

Minor flaws mar new labs

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moved into the building.

Generally satisfied

One researcher complained that mistakes had been made in the design of some of the details of the labs, although in general the building was quite satisfactory. A second graduate student also found the building to be

very satisfactory, although he said that it seemed that setting it up was running "two years behind schedule." Both students found the new building to be a great improvement over the old facilities, which were large undergraduate labs converted for their use, and they particularly like the hoods in each lab.

The building is dedicated to Camille Edouard Dreyfus, who died in 1956. The dedication plaque cites him as a "Swiss born chemist and American industrialist, pioneer in polymer research and its application to industry whose lifetime was characterized by a spirit of adventure in chemistry."

Shortage of donations threatens service fund

The Community Service Fund, which provides financial assistance to MIT people engaged in volunteer service without a significant increase in donations from the MIT community.

In past years, contributions from the community have fallen short of the Fund's expenditures. In fact, last year, it was able to operate only because of several large gifts which will not be repeated.

The Fund was established in 1968 by vote of the faculty and students to keep Tutoring Plus in operation when federal funding was stopped. In the last year, it has also begun supporting several programs sponsored by Urban Action, as well as the Roxbury Photographers Training Program.

In order for the Fund to become self-sustaining, there must be a large increase in contributions from the MIT community.

The fund has two goals: first, to seek projects in which grants for equipment, supervision, administration and service can give special leverage to the efforts of MIT volunteer, second to provide seed money for innovative proposals by members of the MIT community needing financial aid. The Fund reviews proposals submitted by any person connected with the Institute, and does not limit its grants to student projects.

Recognition has been won from several outside groups. A Harvard Faculty Committee recommended the establishment of a "community Foundation" to be modeled on the MIT Community Service Fund. The Urban Coalition, in a study of urban universities, cited the creation of the Fund, saying that it "commends itself to larger universities and to public as well as private institutions."

At present, the fund is suffering from several difficulties. There is a substantial gap between expenditures and contributions, and expenditures could easily expand to more than double the present level. Furthermore, the lack of a stable financial base prevents extension of support to other deserving student volunteer programs. Regardless of its merits, the Fund will not survive at MIT without increased donations from the MIT community at large.

Contributions to the Fund are spent in several ways. The Tutoring Plus program uses the money it receives to employ parnet supervisors and a secretary from the neighborhood. This money goes directly to local people. Contributions are also used to buy equipment for the various programs. A project-oriented science room is being built for Tutoring Plus, bi-lingual educational materials are supplied to La Oportunidad, a tutoring program for children in Boston's Puerto Rican community, and photography supplies are being purchased for the Roxbury Photographers Training Program.

Some of the other specific programs that the Fund aids are Head Start, The Mental Hospital Project, which provides volunteer assistants to stat hospital rehabilitation staffs, Education Warehouse, an educational development and counseling program in Cambridge, and the Urban Action Fellows program, offering student fellowships for summertime community work, all of which are sponsored through Urban Action. The Fund also provides assistance to Upward Bound.

Nobody loves committees more than a bureaucracy, and MIT is no exception. These committees do have some real power, though, and power means the ability to produce change, such as the new calendar and pass-fail. One way to effect change is to sit on and influence these committees.

Lists of committees, descriptions, vacancies, and memberships are available from Betty Hendricks (W20-401, x2696) or Dee Allen (7-133, x6774). Look at several possibilities.

Then, by late April or early May, sign up with Betty or Dee for an interview. Selection criteria generally are knowledge of the committee, time availability and willingness to work, an indication that some form of positive contribution can be made, and special criteria which will be listed with the committee description (e.g., preference for persons of a given class). Terms last through the 1970-71 school year. For additional information, talk to John Khrowsichi (x2696, 2734, 3787) or Ed Grossman (354-6981).

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