

- February 1992
  The Undergraduate Association Council holds an open forum for students and administrators on the problem of cheating in relation to pace and pressure, definitions of allowable collaboration, and other issues.

- March 1992
  MIT students and administrators participate in a national conference at Rutgers on academic integrity in universities.

- March-June 1992
  The MIT Colloquium Committee — including faculty, administrators, alumni, and graduate and undergraduate students — starts work on a Colloquium for October 21. As part of this process, research staff in the UAA send questionnaires about their experiences and opinions relevant to undergraduate academic dishonesty to students in touch with each other on issues like the limits of collaboration and the pressures of excessive workload.

- April 1992
  The Undergraduate Academic Affairs office opens discussions with the MIT Libraries and the Committee on the Undergraduate Program on the feasibility of universal student access to exam and problem-set "bibles" in all subjects.

- April 1992
  The Committee on Academic Integrity, chaired by Associate Provost Sheila E. Widnall, issues Fostering Academic Integrity, a report scrutinizing revised policies and procedures on academic fraud in research and scholarship.

- Fall 1992
  Against a continuing backdrop of highly publicized cases of ethical malfeasance in business, government, academia, science, medicine, law, and even religion — and a presidential election campaign filled with themes about character, integrity and trust — MIT moves into a year-long process of reflection and self-examination on the theme Success and/or Honesty: In Here, Out There.

Undergraduate Survey Response: A Composite

The fictitious student whose "opinions" are described below is a composite of qualitative responses to the Undergraduate Academic Dishonesty Survey. This person has the demographic qualities of the majority who responded to the survey. Therefore, the composite student is a male sociology major between 4.0 and 4.5 who lives in a dorm and is a U.S. citizen. His opinions are those reported by the majority, and his uncertainties reflect the divided views of respondents.

There is no more academic dishonesty at MIT than there was in my high school. The cheating that goes on here is more likely to happen in classes where the teachers "bible" in programming classes, or, more generally, in classes with very difficult assignments and heavy workloads. Cheating is not likely to occur in a HASS requirement subject, or in a course taken as an elective.

I think the majority of students have engaged in more forms of activities that might be considered cheating. Most students, including myself, have worked together on both approaches and answers to problem sets where collaboration was prohibited. This is a trivial form of cheating. I think most MIT students have at times copied someone else's problem set, and allowed other students to copy their own work. I haven't done it often, but I have done it. Most other students have listed or guessed at references they haven't actually read, have used another person's argument or ideas without acknowledgment, and have gotten help from an Athena consultant for a programming assignment. These things I haven't done myself, although I feel they are also trivial forms of cheating.

Faculty Survey Response: A Composite

The fictitious faculty member whose opinions are described below is a composite of qualitative responses to the Survey of Faculty Attitudes Toward Undergraduate Academic Dishonesty. This person has the demographic qualities of the majority of faculty who responded to the survey. Therefore, the composite faculty member is a male Professor in the School of Engineering who has been at the Institute for more than ten years. He teaches classes taken mainly by department majors and taught during the 1991-1992 academic year. His opinions are those reported by the majority, and his uncertainties reflect the divided views of respondents.

In my years at MIT I haven't observed any changes in cheating patterns. When I compare my experience at MIT to my teaching experience at another institution, I can only say that academic dishonesty was about the same in both places. The net sure I would say I am bothered about the degree of academic dishonesty I see among MIT students, but I see the base of undergraduate cheating as one that is certainly as serious as cheating among professionals. An MIT education, I feel strongly, should include learning standards of academic and professional behavior, and I believe it is part of my responsibility to help students learn this. Creating an environment that minimizes the pressure to cheat is part of that responsibility. Each term I give my students oral guidelines about academic honesty.

(continued on back page)
A SELECTION

of Survey Data on Student and Faculty Experiences & Opinions About Undergraduate Academic Dishonesty

To the MIT Community:

The Colloquium Committee in spring 1992 asked a subgroup of research staff from the Undergraduate Academic Affairs Office to study the views of undergraduates, faculty and graduate teaching assistants on the subject of undergraduate academic dishonesty. The Committee believed that data from surveys of each of these groups would be helpful to the October 21st Colloquium, and would also help enlarge the perspective of the community about this important issue. Two of the surveys were conducted during the spring and late summer of 1992. Data from the third survey, sent to graduate teaching assistants only recently, is in the process of being compiled.

On the following pages you will find selections from the undergraduate and faculty surveys. A complete report to the MIT community, including data from the teaching assistant survey, will be forthcoming later in the academic year. Following are some general comments that can be made about this preliminary data.

