



DOUGLAS D. KELLER—THE TECH

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 **Garlen C. Leung**
NIGHT EDITOR

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 Union No. 40. The union is protesting the office's decision to hire a non-union general contractor for the renovation of the building, which is located at 640 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 narrowed 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 leaflets protesting MIT's decision to pedestrians across from the Institute's 77 Massachusetts Ave. entrance.

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MIT Hillel Dedicates New Sukkah

By **Brian Rosenberg**
EDITOR IN CHIEF

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

"This is a wonderful day for the entire community," said Phillip J. Walsh, director of the Campus Activities Complex, which loaned space on the patio outside Walker Memorial for the new sukkah.

Hillel President Michelle Greene '93 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 community and stays around longer than anyone who built it," she said.

"This sukkah will remind the general community that there are Jews here who can, and do, contribute to the quality of life at MIT," said Rabbi Daniel Shevitz.

Made entirely of wood, the new sukkah replaces an aluminum and canvas structure that had been in use for more than 10 years, Hillel members said. Shevitz explained that he began thinking about a new Sukkah in 1990, when the old sukkah col-

lapsed two days before Sukkot and had to be hastily rebuilt. Even after being reinforced, the structure was not very stable, he said.

Pressure to construct a new sukkah increased last year after the aluminum frame of the old sukkah was accidentally thrown away. "The older structure was put in the dumpster as the result of an over-zealous cleaning of the space occupied by several theater groups," Walsh explained. The frame had been stored in a room adjoining the Musical Theater Guild workshop in

Sukkah, Page 10

Survey Reveals Honesty Attitudes

By **Sarah Y. Keightley**
NEWS EDITOR

The Undergraduate Academic Affairs Office has released the results of last spring's academic dishonesty 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 administration, said Alberta G. Lipson, associate dean for research.

The survey is composed of three parts: one for undergraduates, one for faculty, and one for graduate teaching assistants. The UAAO has not compiled the data from the TA survey yet.

(See the enclosed supplement for tabulated survey data and comments

from completed surveys.)

In the survey, 91 percent of students and 96 percent of faculty agreed with the statement "An MIT education should include learning standards of academic and professional ethical behavior."

Definition of cheating

Because the definition of cheating is unclear, the survey asked respondents to divide various types of academic dishonesty into categories of not cheating, trivial cheating, and serious cheating.

Ninety-nine percent of students and faculty agreed that any cheating on an exam is serious cheating. However, there was a difference of opinion between the two groups in classifying problem set-related actions. Eighty-three percent of fac-

Survey, Page 11

Students Raise Funds For Somali Refugees

By **Hyun Soo Kim**
STAFF REPORTER

The African Students' Association and the Hunger Action Group have recently joined the international effort to send food and supplies to the war refugees in famine-struck Somalia. In a three-day fundraiser last week, they collected \$1000 for Oxfam America, a famine relief organization.

The Lobby 7 fundraising booth featured photographs of the suffering 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 purchased in Kenya, then sent to Somalia by boat.

"It is important to raise funds which directly go to the Somali people, and to raise consciousness in the American public, like the students 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. Also, Oxfam plans to develop irrigation projects to ensure that a similar disaster does not occur in the future.

"The main theme of the African Students' Association is to see the relevance of technology against problems such as famine in Africa. We must reconcile our technology

Somalia, Page 9

INSIDE

■ Men's heavyweight eight wins club division at Head of the Charles.

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Ann F. Friedlaender Ph.D.'64

Professor Ann F. Friedlaender Ph.D. '64, a noted economist who was the first female academic dean at MIT, died yesterday at Beth Israel Hospital. Friedlaender, who had been ill with cancer for several years, was 54 years old.

Friedlaender held dual appointments in two MIT departments as the Class of 1941 Professor of Civil Engineering and Economics. She was an authority in the field of public finance, with a specialty in transportation studies.

Friedlaender also had been the first woman to head an MIT academic department, serving as head of the economics department from January, 1983 until her appointment as dean.

As the first woman to head one of MIT's five schools, she served as Dean of the School of Humanities and Social Science from 1984 to 1990.

During her tenure as dean, Friedlaender took the lead in undergraduate curriculum reform by sponsoring the restructuring and rejuvenation of the HASS-distribution system and the school's new minor program. She also sponsored the highly successful Burchard Scholars Program for undergraduates who excel both in the humanities, arts, and social science and in engineering and science.

In addition, Friedlaender sponsored the Integrated Studies Program, and she helped to establish MIT's first new doctoral program in 15 years, the PhD program in the History and Social Study of Science and Technology.

Friedlaender, Page 10



DOUGLAS D. KELLER—THE TECH

Parents dig in to a scrumptious ARA cookout at the barbecue pit near the Johnson Athletic Center on Saturday.

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 Hanoi after U.S. officials discovered a secret cache of Vietnamese-made photographs of Americans killed in the war, official sources said Monday.

The photographic archive, reported to contain more than 4,000 pictures of the remains of Americans who died in military action or in captivity, was discovered by means that officials refused to disclose. Some of the Americans pictured are still on the missing in action list because Vietnam has never acknowledged having any information about them or having their remains.

A joint communique issued in Hanoi Monday by Vietnam and retired Gen. John Vessey, special U.S. emissary for POW-MIA affairs, reported that Vietnam has provided additional "important information" on unresolved 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 BALTIMORE SUN

JOHANNESBURG, SOUTH AFRICA

Security officials of the African National Congress committed "extraordinary" acts of brutality and torture at the organization's military camps outside of South Africa, an ANC report admitted Monday.

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

The ANC fought a low-level guerrilla war against the South African government from the 1960s until its campaign 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 vicious treatment, including severe beatings and smotherings.

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

Major Takes Step Back On Coal Mine Closures

LOS ANGELES TIMES

LONDON

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 rescinded.

The original decision to close 31 out of 50 mines, at the cost of 30,000 miners' jobs, had provoked a fire-storm of public and political outrage nation-wide. After a critical 2½-hour meeting of his Cabinet Monday, Prime Minister John Major surrendered to the anger, reversing his decision to wipe out most of Britain's coal industry.

Major instructed Trade and Industry Secretary Michael Heseltine, who had recommended the cuts, to go before a stormy session of Parliament later Monday and to spell out the government's retreat.

Only 10 of the 31 coal mines earmarked last week for closure would be shut down by the end of the year. Instead of 30,000 jobs lost, there would be about 7,000 layoffs.

But Heseltine made clear that the stay of execution was only temporary. He told Parliament that if further closures were deemed necessary, they would proceed in a "phased program" to reduce surplus coal production.

"It is clear that many coal-field communities will continue to suffer significant job losses," he said, as angry members of Parliament from the opposition Labor Party jeered and hooted.

"You are cutting a pathetic figure here today, you and Major Wimp at the side of you!" replied Labor member Dennis Skinner. "In the name of God go! And take the prime minister and the rest of the rag-tag and bobtails with you!"

WEATHER

Chilly and Damp

By Michael Morgan
STAFF METEOROLOGIST

A period of rain possibly mixed with snow is possible early Wednesday as a disturbance in the upper troposphere crosses the area. High pressure building in the area late Wednesday will be associated with fair weather for the succeeding days.

Today: Increasing high cloudiness and milder. High 48°F (9°C).

Tonight: Clouding up. Rain and/or snow developing towards dawn. Low 35°F (2°C).

Wednesday: Cloudy with precipitation ending during the afternoon. High 45°F (7°C). Low 33-37°F (2°C).

Thursday: Mostly sunny and milder. High near 50°F (10°C).

Presidential Hopefuls Clash On Economy in Last Debate

By Jack Nelson
and David Lauter

LOS ANGELES TIMES

EAST LANSING, MICH.

President Bush and Arkansas Gov. Bill Clinton clashed repeatedly on economic issues in the final debate Monday night, with Clinton vowing to rebuild the country without punishing the middle class and Bush warning that the Democrats would return the nation to the "misery index" days of President Carter.

Independent Ross Perot declared that the economic plans of both major party candidates would not work, and accused Bush of mismanaging foreign policy so badly that he helped create both Iraq's Saddam Hussein and former Panamanian strongman Manuel Noriega.

Bush, trailing so badly in the polls that only a major breakthrough can close the gap with Clinton, spelled out what is expected to be the central thrust of his campaign in the final two weeks: that the Arkansas governor is really an old-fashioned "tax and spend" Democrat with a record of failure in his home state and a life-long "pattern" of trying to stand on all sides of controversial issues.

"Mr. and Mrs. America," Bush said, when Clinton promises new government programs for health care, education and economic growth while raising taxes only on the rich, "his figures don't add up and he's going to sock it to the middle class and lower... He's coming right after you, like Jimmy Carter did."

Suggesting the nation should not choose as its leader a man who has led one of the nation's poorest states for 12 years, Bush said, "We don't want to be the lowest of the low."

But Clinton, struck back hard, citing evidence of economic progress in Arkansas during his tenure and promising a fresh alternative both to the "trickle-down" economics of the Republicans and the Democrats' traditional "tax and spend" liberalism.

Declaring that Bush had once branded the "trickle-down" economic policies of Ronald Reagan as "voodoo economics," Clinton said that the president is now its "leading practitioner." Going on the attack in response to the first question of the debate, Clinton said that "Unemployment is up and most people are working harder for less money than they were making 10 years ago."

Although Bush laid down what even some Democratic strategists saw as the most clearly focused line of attack since the campaign began, he had to spend much of his time defending his record against attacks by Perot as well as Clinton.

But as Bush pressed his criticism of Clinton's changing story on how he avoided military service during the Vietnam War, the Arkansas governor acknowledged he has mishandled the issue, but said he could be commander-in-chief despite his lack of service.

"If I had it to do over again, I might answer the questions a little

better," he said.

Clinton suggested he had stumbled over the draft because he had been asked questions this year that had never come up, but the issue had been brought up repeatedly during his campaigns in Arkansas.

Bush said his difference with Clinton was not over whether he

election two weeks from now unless he stages an unprecedented comeback. In three different polls he had the support of only about one-third of the voters. ABC had him behind by 19 points, CNN and *USA Today* by 18 points, and CBS by 17 points.

Bush, defending his record, repeatedly used the term "trickle down," but said what he opposed was "trickle-down government."

He said that 15 million jobs had been created during the Reagan-Bush years and that "the rich are paying a bigger percent of the total tax

burden."

"And what I don't like," said Bush, "is trickle-down government. And therein, I think, Gov. Clinton keeps talking about trickle down, trickle down and he's still talking about spending more and taxing more."

Clinton, saying he disagreed with both his opponents on the economic issue, said Perot's plan for a 50-cent increase in the gasoline tax over five years would put a greater burden on the poor and middle class than on the wealthy.

