Yale revises divestment policy

By Earl C. Yee

Last December, Yale University's visitng faculty committee recommended that all Yale students sign a petition calling for the divestment of Yale's investments in South Africa. The committee has now decided to rescind this resolution, following a review of the issue by the Yale Corporation.

The revised policy calls for a review in June 1986 of Yale's investments in South African companies which have not followed the Sullivan principles, a standard of divestment policies for companies hiring workers in South Africa.

The Corporation will review the options available to the university, including the possibility of selling all its South African investments.

Graduate housing

According to the Ashdown House Executive Committee, 1400 graduate students entered MIT this year, and only 18 percent were assigned rooms in one of the five graduate residences. Twenty-two percent of the graduate population received the office as a receptive listener and, when appropriate, an advocate of students.

The committee believed that, "given the challenges, opportunities, constraints and budget limitations," the OSDA works "effectively on behalf of the students."

It did, however, recommend that the OSDA give greater effort into the process of communicating with students. "Too many students do not perceive the office as a receptive listener and, when appropriate, an advocate of students.

Graduate housing

According to the Ashdown House Executive Committee, 1400 graduate students entered MIT this year, and only 18 percent were assigned rooms in one of the five graduate residences. Twenty-two percent of the graduate population received the office as a receptive listener and, when appropriate, an advocate of students.

The committee believed that, "given the challenges, opportunities, constraints and budget limitations," the OSDA works "effectively on behalf of the students."

It did, however, recommend that the OSDA give greater effort into the process of communicating with students. "Too many students do not perceive the office as a receptive listener and, when appropriate, an advocate of students.

Graduate housing

According to the Ashdown House Executive Committee, 1400 graduate students entered MIT this year, and only 18 percent were assigned rooms in one of the five graduate residences. Twenty-two percent of the graduate population received the office as a receptive listener and, when appropriate, an advocate of students.

The committee believed that, "given the challenges, opportunities, constraints and budget limitations," the OSDA works "effectively on behalf of the students."

It did, however, recommend that the OSDA give greater effort into the process of communicating with students. "Too many students do not perceive the office as a receptive listener and, when appropriate, an advocate of students.

Graduate housing

According to the Ashdown House Executive Committee, 1400 graduate students entered MIT this year, and only 18 percent were assigned rooms in one of the five graduate residences. Twenty-two percent of the graduate population received the office as a receptive listener and, when appropriate, an advocate of students.

The committee believed that, "given the challenges, opportunities, constraints and budget limitations," the OSDA works "effectively on behalf of the students."

It did, however, recommend that the OSDA give greater effort into the process of communicating with students. "Too many students do not perceive the office as a receptive listener and, when appropriate, an advocate of students.

Graduate housing

According to the Ashdown House Executive Committee, 1400 graduate students entered MIT this year, and only 18 percent were assigned rooms in one of the five graduate residences. Twenty-two percent of the graduate population received the office as a receptive listener and, when appropriate, an advocate of students.

The committee believed that, "given the challenges, opportunities, constraints and budget limitations," the OSDA works "effectively on behalf of the students."

It did, however, recommend that the OSDA give greater effort into the process of communicating with students. "Too many students do not perceive the office as a receptive listener and, when appropriate, an advocate of students.