Students Help in Plans to Renovate Pritchett

SIP to Join National Sorority

a decided upon, Gupta said. Since the project began last year, tucket's menu has "been in a state of flux" with student input being even into consideration, Gupta said. 'The menu will feature frappes and-'

Since the project began last year, Pritchett will be managed by a team of students and will only require about seven employees at a time to keep it running, McBurney said. "Students are very happy with the way the administration has been getting student input and actually using that input to shape Pritchett," Gupta said. "It's been a pleasure to work with the administration, he said.

SIP, AEPhi share common values

SIP, from Page 1

The decision to obtain charter- ship from AEPhi was reached by the sisters of Sigma Iota Phi and the Panhellenic Association, after AEPhi representatives visited the sorority.

"It was an easy decision for most of the sisters," Disraeli said. "AEPhi came in, answered our questions, and talked to us. I think that they impressed people with their openness and their willingness to answer questions," she said. The two sororities also have similar histories. Before becoming a national sorority, AEPhi started out locally at Barnard College with a sisterhood of seven Jewish women. SIP was started at MIT by seven women. SIP chose to affiliate with AEPhi because it was "founded on Jewish values, principles, and morals which are similar to ours," Segal said. "However, we are not any more Jewish than other [sororities] are Christian. AEPhi does not discrimi- nate, and it has an open policy." "I got involved in Sigma Iota Phi because of the people, and becoming part of AEPhi excites me because it will give us a more recep- tible name and another way to attract great people," Disraeli said.

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Play time is limited. So is cash. We won't waste either one.

In this series we have discussed topics that are at the heart of the educational process. Your awareness of them and your conscious appli- cation of them during your education can bring you breakthroughs in a premature conclusion that a better solution is not possible.

To overcome this obstacle we need to add to our basic thinking skills and techniques so that reasonable problems and conclusions the following elements of attitudes:

1. A strong desire for a creative breakthrough.

2. Confidence in our ability.

3. An expectation that many false starts may be necessary.

4. Selflessness: immersion in the problem to en- gage all our values.

5. A willingness to pursue solutions until a breakthrough is achieved.

6. Analysis of each attempt to aid in the devel- opment of insight.

Developing your thought process.

"As students of science and engineering, you have an excellent opportunity to develop your thinking processes. The tools to help us categorize and rank problems whose concepts to another student. This process provides feedback and reactions to confirm or challenge your understanding.

In summary, work on problems that have verifiable answers, articulate the central con- cepts in a few words, then try to explain (teach) the concepts. This will substantially increase your ability to derive the full benefits from your education.

For the full text of this series write


The Twin Mountains of Creativity

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breakthroughs is in a premature conclusion that a

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