Bush, Clinton said, raised taxes after saying he wouldn't and vetoed a tax increase on the wealthy that gave the middle class a tax break.

Bush said that while Clinton talked about creating jobs in Arkansas, "over the last 10 years since he's been governor, they're 30 percent behind... the national average, on pay for teachers, on all these categories, Arkansas is right near the very bottom."

Bush said he had admitted making a mistake by approving the budget program of 1990 that violated his no-new-taxes pledge and called on Clinton to "admit it, that Arkansas is doing very, very badly against any standard, environment, support for police officers, whatever it is."

Clinton replied that "Mr. Bush's Bureau of Labor Statistics" reported that Arkansas

ranks first in the country in the growth of new jobs, and fourth in manufacturing jobs, income increase and reduction of poverty.

Reeling off a series of favorable statistics, Clinton said Arkansas' income has grown more rapidly than the national average and the state is second in tax burden and has the lowest per capita state and local spending in the country.

Perot, who frequently bashed Bush and occasionally defended Clinton from the president in the three debates, drew laughter from the audience when he finally hit Clinton on the Arkansas issue.

"Let's put it in perspective," Perot said, pointing out that Arkansas' population is less than that of Chicago, and that "we're making a mistake night after night after night to cast the nation's future on a unit that small... it's irrelevant."

"I can say... that I ran a small grocery store on the corner, therefore I extrapolate that into the fact that I could run Wal-Mart. That's not true."

Editor's note: Dan Balz and Ann Devroy of The Washington Post contributed to this story.

"Unemployment is up and most people are working harder for less money than they were making 10 years ago."

—Gov. Bill Clinton

"What I don't like is trickle-down government. And therein, I think, Gov. Clinton keeps talking about trickle down, trickle down and he's still talking about spending more and taxing more"

—President Bush

"Our challenge is to stop the financial bleeding. If you take a patient into the hospital who's bleeding arterially, step one is to stop the bleeding. And we are bleeding arterially. There's only one way out of this and that is to stop the deterioration of our job base, to have a growing, expanding job base to give us the tax base."

—Ross Perot

ancing the budget in six years is tough, he acknowledged, but in calling for fairly shared sacrifice, he said "it's not as tough as World War II. It's not as tough as the Revolution."

"Our challenge is to stop the financial bleeding," Perot declared. "If you take a patient into the hospital who's bleeding arterially, step one is to stop the bleeding. And we are bleeding arterially. There's only one way out of this and that is to stop the deterioration of our job base, to have a growing, expanding job base to give us the tax base."

Although the president's aides said he was primed to aggressively attack Clinton on the character issue, Bush avoided many of the savage personal attacks on Clinton's draft record and other matters that apparently alienated some voters earlier in the campaign. A new CBS poll showed that unfavorable views of Bush had increased from 38 percent to 57 percent since the presidential debates began.

Going into Monday's debate, Bush predicted he would still be re-elected, but poll numbers indicate he faces a landslide defeat in the

U.S. Used Flawed Report to Defend Its Iraq Policy

By Douglas Frantz and Murray Waas
LOS ANGELES TIMES

WASHINGTON

A Department of Agriculture report used in recent months by the Bush administration to defend its prewar assistance to Iraq was known to be flawed and incomplete before it was released in 1990, according to internal documents and interviews.

A senior federal investigator cited the deficiencies when he tried to delay release of the report, which stemmed from an inquiry into allegations that Iraq had misused U.S.-backed loans.

Records show that the official complained that the report represented an incomplete and "rosy" picture of Iraq's abuse of the loan program, which included paying bribes to U.S. exporters and possibly trading food for arms. Releasing

the report could embarrass the administration, he warned.

But the Department of Agriculture, after pressure from President Bush's national security adviser, released the report essentially unchanged. It said that the department's internal auditors had uncovered no evidence that Iraq had traded goods bought with U.S. loans for weapons, and the United States did not suspend its aid to Iraq.

"The administration's investigation of Iraqi abuses was a white-wash at best," said Sen. Patrick J. Leahy (D-Vt.) chairman of the Senate Agriculture Committee, which has been investigating the Iraqi loan guarantees. "At worst, it was an unsuccessful effort to hide a foreign policy failure."

Concerns about the accuracy of the Department of Agriculture report come in the wake of recent questions about the thoroughness of

a simultaneous criminal investigation into a massive loan scheme involving Iraq and the Atlanta branch of Italy's Banca Nazionale del Lavoro.

The criticism has centered on the apparent failure by U.S. government prosecutors to pursue key evidence and the withholding of intelligence files, possibly to avoid disclosing the extent of administration aid to Iraq.

The BNL case has become a major issue in the final weeks of the presidential campaign, with Democrats accusing the administration of a coverup and administration officials denying that there was an effort to conceal information. Attorney General William P. Barr has appointed an outside investigator to examine the BNL matter.

Dissatisfied with the appointment, all eight Democrats on the Senate Judiciary Committee, asked

Barr Monday for an independent counsel — who would not report to the Justice Department — to investigate the government's handling of the BNL inquiry. The House Judiciary Committee made a similar request Friday.

A Department of Agriculture spokeswoman would not comment Monday on the 1990 Iraqi report or the criticisms of it.

The Department of Agriculture inquiry that led to the report was initiated in response to evidence uncovered in the BNL investigation. The two sets of investigators even collided later when they tried to interview the same Iraqi officials.

When FBI agents raided the Italian bank's Atlanta branch in August 1989, they found evidence of \$5 billion in illegal loans to Iraq. Nearly \$2 billion had been guaranteed by the Agriculture Department through its Commodity Credit Corp.

to promote U.S. farm exports.

Investigators discovered indications early that food bought with the loans may have been traded by Iraq for military goods. They also uncovered evidence that Iraq had demanded bribes from U.S. exporters participating in the program.

Agents from the FBI and the Department of Agriculture inspector general's office pursued the bank case and internal auditors from Agriculture began to examine the loans.

In early 1990, both teams wanted to interview the same Iraqi government officials, but officials in Washington decided that only one group would be able to interview the Iraqis. The lead agent in the criminal inquiry later testified in court that it was decided that the auditors would interview the Iraqis because both groups believed that the Iraqis would lie anyway.

New Chinese Communist Leaders Show Capitalist Shift

By Lena H. Sun
THE WASHINGTON POST

BEIJING, CHINA

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 capitalist-style economic reform will lead China toward more prosperity but not more freedom.

Capping a week-long effort aimed at setting 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 unleash capitalist-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 changes mean that the ruling Communist Party will concentrate not on Marxist ideology but rather on implementing Deng's economic reforms and trying to improve living standards. Unlike some of those who were purged, the new leaders are believed to see capitalism as the only way to modernize China.

For the party, the changes mean that more economic reformists have been promoted but the power structure remains intact and Deng and a handful of other elders will still rule from behind the scenes.

The personnel changes were made at the just-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 overhauled and a professional military officer, rather than a party activist, was boosted to the inner circles of party power. The choice of this officer for the traditional military spot on the Standing Committee indicated that Deng has made progress in depoliticizing the military since the June 1989 crackdown on demonstrators.

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 — but all are team players who pose no threat to Deng or the other top leaders.

Therefore, while nobody really knows how the new leaders feel about political liberalization, it is almost certain there will not be any in the near future because the ruling elders all oppose it. Until the aging veterans who control China pass from the scene, the Communist Party dictatorship will not change. And though the Politburo and its Standing Committee are officially charged with making policy as the party's top bodies, they take direction from the elders.

As for a possible successor to the 88-year-old Deng, there is still no single driving personality that has emerged. The newly chosen leaders seem to have been chosen to hold China together collectively when Deng and the other elders pass from the scene.

Party chief Jiang Zemin and Premier Li Peng — the individual most identified with the army's 1989 bloody crackdown on demonstrators for democracy — held onto their positions on the Standing Committee, as did two other officials considered moderates. But three new faces were added to the standing committee, including one of China's fastest rising stars, Vice Premier Zhu Rongji, a fluent English speaker and strong advocate of economic change.

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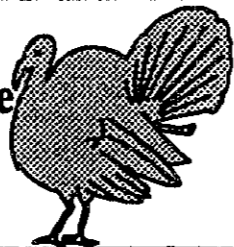
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7:00 p.m.

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LETTERS TO THE EDITOR

Mattuck is Not "The Confusing One"

How can you call Professor of Mathematics Arthur P. Mattuck "the Confusing One" in your comic strip ["Normal," Oct. 16]? Mattuck in 18.063 was one of the best lecturers I've ever had at MIT. I thought he was eminently clear, sensitive to the class, and enthusiastic.

He gave great explanations; his problem sets were clear; his tests were fair. In fact, it was that class and the terrific job that he did with it that made me realize that math was something I enjoyed.

Many students in the class also loved Mattuck's style — at the end of the semester they put together a list of their favorite quotes of his and distributed it to the class as a "handout." I am grateful to him for his inspiration. With so many lousy teachers around at MIT, it's too bad that you had to pick on one

of the truly great ones.

Stephen J. Ponzio G

Simpler Suggestion to Improve Coop

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. Unfortunately, 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 that wanted to take it over. There were no takers. From a retailer's point of view, textbooks are bad business — most retail merchandise is marked up 100% over cost (a lot more than textbooks), and most merchandise turns over far faster than text-

books.

On the other hand, the concept of setting up a rent-free cooperative in the Student Center does have some merit — if you reduce one necessary expense of a business, it can afford to sell for less. However, using the Sala for this purpose wouldn't be sufficient — any textbook operation needs to have a lot of storage space, etc., and needs it for far longer than the period it will be selling books. A textbook operation would require the permanent allocation of some space.

I would suggest that there is a simpler way to achieve the benefits of a rent-free operation — MIT should simply pay the Coop the rent on its textbook section. After all, for MIT to give a textbook operation rent-free space is equivalent to MIT giving up money, and giving up the space too. It would be more efficient for MIT to give up the money in payment for the space that the textbooks already occupy.

Dale Worley '84

Colloquium Will Not Eliminate Cheating

By Bill Jackson

OPINION EDITOR

Tomorrow night a group of people will meet in Kresge Auditorium to discuss academic honesty at MIT, which is a little like discussing scruples in the Bush campaign. I mean, you can discuss it all you want, but the people you want to reach aren't going to be there. I was going to go myself, but I have to copy the answers to a problem set from a friend of mine.

As a freshman I was somewhat impressed by the symposium/discussion method of dealing with issues. As a sophomore I found it repetitious. As a junior I began to see it as a bit boring. Now that I'm a senior I have found that the very sight of one of these symposium posters can replace my favorite chemical sleep aid. We discuss and discuss and I highly doubt we actually get anywhere as a result. Let me tell you about some of the ideas that are going to come up at the discussion and why common sense dictates little need for debate in the first place.