- The numbers of both undergraduates and faculty who responded were higher than expected for such a lengthy questionnaire, indicating a lively interest in the issues.
- There was strong agreement by students and faculty that an MIT education should include teaching and learning about standards of academic and professional ethical behavior.
- The results were not surprising: The response did not indicate any recent or dramatic changes in cheating behavior, nor did it suggest the existence of a cheating crisis.
- Students and faculty felt similarly about some kinds of behavior considered serious cheating (such as cheating on exams), and disagreed about the seriousness of others (such as certain kinds of problem set collaboration).
- Causes of cheating are seen somewhat differently by faculty and students: Faculty stressed the tremendous pressure on students to get good grades, while students stressed the heavy and difficult workload.

A. Lipson, N. McGavern
Undergraduate Academic Affairs

\[ TABLE 1 \]
Undergraduate Student and Faculty Attitudes
[Percent who said they "agreed"]

<table>
<thead>
<tr>
<th>Students</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>An MIT education should include learning standards of academic and professional ethical behavior</td>
<td>91</td>
</tr>
<tr>
<td>Bothered by the degree of student academic dishonesty at MIT</td>
<td>56</td>
</tr>
<tr>
<td>Guidelines about what constitutes student academic dishonesty are unclear</td>
<td>50</td>
</tr>
<tr>
<td>Students are uncomfortable talking to a professor about academic difficulties in a subject</td>
<td>72</td>
</tr>
<tr>
<td>There is more academic dishonesty at MIT than there was at my high school</td>
<td>33</td>
</tr>
<tr>
<td>There is more academic dishonesty among students at MIT than among students at other institutions where I have taught</td>
<td>-</td>
</tr>
<tr>
<td>Faculty should be responsible for creating an environment that minimizes the pressure to cheat</td>
<td>-</td>
</tr>
</tbody>
</table>

\[ TABLE 2 \]
Student and Faculty Definitions of Cheating
[By Percent]

<table>
<thead>
<tr>
<th>Not Cheating</th>
<th>Trivial Cheating</th>
<th>Serious Cheating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Note: S=Student; F=Faculty</td>
<td>S</td>
<td>F</td>
</tr>
<tr>
<td>Cheating on exams</td>
<td>&lt;1</td>
<td>&lt;1</td>
</tr>
<tr>
<td>Copying a problem set that will be graded</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Permitting another student to copy a problem set that will be graded</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>Collate entering problem set when collab rating prohibited</td>
<td>19</td>
<td>4</td>
</tr>
<tr>
<td>Permitting another student to copy a problem set that won't be graded</td>
<td>46</td>
<td>21</td>
</tr>
<tr>
<td>Copying a problem set that won't be graded</td>
<td>44</td>
<td>21</td>
</tr>
</tbody>
</table>

\[ TABLE 3 \]
What MIT Undergraduates Say They Do Compared to What They Think Most Other MIT Undergraduates Do

<table>
<thead>
<tr>
<th>Student Self-Report</th>
<th>Student Opinion About Other MIT Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>% indicating they did this at least once during '91-'92 academic year</td>
<td>% who believed other students did this at least once during '91-'92 academic year</td>
</tr>
<tr>
<td>Collaborated on answers to problem sets when collaborating on answers prohibited</td>
<td>67</td>
</tr>
<tr>
<td>Copied a problem set you have not worked on that will be graded</td>
<td>59</td>
</tr>
<tr>
<td>Collaborated on approach to problem sets when any collaboration prohibited</td>
<td>49</td>
</tr>
<tr>
<td>Permitted another student to copy a problem set that will be graded</td>
<td>60</td>
</tr>
<tr>
<td>Permitted another student to copy a problem set that won't be graded</td>
<td>50</td>
</tr>
<tr>
<td>Copied a problem set you have not worked on that won't be graded</td>
<td>43</td>
</tr>
<tr>
<td>Smuggled in crib sheets or other aids (into exams) when they were not allowed</td>
<td>6</td>
</tr>
<tr>
<td>Copied from another student during an exam</td>
<td>5</td>
</tr>
<tr>
<td>Exchanged answers during exams either verbally or by passing notes</td>
<td>2</td>
</tr>
<tr>
<td>Permitted another student to copy exam answers</td>
<td>5</td>
</tr>
</tbody>
</table>


TABLE 4
Faculty Awareness of Cheating vs. Student Perceptions of Faculty Awareness

<table>
<thead>
<tr>
<th>Faculty Perceptions</th>
<th>Student Perceptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>% indicating awareness of behavior at least once during the last academic year</td>
<td>% who thought faculty were aware of this behavior</td>
</tr>
<tr>
<td>Collaborating on problem sets when collaborating prohibited</td>
<td>50</td>
</tr>
<tr>
<td>Copying a problem set that will be graded</td>
<td>59</td>
</tr>
<tr>
<td>Copying a problem set that won't be graded</td>
<td>50</td>
</tr>
<tr>
<td>Permitting another student to copy a problem set that will be graded</td>
<td>50</td>
</tr>
<tr>
<td>Permitting another student to copy a problem set that won't be graded</td>
<td>42</td>
</tr>
<tr>
<td>Cheating during an exam</td>
<td>30</td>
</tr>
</tbody>
</table>

