Students and faculty must work together to
progress of the reform movement so far by
committees should solicit student input
members, must take part in MIT's self-examina-
a student role.

made sure their perceptions are accurate.
perceptions of the climate and student body.
requirements and curricula based on their
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(AIDS) has reached the MIT community. The
President Bryan Moser and the Student
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to be long and complex, but it is needed.
undergraduate education. The Institute has -tremendous unfulfilled
problems of the moment, without consider-
ning and Humanities and Social Science.
should commit themselves to this goal.

Community must educate itself concerning AIDS

The Acquired Immune Deficiency Syndrome (AIDS) has reached MIT's community. The community should respond to this news with intelligent, informed decisions and actions, not with kneejerk reaction. What response sees in much of the outside world.

Many consider AIDS as "the gay disease." Although a majority of AIDS victims are ho-
sexuals, the virus is spreading to the heterosexual community.
The HTLV-III retrovirus, which causes AIDS, has so far been viewed as spread pri-
amarily through sexual contact, contaminated drug needles and blood transfusions.
Some groups use AIDS as a reason to dis-
criminate against homosexuals. They utilize scare tactics to garner support. Some want to senselessly retaliate against people with AIDS and those who are at high risk for the disease. AIDS is a serious problem. MIT faculty, students and staff should keep themselves well-informed and realize that it is a violation of a person's civil rights to harass him because of AIDS. Members of the community should educate themselves about the disease in order
to dispel misconceptions, as well as to preserve their health.

MIT should take care to separate preventive health measures from those that are purely pu-

Students must speak out on educational reform

Students must have a voice in the current educational reform. The committees are now planning changes in the Institute's requirements and curricula based on their perceptions. The committees must include of-
official student members. Undergraduate Associa-
tion President Bryan Moser and the Student
Chairman Carl LaCombe (W20-401) and to
Chairman Pauline Maier (14N-413), HASS
Chairman Leo Marx (E51-228A), Integrated
Chairman Robert Silbey (6-225), Institute Science
Chairman Jack Kerrebrock (33-207), Engineering

opinion

Humanities, social sciences must play a greater role

MIT has begun a far-reaching review of its undergraduate education. The process is sure to be long and complex, but it is needed. The Tech applauds the initiative of the Provost's Office, the Office of the Dean for Undergraduate Education and the Schools of Engineer-
ing and Humanities and Social Science.
The Institute has evolved haphazardly over the past several years. The explosive growth of engi-
neering knowledge has led departments to cram more and more into their requirements, and faculty has become centered on educational problems of the moment, without consider-
ation of the longer term. It is high time to step back and think about the overall purpose of MIT undergraduate education.

A greater role for the humanities and social sciences in MIT education is critical. Students should take advantage of the already present excellence of the humanities department. Sci-
ece and engineering are large forces in society, and MIT graduates must be capable of making informed judgments of technical and social

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to dispel misconceptions, as well as to preserve their health. MIT should take care to separate preventive health measures from those that are purely pu-
nitive issues. Dean for Undergraduate Education Margaret MacVicar has rightly emphasized the
Woodrow Wilson's "public trust" and its obligation to consider the effects of technology on the
world.

Students need to study the relationship of technology and culture. But at the same time, the humanities department should retain "pure" humanities at its heart, and should not be over

brettions for students, available from the Office of the Dean of Humanities and Social Science (E31-234).

MacVicar welcomes personal communica-
tion. Write to her at the Office of the Dean for
Undergraduate Education (3-234) with your
views on MIT's climate and curriculum. Stu-
dents should also express their views to SCEP Committee.

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Chairman Leo Marx (E51-228A), Integrated
Program Committee.

Robert Silbey (6-225), Institute Science
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