My personal favorite is the idea of the honor code, which boils down to each student saying "I really, really, really promise not to cheat." By itself it's a silly idea, an idea devised by the type of people who can't imagine themselves cheating anyway. If someone is willing to cheat — to take an unfair advantage from his or her classmates and still look them in the eye — why is that person going to hesitate to sign any "honor code" MIT asks all students to sign?

The honor code is a showpiece, a flowery idea with little real substance because by itself it has no teeth. MIT likes the idea because it takes no effort to install and maintains a status quo while keeping the real problem quiet. As former UAVP Paul Kirby recently wrote, President Chuck Vest has been disturbed by people asking him questions about MIT's level of cheating as he travels around the country. An honor code would give Vest a quick answer to these questions without even having to break his champagne-drinking rhythm. Don't fall for the idea of an honor code as a quick fix. To anyone dealing day-to-day with classwork at MIT in the '90s, it is clearly not an answer.

This showpiece will only work if it is backed up with a serious statement from the administration not only explaining that MIT feels strongly about academic honesty, but also describing in no uncertain terms what will happen to violators. Then — and here comes the painful part — cases of convicted cheaters will have to be publicized.

MIT's current policy favors hiding not only the names of guilty parties in cases of cheating (that's fine) but also the circumstances surrounding their convictions. As a result, students never hear the stories of people who have been convicted of cheating. All

we ever see is a few numbers at the end of each year.

Recently the Committee on Discipline (COD) offered to allow *The Tech* to run sanitized versions of some very old cases with all of the names changed. Running imaginary cases about Janes and Joes (from years before any current students arrived) is a weak substitute for stories about actual, current classes. The COD should open up everything they can about every case they can without revealing the names of those involved, including the nature of the offense, the class in which it occurred, the number of people brought before the COD, and the number of those convicted. And before you even say it, this would not give away the identities of anyone involved if it is handled properly.

As it is, there is currently a fear of letting absolutely any information out at all. When I asked COD chair Nelson Y.-S. Kiang how many cases came before the COD last year, he said "about a dozen." Later, he said he thought I would misquote him, and I repeated the information, telling him he had said there were about 12 cases. He told me I was totally off and had the quote wrong. A dozen, he told me, is *not* twelve because the word 'dozen' "gives you a feeling for the grossness of the number." Unfortunately, this is false. A box of a dozen donuts does not give you close to twelve donuts or just about twelve donuts, it gives you exactly twelve donuts. (The actual number has been published previously, but the point of the exercise was to see how much Kiang would say. Play along at home and see if you can find the number.)

This is just another way people keep things as vague as possible when they speak and then nitpick so that they can claim they were "misquoted" if something comes out their superi-

ors or colleagues don't like. If MIT's cheating policies made more sense, good people like Kiang wouldn't feel so threatened when they try to defend it.

I think there is something more important going on here, however. Please permit me to quote the Caltech honor code, theoretically a model for any honor code MIT would install: "No member of the Caltech community shall take unfair advantage of any other member of the Caltech community." As I have written in the past, I've spoken with some editors of the Caltech paper, and they are convinced that their honor code works.

The problem is that MIT students are convinced that huge numbers of their fellow students cheat. Consequently, if any student cheats, the feeling is not that he is gaining an advantage over the rest of the student body but that he is merely catching up with something everyone else is doing anyway. In other words, many students think that cheating would not be a violation of a Caltech-style honor code because it gives them no advantage.

What to do? Make it clear that cheating is not acceptable and gets you in real trouble at MIT, through publicity both before and after cheating cases occur. It's working for other campus crimes through Project Awareness, so why can't it work for cheating?

In reality, tomorrow's discussion doesn't matter. Whether or not large-scale cheating exists at MIT, it makes common sense to increase students' awareness of the severity of the crime. If nothing else, this will prevent cheating from becoming a problem in the future, even if it isn't one today. A long discussion about how much cheating goes on just doesn't make any difference.

OPINION POLICY

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

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

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

Letters to the editor are welcome. They must be typed, double-spaced and addressed to *The Tech*, PO Box 29, MIT Branch, Cambridge, Mass. 02139, or by interdepartmental mail to Room W20-483. Electronic submissions in plain text format may be mailed to letters@the-tech.mit.edu. All submissions are due by 4 p.m. two days before the issue date.

Letters and cartoons must bear the author's signatures, addresses, and phone numbers. Unsigned letters will not be accepted. No letter or cartoon will be printed anonymously without the express prior approval of *The Tech*. *The Tech* reserves the right to edit or condense letters. Shorter letters will be given higher priority. We regret we cannot publish all of the letters we receive.

```

) hbiCurrent
dwOffset = _llseek(fh,
_lclose (fh);
if (hbiCurrent == NULL) (
ErrMsg("%ls is not a Legitimate DIB File!");
return FALSE;
)
DibInfo(hbiCurrent, &bi);
/* Set up the palette */
hpalCurrent = CreateDibPalette(hbiCurrent);
if (hpalCurrent == NULL) {
ErrMsg("CreatePalette() Failed");
return FALSE;
}
/* Convert the DIB color table to palette relative indexes, so
* SetDIBits() and SetDIBitsToDevice() can avoid color matching.
* We can do this because the palette we realize is identical
* to the color table of the bitmap, ie the indexes match 1 to 1
* Now that the DIB color table is palette indexes not RGB values
* we must use DIB_PAL_COLORS as the wUsage parameter to SetDIBits()
*/
lpbi = (VOID FAR *)GlobalLock(hbiCurrent);
if (lpbi->biBitCount < 16) {
fPalColors = TRUE;
pw = (WORD FAR *)((LPSTR)lpbi + lpbi->biSize);
for (i=0; i<(int)lpbi->biClrUsed; i++)
*pw++ = (WORD)i;
}
GlobalUnlock(hbiCurrent);
bLegitDraw = TRUE;
/* If the input bitmap is not in RGB FORMAT the banding code will
* not work! we need to load the DIB bits into memory.
* if memory DIB, load it all NOW! This will avoid calling the
* banding code.
*/
if (bMemoryDIB || bi.biCompression != BI_RGB)
hdiCurrent = OpenDIB(achFileName);
/* If the RLE could not be loaded all at once, exit gracefully NOW,
* to avoid calling the banding code
*/
if ((bi.biCompression != BI_RGB) && !hdiCurrent) {
ErrMsg ("Could not load RLE!");
return FALSE;
}
if (hdiCurrent && !bDIBToDevice && bMemoryDIB) {
hbmCurrent = BitmapFromDib(hdiCurrent, hpalCurrent);
if (!hbmCurrent) {
ErrMsg ("Could not create bitmap!");
return FALSE;
}
}
SizeWindow(hwnd);
return TRUE;

```

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	12-3	Psion
22	11-2	Coop Photofinishing, Sanyo, SW Bell
23	11-2	Sony A/V, Nikon, Fuji

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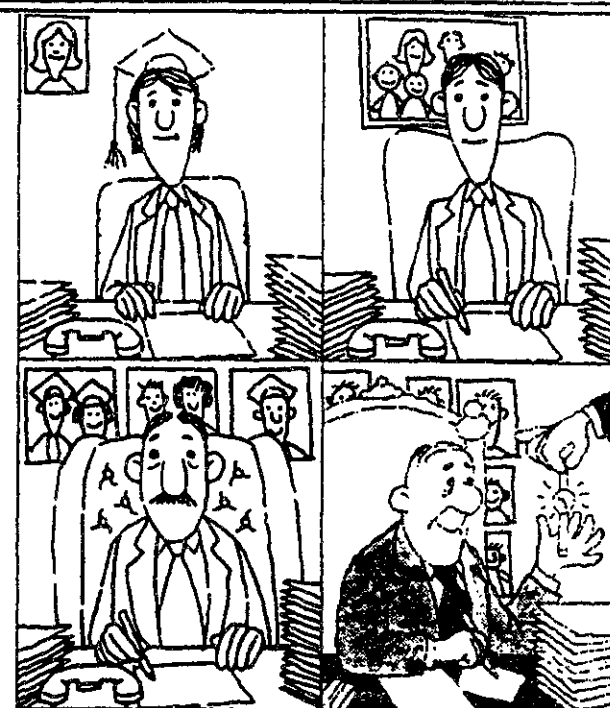
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 On-Campus Interviews: Monday, November 2

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 150 union members. The event was specifically targeted toward parents visiting campus for Family Weekend. The union handed out leaflets outlining the dispute that began, "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 that we have and will probably continue to ignore," said Senior Vice President William R. Dickson '56.

"Economic sustainability" a factor

The Real Estate Office undertook the renovation 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 Mark A. Barnard, 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. "When [the Real Estate Office] was looking at it, it became a close call over economic sustainability. We looked closely at the prices and the savings, and the savings [from going with Erland] were 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 be saving approximately \$2 million dollars by going with Erland. "If rent makes the difference, \$2 million is a big deal. MIT won't sink academic money into that," he said.

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

Turner Construction, one of the contractors not awarded the project, alleges that the difference is nearly non-existent, Erlich added.

Non-union workers cheaper

Erlich contends that "MIT is try-

ing to take advantage of the recession and unemployment by hiring the cheap labor. It's sad that you can find people who are willing to work for \$8-\$10 an hour with no benefits." He added, "MIT is undermining the standards out there."

In a Sept. 11 letter to the MIT faculty and staff, Erlich wrote, "There is a depression, not a recession, in construction. In this environment, unscrupulous contractors can find enough desperate workers to work under any conditions — cash under the table, no health benefits, [and] no workers' compensations coverage. These conditions are no longer the exception in the non-union sector; they are the rule."

Dickson responded by saying that wages may not have made the difference between hiring Erland and another contractor. "It seems to me that not 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 where the savings come from."

'Merit-based shop' policy in use

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

"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 34 projects. Of these, all but four were union. These 30 projects were worth a total of \$150 million dollars, which is 98.6 percent of the total value of these projects."

"MIT led 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

Carpenters Local 40. "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.