TABLE 5
Type of Action Usually Taken by Faculty When They Notice Cheating Compared to Type of Action Students Think Faculty Take

<table>
<thead>
<tr>
<th>Faculty Action</th>
<th>Aware but Take No Action</th>
<th>Disc. with Student</th>
<th>Give Grade Penalty on Assignment</th>
<th>Give Grade Penalty in Subject Taken</th>
<th>Take to COD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaborating on problem set when collaborating prohibited</td>
<td>7</td>
<td>29</td>
<td>17</td>
<td>2</td>
<td>&lt;1</td>
</tr>
<tr>
<td>Copying a problem set that will be graded</td>
<td>7</td>
<td>34</td>
<td>24</td>
<td>3</td>
<td>&lt;1</td>
</tr>
<tr>
<td>Permitting another student to copy a problem set that will be graded</td>
<td>7</td>
<td>27</td>
<td>14</td>
<td>&lt;1</td>
<td>&lt;1</td>
</tr>
<tr>
<td>Cheating on exams</td>
<td>2</td>
<td>22</td>
<td>14</td>
<td>13</td>
<td>8</td>
</tr>
</tbody>
</table>

TABLE 6
Student Perception of Type of Subject in Which Cheating Is More Likely

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percent Indicating Cheating Likely</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject that is heavily &quot;bribed&quot;</td>
<td>74</td>
</tr>
<tr>
<td>Computer programming subject</td>
<td>52</td>
</tr>
<tr>
<td>Subject that is Institute Core Science Requirement</td>
<td>49</td>
</tr>
<tr>
<td>Subject in your Major</td>
<td>35</td>
</tr>
<tr>
<td>Subject that is an elective for you but required for other students</td>
<td>18</td>
</tr>
<tr>
<td>Subject that is a HASS Requirement</td>
<td>13</td>
</tr>
</tbody>
</table>

TABLE 7
Ways to Encourage More Honest Academic Behavior

<table>
<thead>
<tr>
<th>Ways to Encourage Honest Behavior</th>
<th>Students</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase probability of being punished</td>
<td>77</td>
<td>75</td>
</tr>
<tr>
<td>Have students take issue of academic honesty more seriously</td>
<td>68</td>
<td>86</td>
</tr>
<tr>
<td>Less use of old problem sets, exams, quizzes by faculty</td>
<td>68</td>
<td>64</td>
</tr>
<tr>
<td>Increase opportunities for faculty-student discussion about classroom learning/teaching, etc.</td>
<td>64</td>
<td>51</td>
</tr>
<tr>
<td>Permits use of &quot;notes&quot; and make them universally available (in dep. libraries, on line, etc.)</td>
<td>63</td>
<td>59</td>
</tr>
<tr>
<td>Increase opportunities for one-on-one faculty-student interaction</td>
<td>62</td>
<td>51</td>
</tr>
<tr>
<td>Clear written guidelines and/or clear oral communication in each class about what is and is not permitted</td>
<td>60</td>
<td>78</td>
</tr>
<tr>
<td>Permit collaboration and have students note all sources used (e.g., persons collaborated with, etc.)</td>
<td>56</td>
<td>46</td>
</tr>
<tr>
<td>More watchful proctoring of exams</td>
<td>53</td>
<td>47</td>
</tr>
<tr>
<td>Have faculty take issue of academic honesty more seriously</td>
<td>50</td>
<td>71</td>
</tr>
<tr>
<td>More publicity about anonymous academic cases heard by the COD (Committee on Discipline)</td>
<td>47</td>
<td>62</td>
</tr>
<tr>
<td>Open discussion about academic dishonesty in classroom and the community</td>
<td>25</td>
<td>68</td>
</tr>
<tr>
<td>Involve students more in the adjudication process (e.g., have some form of student honor board)</td>
<td>24</td>
<td>49</td>
</tr>
</tbody>
</table>

THE 1992-93 COLLOQUIUM YEAR

- April-September 1992 Surveys of Faculty/Undergraduate/TA opinion and experience regarding undergraduate academic dishonesty at MIT.
- October 21, 1992 Colloquium keynote event, Success and/or Honesty: In Here, Out There. Plenary session in Kresge auditorium, followed by discussion groups for academic departments and freshmen.
- November 1992 Classroom discussions of academic integrity in all undergraduate subjects.
- January 1993 Intensive workshops on academic teamwork and the limits of collaboration.
- Spring 1993 Stock-taking of progress by Institute departments, committees, and student groups.
Sample Survey Comments: UNDERGRADUATES

Students here are the best of the best. They are chosen to be among the top, getting A's, and having their intellects confirmed. It is very hard for them to get less than a grade. They would much rather cheat than do poorly.