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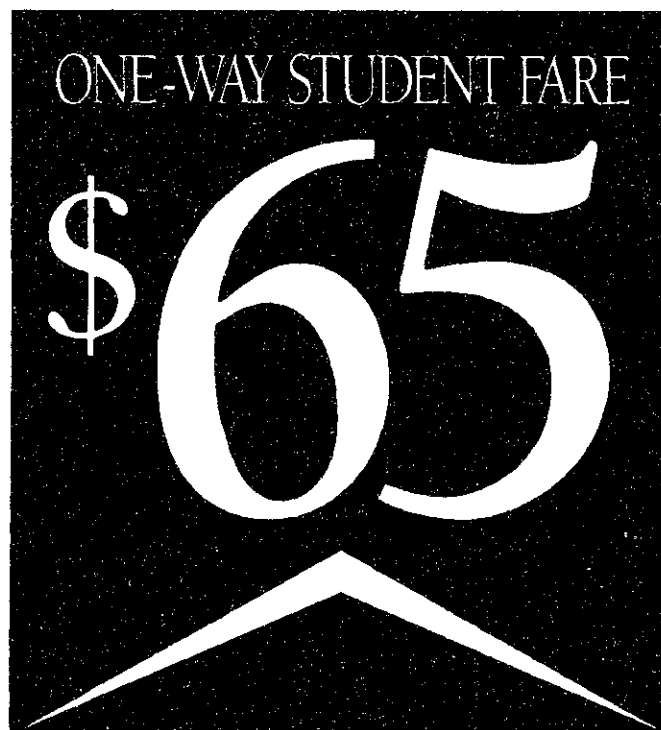
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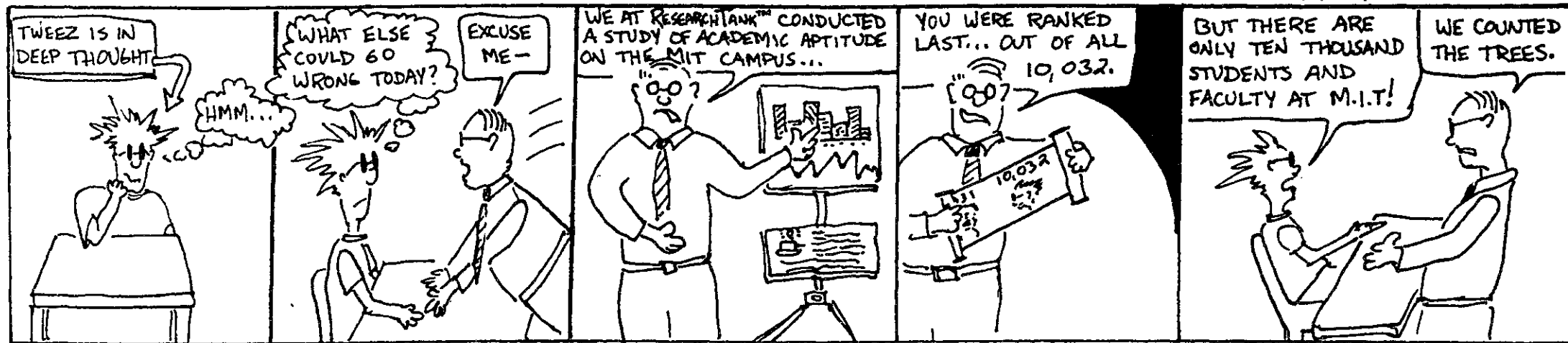
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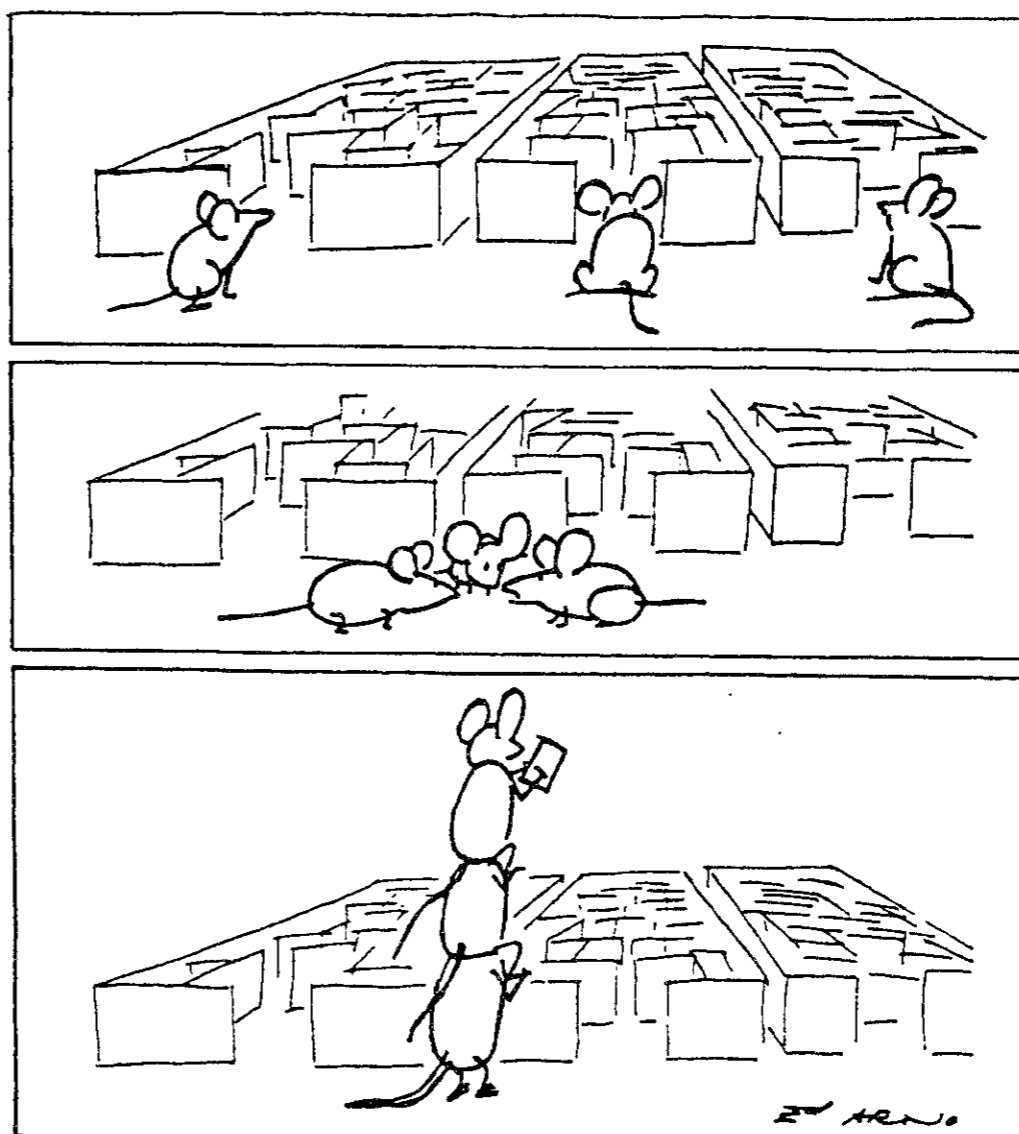
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ACADEMIC DISHONESTY AT MIT

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 its source — rather than rely on an imperfect and often anguished process 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 is re-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 appropriate 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/ae, and graduate and undergraduate students — starts work on a Colloquium for October 21. As part of this process, research staff in the UAA send to undergraduates, faculty, and graduate TAs detailed questionnaires about their experiences and opinions relevant to undergraduate academic dishonesty at MIT.
- **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 enunciating 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 rhetoric about character, integrity and trust — MIT moves into a year-long process of reflection and self-scrutiny on the theme *Success and/or Honesty: In Here, Out There*.



Drawing by Ed Arno: Science 80, 1980, 1 (7), 24.)

Undergraduate Survey Response: A Composite

The fictitious student whose "opinions" are described below is a composite of quantitative 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 senior with a cum 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 that are heavily "bibled," 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 most forms of activities that might be considered cheating. Most students, including myself, have worked together on both approaches and answers to problem sets when collaborating 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.

(continued on back page)

Faculty Survey Response: A Composite

The fictitious faculty member whose "opinions" are described below is a composite of quantitative 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. I'm not sure I would say I am bothered about the degree of academic dishonesty I see among MIT students, but I see the issue 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"]

	Students	Faculty
An MIT education should include learning standards of academic and professional ethical behavior	91	96
Bothered by the degree of student academic dishonesty at MIT	56	49
Guidelines about what constitutes student academic dishonesty are unclear	50	51
Students are uncomfortable talking to a professor about academic difficulties in a subject	72	77
There is more academic dishonesty at MIT than there was at my high school	33	-
There is more academic dishonesty among students at MIT than among students at other institutions where I have taught	-	20
Faculty should be responsible for creating an environment that minimizes the pressure to cheat	-	77

TABLE 2

Student and Faculty Definitions of Cheating
[By Percent]

	Not Cheating		Trivial Cheating		Serious Cheating	
	S	F	S	F	S	F
Note: S=Student; F=Faculty						
Cheating on exams	<1	<1	1	<1	99	99
Copying a problem set that <i>will be</i> graded	2	2	45	15	54	83
Permitting another student to copy a problem set that <i>will be</i> graded	10	5	48	18	42	77
Collaborating on problem set when collaborating prohibited	19	4	65	36	16	60
Permitting another student to copy a problem set that <i>won't be</i> graded	46	21	45	52	8	26
Copying a problem set that <i>won't be</i> graded	44	21	47	55	10	24

TABLE 3

What MIT Undergraduates Say They Do Compared to What They Think Most Other MIT Undergraduates Do

	Student Self-Report	Student Opinion About Other MIT Students
	% indicating they did this <i>at least once</i> during '91-'92 academic year	% who believed other students did this <i>at least once</i> during '91-'92 academic year
Collaborated on answers to problem sets when collaborating on answers prohibited	67	99
Copied a problem set you have not worked on that <i>will be</i> graded	59	99
Collaborated on approach to problem sets when any collaboration prohibited	49	98
Permitted another student to copy a problem set that <i>will be</i> graded	60	98
Permitted another student to copy a problem set that <i>won't be</i> graded	50	93
Copied a problem set you have not worked on that <i>won't be</i> graded	43	89
Smuggled in crib sheets or other aids (into exams) when they were not allowed	6	65
Copied from another student during an exam	5	60
Exchanged answers during exams either verbally or by passing notes	2	54
Permitted another student to copy exam answers	5	53

TABLE 4

Faculty Awareness of Cheating vs. Student Perceptions of Faculty Awareness

	Faculty Perceptions % indicating awareness of behavior at least once during the last academic year	Student Perceptions % who thought faculty were aware of this behavior
Collaborating on problem sets when collaborating prohibited	50	78
Copying a problem set that will be graded	59	81
Copying a problem set that won't be graded	50	-
Permitting another student to copy a problem set that will be graded	50	-
Permitting another student to copy a problem set that won't be graded	42	-
Cheating during an exam	30	86

TABLE 6

Student Perception of Type of Subject in Which Cheating is More Likely

	Percent indicating cheating likely
Subject that is heavily "bibled"	74
Computer programming subject	52
Subject that is Institute Core Science Requirement	49
Subject in your Major	33
Subject that is an elective for you but required for other students	18
Subject that is a HASS Requirement	13

TABLE 7

Ways to Encourage More Honest Academic Behavior

[Percent who said the following actions would encourage more honest academic behavior to a "moderate" or "great" extent]

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

TABLE 5

Type of Action Usually Taken by Faculty When They Notice Cheating Compared to Type of Action Students Think Faculty Take [By Percent]

Faculty Report of Faculty Actions					
Note: Faculty could choose more than one response.	Aware but Take No Action	Disc. with Student	Give Grade Penalty on Assignment	Give Grade Penalty in Subject Taken	Take to COD
Collaborating on problem set when collaborating prohibited	7	29	17	2	<1
Copying a problem set that will be graded	7	34	24	3	<1
Permitting another student to copy a problem set that will be graded	7	27	14	<1	<1
Cheating on exams	2	22	14	13	8
Student Perceptions of Faculty Actions					
	Aware but Take No Action	Handle at Class Level with Student *	Take To Higher Authority **		
Collaborating on problem set when collaborating prohibited	39	38	<1		
Copying a problem set	33	46	3		
Cheating on exams	2	19	65		

* Wrote comment on problem set or paper and/or discussed with student and/or discussed with class without identifying student

** Includes the above (*) in addition to bringing to attention of people at departmental, school or administration level

TABLE 8

Student vs. Faculty Perspectives on Causes of Cheating

[Percent who indicated factor was a "strong influence"]

	Students	Faculty
Assignments considered overly time-consuming (official credit hours don't correspond with actual hours spent on subject)	79	42
Assignments considered overly difficult	69	23
Many assignments due on same day	65	40
Assignments represent significant portion of grade	50	40
Panicked because close to failing	44	46
Behind in work (illness, personal problems, missed classes, etc.)	43	28
Tremendous pressure to get good grades	42	61
Access to "bibles" (collections of old problem sets and exams) when they have been prohibited	31	44
Penalties given for late homework	34	18
Belief that working together helps the learning process	35	6

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 accustomed to being on top, getting A's, and having their intellects confirmed. It is very hard for them to get or accept a low grade. They would much rather cheat than do poorly.

Since I have come to MIT I have been very discouraged by the extent to which many undergraduates here don't seem to be 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 problem set.

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 thus the entire academic environment is inherently "unfair," at the least the first year is supposed to provide everyone with equal footing in the sciences. It is difficult for someone who tries to be honest academically to compete with guys who collaborate on problems or have access to "bibles" compiled from previous years. This encourages the "ends justifies the means" mentality that many MIT students seem to take with them as they finish their sojourn at the Institute.

If we want ethical scientists, 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 sets in past years to the extent of working out the problem myself first, if possible, and then comparing answers with other students, or, 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 considered cheating, but I don't see how it is 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 unbelievably high. A lot of very honest students find themselves way in over their heads and are forced either to compromise or to flunk. If the consequences of flunking were made less severe, or if the student who is "falling 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 seem to care whether or not you pass your classes.

Take academic honesty seriously. Heavy-handed punishments (i.e., expulsion) need to be handed down as well as increased activity finding cheaters and making policies clear.

There is too much pressure on problem sets! In most classes, problem sets in total count 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 definitely serious. Copying 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 fudging 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 how to categorize some 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 phraseology, argument or ideas without acknowledgment may be trivial or serious cheating. I'm not sure.

I think faculty also take certain 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, I think they would bring this to some higher authority. But I think most faculty either wouldn't notice or wouldn't react when the behavior was unallowed collaboration. Plagiarizing or fudging data might be an issue they would discuss with the student who did it or with the whole class. Graduate Teaching Assistants are probably more likely than faculty to notice unallowed collaboration and the fudging of data, but would react to other kinds of cheating about the same way as faculty.

What exerts the strongest influence on cheating is our having overly difficult and time-consuming assignments, especially when they represent a significant portion of the grade and are due on the same day. Other factors count almost as much, like getting behind in your work because of illness, or panicking because you think you're failing, or having easy access to used quizzes and exams. Also important is the tremendous pressure to get good grades. I don't feel strongly one way or another about having to cheat to compete. Problems getting help from TA's can be a factor, as can getting help from instructors, but these don't play a large role.

Honest academic behavior on the part of undergraduates might be encouraged if students took the issue more seriously, and if the probability of being caught and punished for cheating was increased. (This may seem paradoxical, but I don't think the fact that penalties for cheating are minor actually causes cheating.) Faculty could encourage more honest behavior if they made less use of old problem sets and exams, and made "bibles" universally available. More opportunities for faculty-student discussion about classroom learning and work load would help, and so would increased one-on-one faculty student interactions. I don't feel comfortable talking to faculty about problems I'm having in a subject, but I think faculty would like to have students talk with them. I'm uncertain whether involving students in the adjudication process (such as having a student honor board) would help. In any case, I believe an MIT education should include learning about standards of academic, professional, and personal ethical behavior.

Published by the
MIT Colloquium Committee

Sample Survey Comments: FACULTY

This is part of a much bigger problem in society. Students reflect their culture; they don't lead it. Faculty, on the other hand, ought to lead it and sometimes do...Within MIT the pressures for financial and academic success are often dominant over striving for scholarship and scientific integrity.

It's awfully difficult to write new, good questions every year. If "bibles" were readily available, I suspect faculty would limit them to 1 or 2 prior exams, and recycle earlier questions. If files of earlier exams were kept, users might believe use of "bibles" condoned (because readily available) and study from exams not in publicly available files. We need to clearly differentiate "licit" from "illicit" bibles.

I feel that if the instructor grades the subject properly (e.g., through exam performance), and proper controls are met (exams are rewritten each year), cheating problems are insignificant.

I believe the cheating is done by a small minority of students. My feeling is that these students for the most part, and for a variety of reasons, are not learning the material for its own sake, but so they can pass or get a good grade. They see classes more as hurdles than as learning opportunities.

In the world outside of MIT results are what count and cheating is only bad if one is caught. Is it really appropriate for us to insist on a different standard of conduct from our students than the one our society and government lives by?

Reduce the students' workload — which can only be done if the administration weighs in. My students certainly don't put in the 9 hours of homework required for a 12 unit course, but that's not because of laziness or distractions in most cases, it's because they are being overworked by others. It shouldn't be necessary to exhaust the students to the extent that MIT appears to do.

I think MIT students are very honest. We should relax more about their working together and encourage it. This is how all serious problems are solved, and students will learn more and enjoy it more.

The major concern [of this survey] seems to be collaboration on problem sets and other assignments. I do not consider that cheating. I could not possibly take seriously a professor who asks students not to collaborate, or who cannot be bothered to make up an exam question different from last year's. If we want to evaluate properly, then we should design our evaluation exercises so that they do not invite casual "cheating." In the real world, of course, you collaborate, and of course you look up the answer if the problem has already been solved.

I think the issue of undergraduate cheating and dishonesty at MIT is being blown out of proportion.

I believe we must optimize our teaching, workload and level for serious, honest students. I refuse to water a course down because it might slightly decrease the pressure for a marginal student to cheat.

Insisting that students not collaborate on homework is a travesty on the spirit of a university.

Grading on a strict curve is a zero-sum game. If one student gets an "A," another doesn't. If one student cheats, another may feel that he/she must also cheat to keep up...If students feel the system is unfair — other students are cheating, other students are using generally unavailable "bibles," the grading system is based on rank in class rather than on individual performance — then they are going to feel that it is all right to resort to unfair practices and cheat.

The fundamental solution is we need to convince students that cheating is wrong because it hurts other people, and that this is morally wrong.

Faculty Composite, continued from front page

Some kinds of student cheating are more prevalent than others, and they differ in degrees of seriousness. I would say about half the undergraduates have at least on one occasion done such things as copy problem sets that will not be graded or allow someone else to copy theirs, list references without reading the sources, or "fudge" references such as page numbers or publication dates. These are trivial forms of cheating. Collaborating on homework when I've prohibited this, or improper collaborating on graded homework, I see as a more serious issue. There is no question about the seriousness of cheating during an exam, copying from another person's paper or published work without acknowledgment, "fudging" data in a research paper, or submitting another person's paper as one's own. I doubt the majority of MIT students cheat in such ways. I am unaware of students ever getting help from an Athena consultant for a programming class, and doubt whether students would cheat in this way. It is, in any event, a type of behavior I would not regard as particularly serious.

In a typical year I have been aware of about three cheating incidents, and have taken action about two-thirds of those times. My TA's, to whom I give guidelines about handling cheating occurrences, are likely to send students to me if they were found to have done something serious like cheating on an exam, but may handle incidents themselves (by talking with the student or writing a note) when the behavior is homework-related. At those times when I did not take action it was because the cheating was difficult to prove. The cheating most likely to come to my attention is copying of a problem set that was to be graded. It is not an issue I am likely to take beyond the classroom (where I might discuss the incident with the student, or give a grade penalty on the assignment, perhaps discuss with the class as a whole), and it is very unlikely that I would bring this to the COD or to any other level. I've generally been satisfied with the handling of these incidents.

The major factor leading to cheating behavior is the tremendous pressure that exists to get good grades. The belief that cheating is widespread and students have to cheat to compete feeds that pressure. Although faculty in my department set reasonable expectations about student performance and workload, I believe that overly difficult or time-consuming assignments, or assignments that represent a significant portion of the grade or are all due on the same day, may lead students to cheat. When homework assignments are seen as obstacle courses rather than opportunities for learning, students may be led to cheat. Access to "bibles" or to old quizzes and exams are also significant factors. Individual issues may also have an effect at times when students get behind in their work because of personal problems, or panic because they think they may fail. Besides, students believe they are unlikely to get caught, and think penalties for cheating are minor.

If students were to take the issue of academic honesty more seriously, this would certainly have an impact on dishonest behavior. Clear written or oral guidelines about academic dishonesty in every class are also important. We should increase the probability of students being punished, and caught, for being dishonest. The accessibility of instructors and TA's doesn't play a significant role in causing students to cheat, but I believe students are reluctant to talk to faculty about their academic difficulties. While I'm not sure whether having more opportunities for faculty-student interaction would be helpful, I think that open discussion about dishonesty, and having faculty take the issue more seriously, surely would. Changing grading (that is, giving less weight to problem set grades, or giving groups who are supposed to collaborate the same grade), or having smaller classes are unlikely to make a difference in cheating behavior. I am also doubtful about whether cultural differences have any effect on undergraduate behavior. If all cases of proven student academic dishonesty were reported to a central repository, or were kept on record within each department, we might affect behavior. More publicity about anonymous academic honesty cases heard by the COD may also encourage more honest behavior.

Students Raise Money For Starving Somalis

Somalia, from Page 1

education with the reality of the world," said Safroodu K. Yeboah-Amankwah '93, president of the ASA.

"We'd like to thank the MIT community for donating money," he added.