Since I have come to MIT I have been very discouraged by the many in which many undergraduates are not interested in learning. Rather, many of them are primarily interested in making a lot of money when they graduate. Unless this changes, there is something fundamentally limiting to what can be done about academic dishonesty.

If professors expect students to go home and work on some incredible problems all by themselves with only the cursory notes from lecture and the text, they are severely blind to our situation. How can they expect future engineers to solve problems this way? The world is not a solitary closed-book world.

I really think this cheating thing has been overblown. Maybe I'm sheltered, but I've never cheated during an exam, nor witnessed any.

Although everyone comes from different backgrounds and that the entire academic assignment is inherently "unfair," at the least the first year is supposed to provide everyone with equal footing in the science. It's a shame that some students who try to fail academically to compete with professors who collaborate or professors to have access to "bibles" compiled from previous years. This encourages the "selfish" mentality that many MIT students seem to take with them as they finish their sojourn at the Institute.

If we want ethical minorities, we need ethical students. Professional ethics are taught here every time someone experiences rewards or penalties for cheating. Standards for academic honesty should be uniform, punishments clear, and instructors cannot be apathetic.

I have collaborated on problem set in past years to the extent of working out the problem myself first, if possible, and then comparing answers with others. If I didn't understand, I would ask for help with the general approach, then try to work out the problem on my own. This is probably how cheating, but I don't see how any different than asking the TA for help. It helps me learn to talk with other students about the subject.

The amount of work here at MIT is extremely high. A lot of very honest students find themselves on the verge of being tired and are either forced or to confess. If the consequence of the assignment is that the student feels is "failing apart" because he/she cannot meet all the deadlines could be made to see a way out, then maybe he/she would not resort to cheating.

I don't remember every having a professor who said "no collaboration." Students should learn how to work together.

I think the biggest cause of widespread cheating at the Institute is the feeling that the faculty really don't care to what or not you pass your classes.

Take academic honesty seriously. Heavy-handed penalties (such as suspension) need to be handed down as well as increased activity finding cheaters and making public citizen.

There is too much pressure on problem sets! In most classes, problem sets are total for about 10% of your grade, so each problem set works out to about 1% of your grade, even if it takes 6 hours to do. Students try really hard to do them on time, even if it means losing sleep or cheating.

Undergraduate Composite, continued from front page

Certain kinds of cheating are always grossly obvious. Coping from another student during an exam, or even allowing someone else to copy, using crib sheets, studying from an old exam that's identical to the one you're going to take, handing in another person's paper as your own, or feeding data in a research paper — these are serious acts of cheating. I've never done any of these.

A lot of students are confused about just what constitutes academic dishonesty. I'm not certain myself as to whether certain kinds of behavior. For example, is copying a problem set you haven't worked on and that will not be graded actually cheating? Or letting someone else copy a problem set that won't be graded? Using another person's thesis, argument, or ideas without acknowledgment may be termed or serious cheating. I'm not sure.

I think faculty also take some kinds of cheating behavior more seriously than others. If they discovered someone cheating during an exam or someone handing in another person's paper as their own, they think they would bring this to some higher authority. But I think many faculty either wouldn't notice or wouldn't react when the behavior was unofficial collaboration, plagiarizing or feeding data might be an issue they would discuss their student who did it.

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Students Raise Money For Starving Somalis

Somalis, from Page 1

education with the reality of the
world," said Safroodo K. Yeboah-
Amankwah, "It's a tragedy that this
is happening in our region."

Somalis die from famine and war
The United Nations estimates that
300,000 Somalis have died so far
from famine and civil war among
distinctive Somali tribes. The
fighting is threatening food ship-
ments, and relief trucks carrying
food cannot reach the rural villages,
where they have been hit worst by the famine. Relief centers set up by the
International Red Cross and Oxfam
cluster around the capital, Mogadishu, and the major cities.

"We found that food is getting to
the major centers. For example,
over 400,000 people are being fed
daily in Mogadishu, but the problem
is getting food to the outlying areas," Green said. It is estimated that 1000 to 3000
people are dying daily from starva-
tion and diseases, according to
Green. In addition, Time reported that 1.8 million of Somalia's nearly
6 million people are at risk of dying of starvation.

"A quarter of all Somali children
under age five are dead. . . . This
should not happen," said Yeboah-
Amankwah.

The tragedy has also touched a
first-hand view of war
According to the International Red Cross, 130000 people have died so far
in the 1992 war. This month alone,
100000 people were displaced from
their homes by the fighting.

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Wednesday,
November 4, 1992

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Friedlaender Dies at 54

Friedlaender, from Page 1

Her successor, Dean Philip S. Khoury, said that Friedlaender “contributed enormously to strengthening the profile of the Humanities faculty by ensuring many excellent appointments at the junior and senior level and by enhancing the stature and reputation of the the humanities within MIT and in the wide academic world.”