Somalis die from famine and war

The United Nations estimates that 300,000 Somalis have died so far from famine and civil war among rival Somali tribes. The fighting is threatening food shipments, and relief trucks carrying food can not reach the rural villages, which 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 starvation 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 member of the MIT community. A

Somalian graduate student has lost half of his family in Somalia, according to Yeboah-Amankwah.

A first-hand view of war

Green visited Somalia last month to assess Oxfam's relief efforts. She traveled with three armed guards at all times in Somalia, she said.

"As you go further out, the security situation becomes precarious," Green said. "When I went to a countryside town, Baidoa, the situation was drastic. People are starving to death ... so much that the burial of the dead has become a health hazard."

People lay out bodies on the side of the road, where they are picked up by relief trucks. "When you drive by, you see these rows of bodies laid out by the road. It's an outrage that it is happening," Green said.

Somalis dwelling in the remote villages walk many miles to the refugee camps. But many die on the way or when they finally reach their destinations.

The surviving Somalis are trying to cope with the crisis. Although most resources are donated by foreign nations, Somalis staff the relief centers and distribute food, according to Green.

Normal life has become impossible for Somalis. "Thirteen-year-olds were carrying grenade-launchers, automatic machine guns. ... There is the sound of guns going off every day," Green said.

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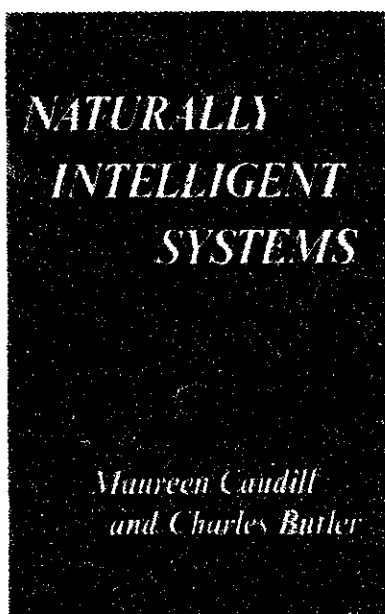
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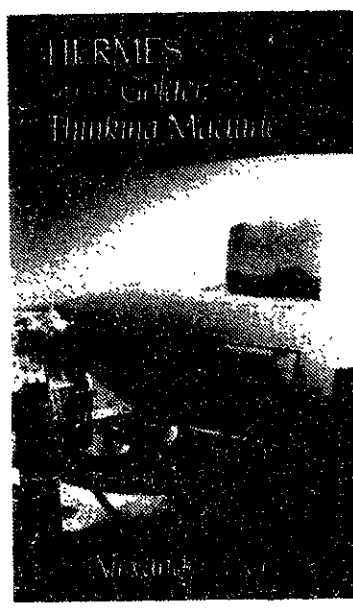
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Friedlaender Dies at 54

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 president when Friedlaender was dean, said: "Professor Friedlaender provided 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 comprehensive review, restatement, 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 generations of students. Her death leaves a great emptiness, both personal and

institutional."

Friedlaender, a native of Philadelphia, received a BA in economics 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. Fretter, a professor of physics at Stanford University.

Funeral arrangements are incomplete.



TECH FILE PHOTO
Ann F. Friedlaender PhD '64

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MIT Hillel Dedicates Sukkah

Sukkah, from Page 1

the basement of Walker.

The sukkah design was begun soon after. Tzviyah Rosenstock G and Avigail Shimshoni G submitted plans for the structure. At the dedication ceremony, Rosenstock expressed satisfaction with the constructed 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 intention and effect, but this time there wasn't one," she added.

The sukkah, which cost an estimated \$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 contributed money for the project.

Jordan Dentz '88, Joseph M. Milner G, and Jonathon M. Walton '94 directed and organized the sukkah's construction. All the labor that went into the sukkah was "performed by students in their spare time," according to Shevitz. "A lot of good people did a lot of work to get this done," Milner said. "It was a tremendous experience to see graduate and undergraduate students working together, and it came together wonderfully," he added.

Daniel J. Thumim '94, who helped with the sukkah's construction, agreed. "One of the nicest things about it is that so many people helped put it together — it belongs to the whole community," he said.

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

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Survey Reveals Honesty Attitudes

Survey, from Page 1

ulty, 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. Sixty-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-nine 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 that others had done so.

Causes of cheating

Undergraduates and faculty tended to believe that students cheat for different reasons. The three reasons for cheating most frequently cited by students were that assignments are overly time-consuming, assignments are difficult, and many assignments are due the same day. Faculty most often said 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 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 agree-

ment of any suggestion given. Only 24 percent of students said this action would encourage more honest academic behavior to a moderate or great extent, while 49 percent of faculty thought it would. Furthermore, only 25 percent of students thought that open discussion about academic dishonesty in the classroom and the community would prevent cheating, while 68 percent of faculty believed it would.

The survey included other questions, some of which were open-ended questions, where students could write down comments.

Good survey response

The UAAO sent out the surveys to a randomly selected 20 percent of undergraduate students, 44 percent of whom responded. Of the 1400 faculty members and instructors who received surveys, about 450 (32 percent) responded, Lipson said.

"Considering the survey was lengthy, we were pleased with the response," said Norma G. McGavern, director of undergraduate education. The surveys were sent out in mid-April, and spring is a busy time for students, she said. The UAAO sent the surveys to the faculty at the end of the summer, which was an awkward time, she added.

Lipson said results from the TA survey were not available because a second survey for them went out last week.

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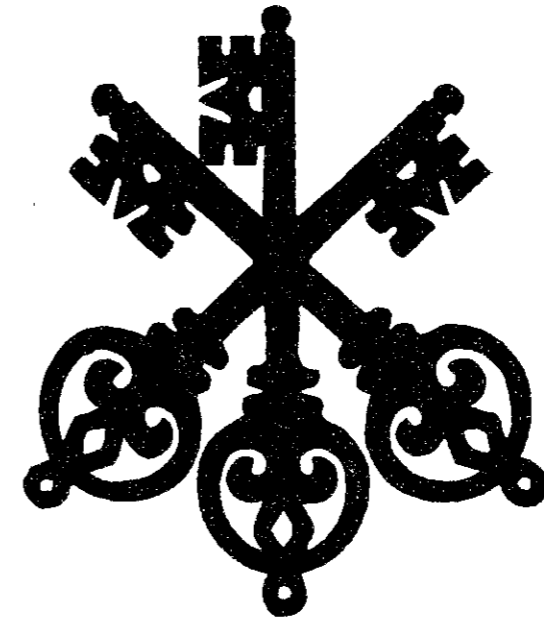
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THE ARTS

ON THE SCREEN

— BY THE TECH ARTS STAFF —

★★★★: 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 director Ridley Scott originally wanted to make, 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. *Loews Nickelodeon*

★★★½ **Bob Roberts**
 Funny and disturbing, this satire of American politics written and directed by its star, Tim Robbins, uses a mock documentary style to chronicle the rise to power of the fictional Bob Roberts. Roberts is a right-wing entertainer, entrepreneur, and political candidate who has adopted folk singing as a medium for his conservative attitudes, and whose only clear beliefs are that individuals should

be able to gain as much wealth as they can and that the liberal programs of incumbent Senator Paiste (Gore Vidal) are a waste of money. The film's scathing indictment of candidates and campaigning in the era of entertainment is accurate, hilarious, and troubling. *Loews Nickelodeon*

★ **1492: 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 beautiful things to be found in the film, but they are hidden among blank stares from star Gerard Depardieu, lingering 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. *Loews Charles*

★★★ **Husbands and Wives**
 Bleak 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 members 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 Pollack is amazing as a man full of frustration but still deserving 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. *Loews Paris*

★★★★ **School Ties**
 This is an amazing film dealing with anti-Semitism in the 1950's. Brendan 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 enjoyable to watch. *Loews Harvard Square*

★★★ **Singles**
 This light and entertaining film focuses on the struggles of six singles in their 20s as they

try to understand love and relationships. Steve Cambell, Kyra Sedgwick, Bridget Fonda, and Matt Dillon are all good, the script by director Cameron Crowe is often extremely funny, and Seattle locations and music provide an interesting backdrop. Although it is not as realistic as Crowe's *Say Anything*, the movie is filled with wonderful isolated moments that are filled with truthful familiarity. *Loews Copley Place*

★★★ **Single White Female**
 Strong performances by both Bridget Fonda and Jennifer Jason Leigh and director Barbet Schroeder's interesting use of lighting and color to create a vividly sinister setting start the film off strongly, but the early 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 dangerous desire for attention. Eventually formula takes over, but despite a few ridiculous implausibilities, the film remains effective. *Loews Charles*

★★★½ **The Tune**
 Animator Bill Plympton's first full length

On The Screen, Page 13

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ON THE SCREEN

— BY THE TECH ARTS STAFF —

On The Screen, from Page 12

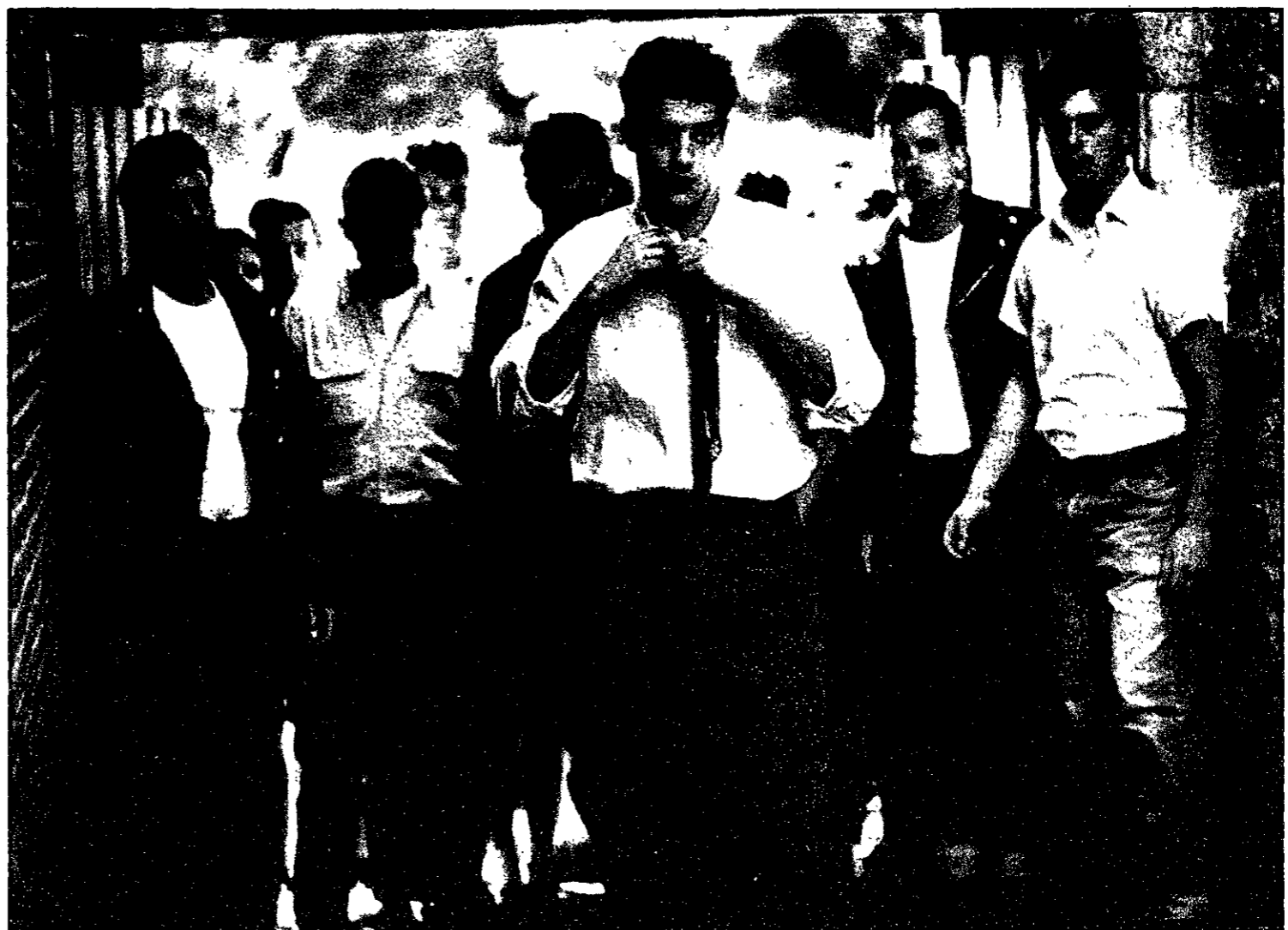
film, involving a young, struggling songwriter who is given a 47-minute deadline, is delightfully enjoyable thanks primarily to Plympton's award-winning animation and excellent music with songs representing different types of popular American genres. Occasionally, the movie clumsily uses material from previously released shorts by Plympton, but for the most part it offers consistent entertainment for both Plympton fans and newcomers. *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) takes over the ship. Ryback must single-handedly eliminate all the bad guys and save the day. This turns into Ryback scouring 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*

★★½ **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 races, 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*



David Greene (Brendan Fraser) gets into a fight before leaving his hometown of Sranton, Pennsylvania to attend an elite New England preparatory school in *School Ties*.

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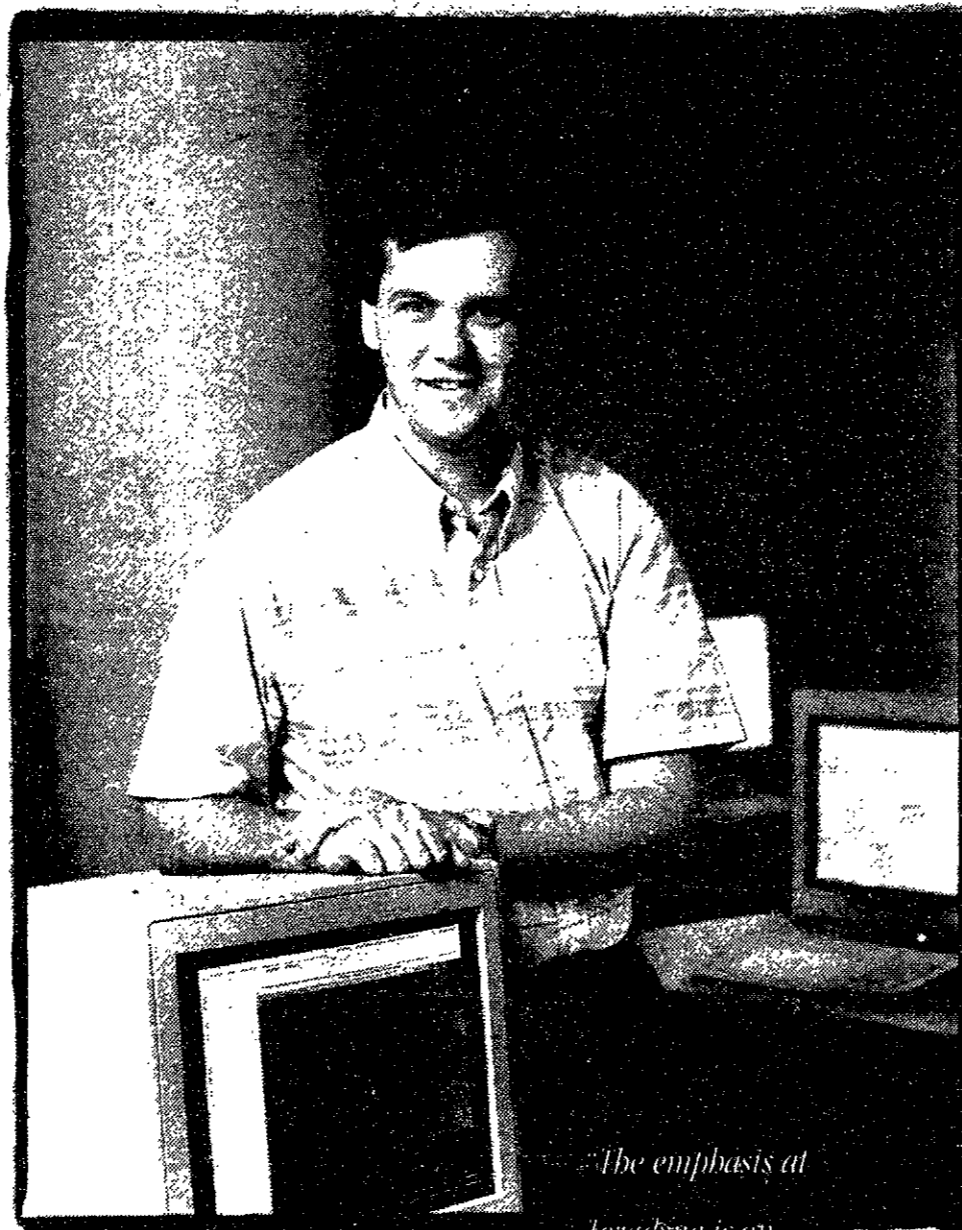
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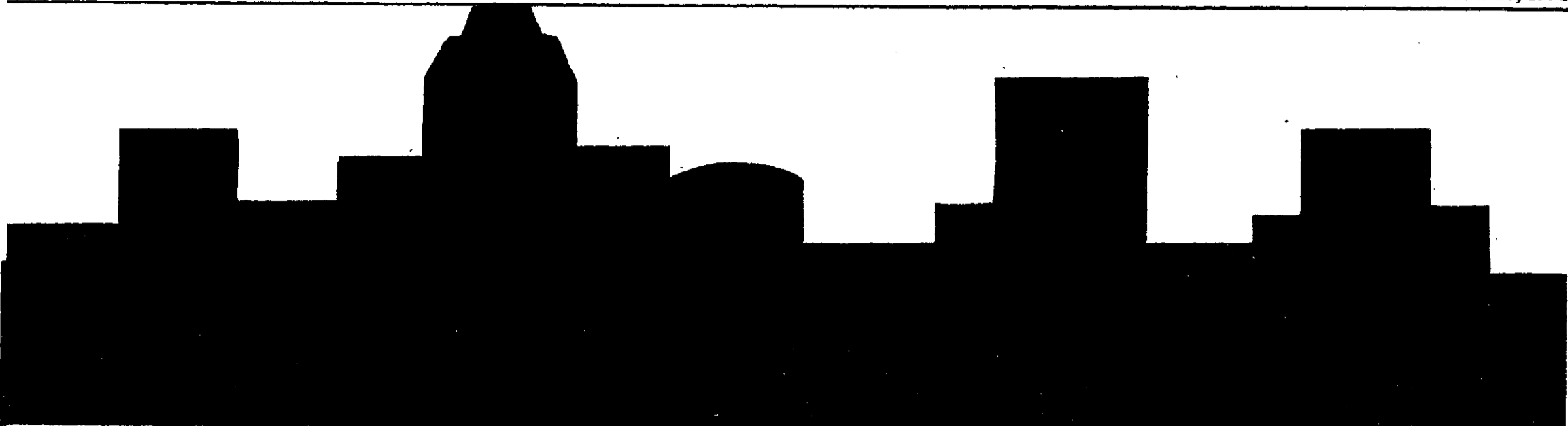


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Charles M. Vest, *President of MIT*

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Pauline R. Maier, *William R. Kenan, Jr. Professor of American History, MIT*
Margaret Marshall, *Immediate Past President, Boston Bar Association*
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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*

Sponsored by The MIT Colloquium Committee

Women Outrun Regis, Fall Behind Wellesley

By Agnieszka Reiss
TEAM CAPTAIN

In its closest meet so far this 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 its only hill immediately before the finish line.

Tranum Breaks Own Record

By Roger Crosley
SPORTS INFORMATION OFFICE

Football

Football reception records continue to fall at the hands of Roddy 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 42 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 Alix Sgouros '95 has tied the Institute record for pass attempts in a season. Sgouros 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 Eastern 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 Collegiate Football Conference for his play in the Stonehill game.

Volleyball

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

Soccer

The women's soccer team's 10 wins this season tie the squad's record for the most wins in a single season. The 1991 team also won 10 games en route to a 10-6 record.

Attila Lengyel '94 of the men's soccer team had an enormous day last Saturday. Lengyel scored all four of M.I.T.'s goals in a 4-1 victory over Western New England college.