MIT Corporation Chairman Paul E. Gray ’54, who served as presi- dent when Friedlaender was dean, said: “Professor Friedlaender pro- vided distinguished leadership of sustained effectiveness to the School of Humanities and Social Science at a time of rapid change. She reorganized the Humanities Department, introduced the Writing Requirement, and undertook a com- prehensive review, reassignment, and implementation of Institute [HASS requirements]. She changed the nature of undergraduate education at MIT and her influence will be felt for years to come by many genera-
tions of students. Her death leaves a great emptiness, both personal and institutional.”

Friedlaender, a native of Philadelphia, received a BA in eco- nomics from Radcliffe College in 1960 and a PhD in economics from MIT in 1964.

Friedlaender, who resided in Newton, leaves her husband, Stephen, an architect, two sons, Lucas and Nathaniel, and a brother, Alexander L. Fetter, a professor of physics at Stanford University.

Funeral arrangements are incomplete.

MIT Hillel Dedicates Sukkah

Sukkah, from Page 1

The sukkah design was begun some time ago. Tzviyah Rosenstock G and Avigail Shimshoni G submitted plans for the structure. At the dedi-
cation ceremony, Rosenstock expressed satisfaction with the con- structed sukkah. “It’s great when you put something down on paper, and it goes up and looks the same,” she said. “Architects often have to worry about the gap between inten- tion and effect, but this time there wasn’t one,” she added.

The sukkah, which cost an esti-
mated $4000, was funded by grants from Jewish organizations such as the Jewish Student Projects of Greater Boston and the North American Jewish Student Appeal. The MIT Finance Board also con- tributed money for the project. Jordan Denta ’88, Joseph M. Miller G, and Jonathan M. Wahou ’84 directed and organized the sukkah’s construction. All the labor that went into the sukkah was “per- formed by students in their spare time,” according to Shevitz. “A lot of good people did a lot of work to get this done,” Miller said. “It was a tremendous experience to see graduate and undergraduate students working together, and it came together wonderfully,” he added.

Daniel J. Tshumai ’84, who helped with the sukkah’s construc- tion, agreed. “One of the nicest things about it is that so many peo- ple helped put it together — it belongs to the whole community,” he said.

The sukkah will be disassembled Sunday and placed in an MIT ware- house until next fall, Shevitz said.

BOCA GRANDE

TACOS

MEXICAN CHICKEN

BOCA GRANDE

MEXICAN CHICKEN
Survey Reveals Honesty Attitudes

Survey, from Page 1

sibility, but only 54 percent of students, said that copying a problem set that would be graded was serious. Forty-five percent of students called this a trivial form of cheating.

Moreover, the survey asked undergraduates to indicate if they had committed a listed act at least once during the 1991-1992 academic year and if they thought other students had committed this act at least once last year. Seventy-seven percent of students said they had collaborated on a problem set when it was prohibited to do so, and 99 percent believed that other students had done this. Fifty-five percent of students said they had copied a problem set that would be graded, and 99 percent estimated that other students had done this.

Six percent had brought crib sheets or other aids into exams, while 65 percent said others had done so. And five percent of students said they had copied from another student during an exam, while 60 percent said others had done so.

Causes of cheating

Undergraduates and faculty tended to believe that students cheat because of the tremendous pressure to get good grades, because an assignment represents a significant portion of a class grade, and because students panicked because they were close to failing a class.

Seventy-four percent of undergraduates said cheating was likely in a Humanities class, while 60 percent said that others had done so. An assignment represents a significant portion of a class grade, and because students panicked because they were close to failing a class. Seventy-four percent of undergraduates said cheating was likely in a class which is heavily "bibled," and 52 percent said cheating was likely in a computer programming class. Only 13 percent said that cheating was likely in a Humanities, Arts, and Social Science requirement.

Students agreed with most of the survey's suggestions to promote honest academic behavior at MIT. Many students said increasing the probability of being punished for cheating, having students take the issue of academic honesty more seriously, and less use of old problem sets, exams, and quizzes by faculty would encourage more honest academic behavior to a moderate or great extent. The idea of reducing cheating through more student involvement in the adjudication process, for example through the creation of a student honor board, received the lowest percentage of student agreement.

A defense against cancer can be cooked up in your kitchen.

There's evidence that diet and cancer are related. Follow these modifications in your daily diet to reduce your chances of getting cancer:

1. Limit the intake of foods such as fruits and vegetables, and whole-grain cereals.
2. Include dark green and yellow fruits and vegetables, and fresh leafy greens.
3. Include cabbage, broccoli, beets, carrots, squash, and cauliflower.
4. Be moderate in consumption of soft drinks, smoked, and red meats.
5. Cut down on total fat intake from animal sources and from oils.
6. Avoid obesity.
7. Be moderate in consumption of alcoholic beverages.

Source: American Cancer Society

This space donated by The Tech

Survey, October 20, 1992

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Source: American Cancer Society

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Career opportunities at J.P. Morgan

for M.I.T. students interested in

Corporate Finance
Global Technology and Operations
Sales, Trading, and Research

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Room 4-153
6:30 pm
All majors welcome

The O'Connor Partnerships and Swiss Bank Corporation are pleased to announce the integration of SBC/OC Services L.P. into Swiss Bank Corporation's Capital Markets & Treasury business!

Swiss Bank Corporation has long held a position of preeminence among the world's financial institutions. It has a balance sheet that earned one of the highest credit ratings; an international client network of corporations, institutional investors and sovereign governments; and a major presence in capital markets worldwide.

The O'Connor Partnerships, including SBC/OC Services L.P., have defined state-of-the-art trading and risk management in options, futures and other financial derivatives. O'Connor professionals have employed breakthrough technology to create new derivative products and risk management strategies.

We offer exceptional career opportunities for dynamic people who want to capitalize on initiative and analytical talent, use sophisticated technology and be challenged intellectually.

See your placement office for information about campus presentations and interview schedules. Or direct resumes to: Swiss Bank Corporation, Professional Recruitment, 111 W. Jackson Blvd., Chicago IL 60604. Equal Opportunity Employer M/F/D/V.

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The unique integration has resulted in an innovative, client-focused organization poised for global leadership across the full range of capital markets and treasury products and services, with an expertise in foreign exchange, interest rates, and European and Japanese equities.

O'Connor & Associates, one of the O'Connor Partnerships, specializes in U.S. and Canadian equity and index options, convertible securities and other derivative instruments. O'Connor & Associates will be integrated into a Swiss Bank Corporation subsidiary if the necessary regulatory approvals are received.

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* * * * * Excellent  
* * * * Good  
* * * Mediocre  
* * * Poor  

**** Blade Runner: The Director’s Cut  
The classic film Blade Runner celebrates its 10th anniversary with the release of the film directed by Ridley Scott originally wanted and made, without the annoying voice-over and the upbeat ending. The result is a wonderful, Kubrickian film with a meditative mood and a soaring Vangelis score. Harrison Ford, Rutger Hauer, and Sean Young give career performances in an apocalyptic urban nightmare of the future that was and may still be years ahead of its time. Worth seeing over almost any “new” movie currently playing. Lovev Nicholson  

1992: Conquest of Paradise  
Director Ridley Scott’s Columbus story tries to compress years of historical research into an entertaining film between two and three hours long and fails. There are many interesting and heart-rending things to be found in the film, but they are hidden among blank silences, unbelievable action, and confusing relationships that are never followed through to satisfying conclusions. The movie is very similar to Columbus’ voyage itself — long, confusing, and lost. Lovev Nicholson  

*** husbands and Wives  
Blind and powerful, Woody Allen’s new film examines the state of relationships today and decides that unending love is little more than a myth. Shot as a documentary, it follows the mothers of two marriages as they grow disillusioned with one another and begin to look for happiness elsewhere. Judy Davis gives a wonderfully neurotic comic performance, Sydney Pollak is amusing as an aman full of frustration but still desiring pity, and Allen and Mia Farrow appear to be haunted by pain. The movie is occasionally funny, but it is more convincing when it dramatizes its characters’ inability to find fulfillment. Lovev Ponzi  

School Ties  
This is an amazing film dealing with anti-Semitism in the 1950’s. Brenda Fraser delivers a powerful performance as David Greene, who is recruited from a poor town to play football for an elite preparatory school. David at first hides the fact that he is Jewish and fits in well with his new group of friends. When they find out that he is Jewish, each reacts differently. The movie examines different forms of prejudice in the actions of David’s friends after their discovery. Overall, the acting is convincing. The story is feasible, and the moral well presented. The film properly balances a humorous and serious side, yielding a final product that is as meaningful as it is entertaining but glaringly sexist premise is that promise is never followed through. The interesting but glaringly sexist premise is that recently single Fonda has a deep need for companionship and Leigh happily fills the void with a similar but dandier desire for attention. Eventually formula takes over, but despite a few ridiculous implausibilities, the film remains effective. Lovev Ponzi  

*** Single  
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film, involving a young, struggling songwriter who is given a 47-minute deadline, is delightfully enjoyable thanks primarily to Plympton's award-winning animation and excellent music with songs representing different types of popular American genres. Occasionally, the movie clumsily uses material from previously released shorts by Plympton, but for the most part it offers constant entertainment for both Plympton fans and new-comers. Coolidge Corner Theater

** Under Siege
Under Siege is a poorly written film that relies on violence rather than substance to be entertaining. Steven Seagal is Casey Ryback, an ex-Navy SEAL who is masquerading as a cook on the USS Missouri when a gang of hijackers (led by Tommy Lee Jones and Gary Busey) take over the ship. Ryback must single-handedly eliminate all of the bad guys and save the day. This turns to Ryback securing the ship and coming up with new and creative ways to eliminate the enemy. The martial arts sequences are impressive and Tommy Lee Jones delivers a powerful performance as the mastermind terrorist, but the bad writing, evident in the incredibly weak female role and the lack of any interesting plot twist, ruins everything. Loews Fresh Pond