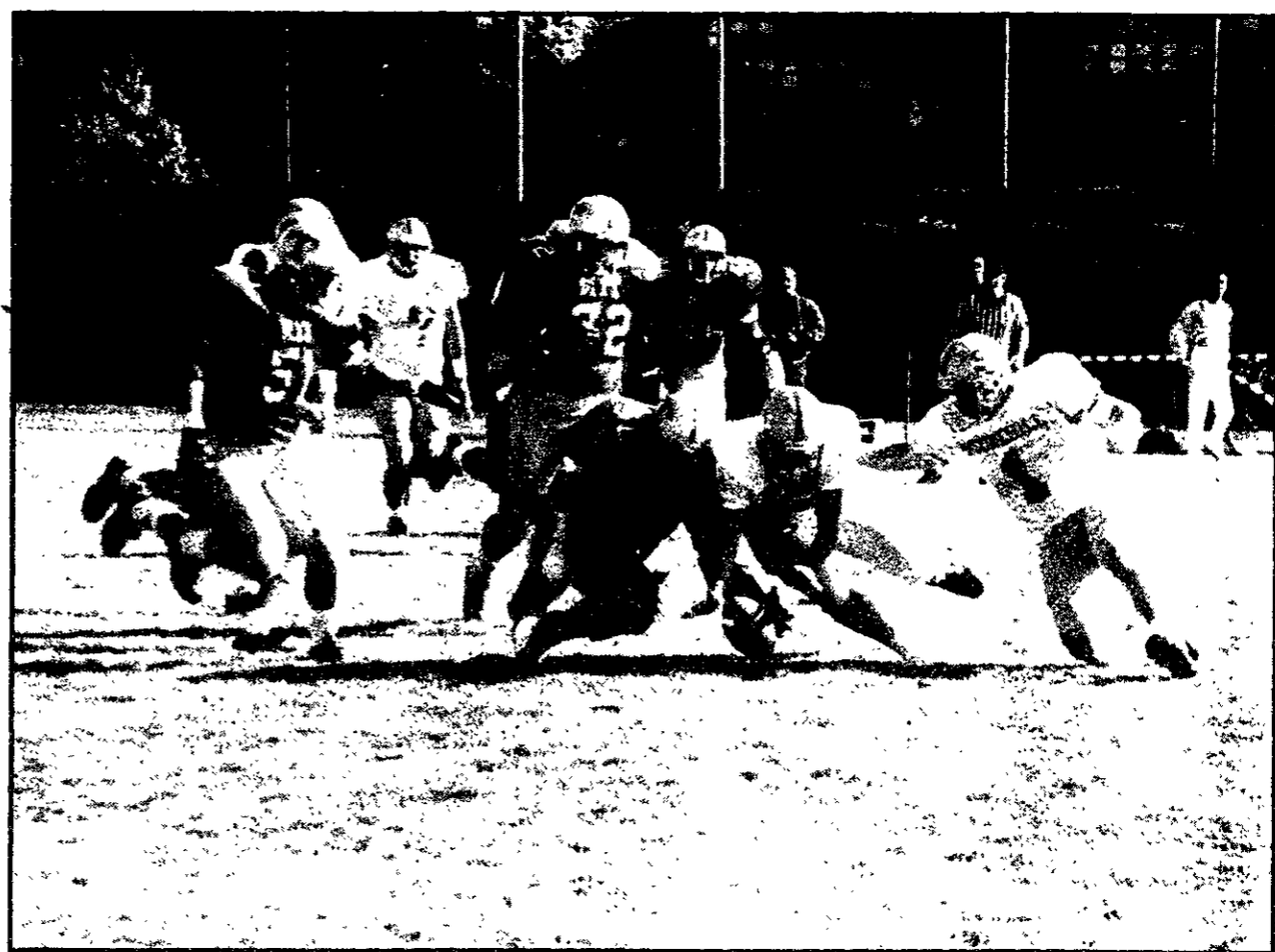
"Sure, it would have been nice to win," commented Stefanie Spencer '93, "but we gave it our best shot. We worked hard, had pretty good results, and had a good time at it."

MIT's leaders were Agnieszka Reiss '95 in 3rd place and Marjorie Delo '95 in 5th place, with times of 20:57 and 21:02. Ann Marie McAnich '96, who ran her best race of the season, was 6th in 21:20, followed eight seconds later by Spencer in 7th place.

Cynthia Mowery '95 and Gowri Rao '93 helped each other through the course and came in 14th and 16th, while Evelyn Kao '95 turned in a 20th place performance.

Coach Joe Sousa was pleased that the MIT women were "really running like a team, pulling each other along."

The MIT runners will get a chance to rest this weekend due to a cancellation, but will take on their league, the New England Women's Eight, next Saturday.



DOUGLAS D. KELLER—THE TECH

Linebacker Andy Phelps '95 scrambles for a loose ball Saturday during MIT's homecoming game versus Stonehill College. MIT fought their way back from a 21-12 deficit but in the end failed to convert a third-and-long situation and fell 21-19.



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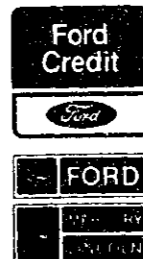
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SPORTS

Men Win Club Eights at Head

By Daniel Dunn
and Robert Bergan
TEAM MEMBERS

The men's heavyweight crew led MIT's accomplishments at Sunday's Head of the Charles Regatta when it won the club eights event with a time of 15:33.73. This victory qualifies 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' different speeds means that fast crews pass slower ones in the race to the finish line, near the Northeastern University boathouse.

Several other men's crews also competed: the second eight placed 27th, a four placed 4th, the varsity lightweight placed 16th, and the second lightweight placed 23rd.

Lightweight coxswain Nancy M. Ho '95 earned a bronze medal as coxswain for the United States national team's lightweight four. Her crew finished in 16:38.33, just

five seconds behind the Thames River Sculls' gold-medal performance.

In addition, Professor of Mathematics Hartley Rogers, Jr. placed third in the Veteran's Single. Rogers, 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 boat passed 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 J. 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 up the course, but was slowed down by a collision. Two boats entangled 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 23th in a field of 40 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 16:08.30.

Co-Captain Steven P. Wiggins '93 said, "We were satisfied with our performance, realizing our time, just six seconds behind the heavyweight's, would have earned us a bronze medal in their event."

Women Take Second

By Suzelle Tardif
CO-CAPTAIN
and Victoria Parson
TEAM MEMBER

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 Baranwal '93, Megan Jasek '94, Suzelle Tardif '93, and coxswain Candice Klug '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 Ro '95, Heather Lee '95, Alexis Black '95, Christine Macauley '94, Nicole Gotti '95, Andrea Jensen '95, Amy Swanson '95, Tracy Adams '94, and coxswain Sherry Hsiung '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 '95, Bethany Foch '93, Sabrina Bernold '95, and coxswain Kristen Breslin '95. In the other four, with a time of 21:23, were Sandie Eltringham '94, Meelan Lee '95, Barb Sigmund '92, Tiina Hameenanntila '94, and coxswain Shilpa Hattangadi '95.

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

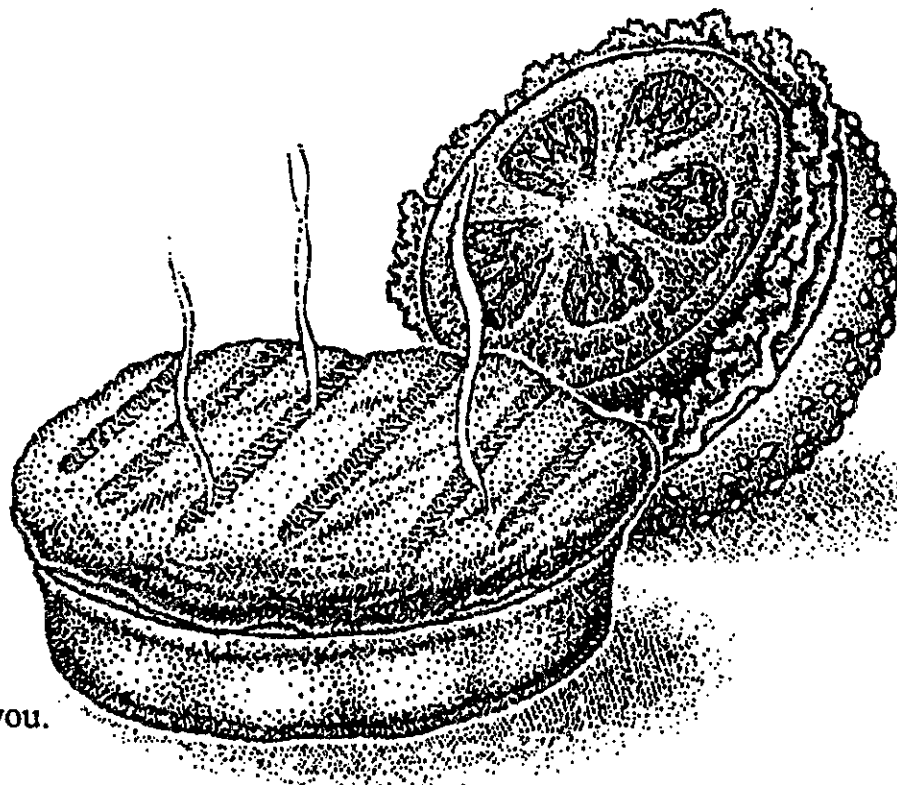
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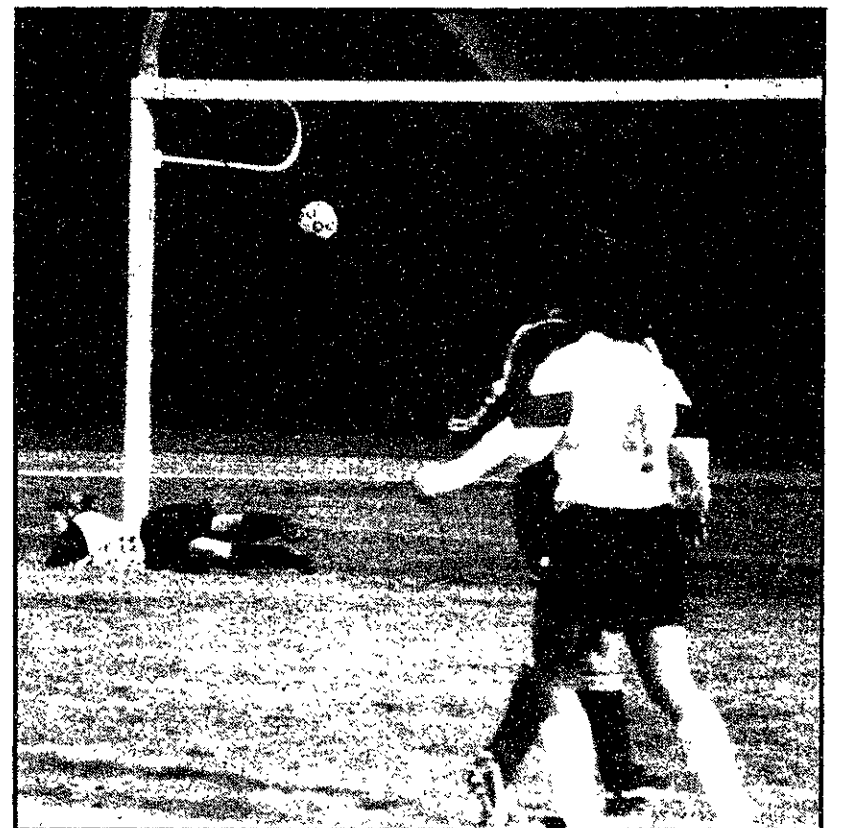
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Forward Audrey Liu '93 watches one of MIT's two goals sail past the diving Babson goalie Saturday. MIT lost the hard-fought match 3-2.

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