** Wind
Visually spectacular sailing sequences which start and end the film combine the drama of being in the America's Cup with the excitement of controlling the boats on the open seas. The movie fails between the two, however. The plot is incoherent and the main characters, played by Matthew Modine and Jennifer Grey, are poorly developed. The story about attempts to reclaim the Cup has its charming moments, but overall it is never as convincing as the phenomenal racing scenes. Loews Beacon Hill

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Success and/or Honesty: In Here, Out There
An MIT Colloquium on Integrity

Wednesday, October 21st
Kresge Main Auditorium
4:15 pm

Introduction:
Charles M. Vest, President of MIT

Interlocutor:
Robert M. Solow, Institute Professor, Nobel Laureate, 1987, MIT

Panelists:
Shirley A. Jackson '68, Distinguished Research Scientist, AT&T Bell Laboratories
Pauline R. Maier, William R. Kenan, Jr. Professor of American History, MIT
Margaret Marshall, Immediate Past President, Boston Bar Association
Donald L. McCabe, Associate Professor, Graduate School of Management, Rutgers;
   Founder, Center for Student Integrity
Kenneth Olsen '50, Founder and Former President, Digital Equipment Corporation
Arun Patel '93, Biology, MIT
Robert P. Redwine, Professor of Physics, MIT
David G. Steel, Graduate Student, Physics, MIT
Kelly M. Sullivan '93, Mechanical Engineering, MIT
Sheila Widnall '60, Associate Provost and Abby Rockefeller Mauzé Professor of Aeronautics and Astronautics, MIT

Summation:
Mark S. Wrighton, Provost of MIT

Departmental Discussions
6:15 pm

Sponsored by The MIT Colloquium Committee
Women Outrun Regis, Fall Behind Wellesley

By Agnieszka Reiss

TEAM CAPTAIN

In its return to the series for the fall, the MIT women's cross country team beat Regis College soundly, but lost to Wellesley by one point at the Wellesley College Invitational meet last Friday afternoon.

The MIT women performed well as four of them finished the rain-soaked five-kilometer course in the top seven places.

The team rode home in good spirits, knowing they had run well on a course which had been only hilly immediately before the finish line.

Tranum Breaks Own Record

By Roger Croaley

FOOTBALL

Football reception records continue to fall as the teams of Bobby Tranum '93. Tranum caught nine balls in a 19-21 loss to Stonehill on Saturday. The nine catches broke his own 1991 single-season record of 15 catches. He also broke the MIT career record for receiving yardage by upping his total to 1,518 yards. Anthony Lapes '90 held the previous record.

Quarterback Alia Sprouse '95 has led the Institute record for pass attempts in a season. Sprouse has thrown the ball 145 times thus far in 1992.

Inside linebacker Nolan Duffin '94 has twice been honored in the last two weeks. Duffin was named to the Easterns College Athletic Conference New England Division III Weekly Honor Roll for his play in a 12-31 loss to Westfield State. He was also named co-defensive player of the week in the Eastern College Athletic Conference for his play in the Stonehill game.

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Soccer

 Setter Coleen Kaiser '94 was recently named to the all-tournament team at the Easterns Connecticut State University Invitational Tournament. This is the third all-tournament team in which Kaiser has been named this season.

Soccer

 The women's soccer team's 10 wins this season tie the squad's previous record. The 1991 team also won 10 games on route to a 10-6 record.

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Men Win Club Eights at Head

By Daniel Dunn and Robert Borgen

The men’s heavyweight crew led MIT’s accomplishments at Sunday’s Head of the Charles when it won the club-eight event with a time of 15:33.73. This victory qualified them for the championship division in next year’s race.

The Head of the Charles is a timed race, with boats leaving the starting line—the Boston University boathouse—roughly every 10 seconds. The boats’ difference in speeds means that fast crews finish first, near the Northeastern University bridge. MIT pursued Harvard, a second and a half behind in 16:08.30.

MIT’s first lightweight boat started ahead of Harvard’s 2nd entry and rowed away from them throughout the race, finishing with a time of 15:39.08. The second lightweight boat finished thirty seconds behind in 16:38.33, just five seconds behind the Thames River Seals’ gold-medal performance.

In addition, Professor of Mathematics Hartley Rogers, Jr., placed third in the Veteran’s Single, who has been rowing in the Head since 1968, said he has placed in the top five for the past 10 years. “I was very pleased this year. The competition was very tough,” he said.

The heavyweight eight completed the course in 15:33.73, beating 47 other crews in this international regatta. The next closest crew was Harvard, a second and a half behind. MIT’s boys beat three others during the course of the race, passing the first competitor shortly after coming through the Boston University bridge. MIT pursued BU’s crew all the way up the course and passed them in a thrilling final sprint.

Team Captain Kevin L. Corgan ‘93 described the race as “the best Head piece that I have ever been a part of.”

The four finished in fourth place, missing third place by a fraction of a second. The boat was moving well the course, but was slowed down by a collision. Two boats tangentially intertwined underneath Weeks Footbridge, and MIT’s four was forced to stop rowing and glide through the accident.

The men’s varsity lightweight crew had a respectable showing in the lightweight division, finishing 16th and 23rd in a field of 48 crews. The competition not only had the nation’s top collegiate crews, but the United States, French, and Canadian national teams as well.

MIT’s first lightweight boat started ahead of Harvard’s 2nd entry and rowed away from them throughout the race, finishing with a time of 15:39.08. The second lightweight boat finished thirty seconds behind in 16:38.33.

Co-Captain Steven P. Wiggins ‘93 said, “We were satisfied with our performance, realizing our time, and rowing away from them.”

MIT women’s crews rowed well in all of the three events they entered in the twenty-eighth annual Head of the Charles Regatta held on Sunday, October 18.

The women’s club four beat the course record by thirty-four seconds with a time of 19:25.79. In a field of 41 boats, the only crew to row faster was the Rocky Mountain Rowing Club from Colorado, whose members were part of the national rowing team. MIT’s crew passed five boats on its way to the finish line, including the Wesleyan crew and an alumnae four from Radcliffe.

Capturing the silver from bow to stern were Victoria Parson ‘94, Rita Rogers, ‘93, Megan Jasek ‘94, Suzelle Tardif ‘93, and coxswain Candice Klag ‘94.

In the club eight event, MIT placed 11th out of 33 with a time of 18:39. Rowing from bow to stern were Gloria Liu ‘93, Heather Lee ‘95, Alexis Black ‘95, Tracy Adams ‘94, and coxswain Shilpa Hattangadi ‘95.

MIT also competed in the lightweight four event, placing 11th and 22nd out of 24 boats. In this event, which had several strong national training teams, MIT’s four was the third fastest collegiate team.

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Finishing in a time of 19:54, rowing from bow to stern were Becky Berry ‘95, Diane Hodges ‘93, Bothan Poch ‘93, Sabrina Benedol ‘93, and coxswain Kristine Breslin ‘93. In the other four, with a time of 21:23, were Sandie Ellingsham ‘94, Melon Lee ‘95, Barb Sigmund ‘92, Tiina Hamann ‘93, and coxswain Kristine Breslin ‘93. In the other four, with a time of 21:23, were Sandie Ellingsham ‘94, Melon Lee ‘95, Barb Sigmund ‘92, Tiina Hamann ‘93, and coxswain Kristine Breslin ‘93. In the other four, with a time of 21:23, were Sandie Ellingsham ‘94, Melon Lee ‘95, Barb Sigmund ‘92, Tiina Hamann ‘93, and coxswain Kristine Breslin ‘93.

MIT graduate women also entered a four, finishing an excellent 5th place with a time of 19:52.33.

Women Take Second

By Suzelle Tardif

Co-Captain Robert Bergan and Victoria Parson have won the Head of the Charles Regatta again after winning last year’s event with a time of 16:31.62.

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The women’s club four beat the course record by thirty-four seconds with a time of 19:25.79. In a field of 41 boats, the only crew to row faster was the Rocky Mountain Rowing Club from Colorado, whose members were part of the national rowing team. MIT’s crew passed five boats on its way to the finish line, including the Wesleyan crew and an alumnae four from Radcliffe.

Capturing the silver from bow to stern were Victoria Parson ‘94, Rita Rogers, ‘93, Megan Jasek ‘94, Suzelle Tardif ‘93, and coxswain Candice Klag ‘94.

In the club eight event, MIT placed 11th out of 33 with a time of 18:39. Rowing from bow to stern were Gloria Liu ‘93, Heather Lee ‘95, Alexis Black ‘95, Tracy Adams ‘94, and coxswain Shilpa Hattangadi ‘95.

MIT also competed in the lightweight four event, placing 11th and 22nd out of 24 boats. In this event, which had several strong national training teams, MIT’s four was the third fastest collegiate team.

Finishing in a time of 19:54, rowing from bow to stern were Becky Berry ‘95, Diane Hodges ‘93, Bothan Poch ‘93, Sabrina Benedol ‘93, and coxswain Kristine Breslin ‘93. In the other four, with a time of 21:23, were Sandie Ellingsham ‘94, Melon Lee ‘95, Barb Sigmund ‘92, Tiina Hamann ‘93, and coxswain Kristine Breslin ‘93.

MIT graduate women also entered a four, finishing an excellent 5th place with a time of 19:52.33.

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