

Open forum examines CIS

By Lee Giguere

An open forum sponsored by the Center for International Studies (CIS) discussed the support and content of the Center's research, but failed to address the question of whether scholars are responsible for the uses their work is put to.

While several SDS questioners attempted to raise the question of the use of research results, never broaching it explicitly, CIS members present avoided the issue, concentrating instead on the

question of their own opinions towards "Third World revolution" and their right as academics to do research regardless of their personal beliefs.

CIS Director Everett Hagen declared the purpose of the forum to be a discussion of "the work of CIS as an illustration of social science research and a discussion of what it should be." Hagen admitted that CIS does research that the SDS regards as "improper," but defended the Center's right to do so. Further,

he claimed, "some of the attacks are false."

CIS history

The CIS, Hagen explained, was set up with State Department funds in the early fifties when the USSR began jamming Radio Free Europe broadcasts. The original mission, he explained, had been a technical attempt to evade Soviet jamming. During the McCarthy period, the Center began receiving funding through the CIA because more visible funding of academic research would have been attacked. He admitted that during the 50's and early 60's, the CIS had issued classified supplements to its reports, a practice which was stopped, he said, in 1966. (A call to the office of the Vice President for Research Albert Hill substantiated his statement: MIT does not accept contracts for research whose results must be classified, even in part.)

Hagen went on to discuss the nature of social science research in a more general way. Within the CIS, he stated, research topics generally involve international problems, and have recently been giving attention to the formulation of American foreign policy and how it relates to society.

Consulting

Professor Lincoln Bloomfield followed Hagen with a brief discussion of the issue of consulting. Bloomfield read from MIT's "Policies and Procedures," which recognizes the usefulness of consulting in enriching the academic environment, while warning that a staff member's "prime loyalty" must be to the Institute. Bloomfield noted that the questions that arise are: whether such work makes the consultant a better or worse teacher, and whether there are conflicts of interest, either financial or in terms of introducing bias. Bloomfield argued that since bias was unavoidable, a scholar's duty is primarily to make his bias explicit.

Three other members of the CIS staff, Professor Harold Issacs, Amelia Leiss, and Professor Frederick W. Frey, discussed the work that they were doing at the CIS.

The first questioner addressed
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Percentages decline in admission returns

The percentage of students accepting admission offers from MIT this year is slightly lower than last year, according to Director of Admissions Roland Greeley.

Although MIT is getting a lower "yield" (around 57%), next year's freshman class will be larger than usual, with a little over one thousand members. Greeley explained that the number of admissions was "abnormally high" to compensate for the lower yield.

The larger class, Greeley stated, is the result of a "deliberate attempt" to increase the number of women at MIT. A target of 120 women has been set for the class, while the number of men has been held at slightly under 900, as it has been for the past ten years.

No statistics were available on the make-up of the class. Greeley commented that there was still a great deal of "fluttering around" as students heard from schools that had placed them on their waiting list, and the Admissions Office was

waiting before it began to examine the class make-up more closely. Greeley did say, however, that he expected the number of black students to be just under 50, somewhat lower than last year, while the number of foreign students would be about the same. He also noted that the geographic distribution would not be as broad as usual, with the percentage of students from over 1000 miles away down from past years.

Greeley had no ready explanation for the decline in MIT's yield, although he did say there were some losses due to false images of MIT. He pointed out that the Institute needs to make more effective use of its current students to help applicants get a better picture of what the school is like.

In the past several years, most of MIT's losses in admissions were to the Ivy League colleges and CalTech; however, Greeley commented that this year a slightly higher number of applicants have chosen not to go on to college. The number of students who choose to go to community colleges has become noticeable in this year. Greeley cited several cases of people who were admitted but wanted to wait a year before entering college.

Some of the reasons for the narrowing of MIT's geographic distribution were economic, Greeley felt; however, he also attributed some of the losses to "local conservatism." MIT, he explained, tends to be identified with the "liberal East" and repulses more conservative areas.



Larry Bacow '73 holds down first place in a race during New England Singlehandeds. See page 8 for details.

Photo by Dave Tenenbaum

Project set on proxy issues

The MIT administration, in consultation with the Corporation Executive Committee's subcommittee on proxy issues, has arranged for a special study project on questions of corporate "democracy, public policy and social responsibility."

The announcement of the project was included in the subcommittee's report to the Executive Committee on May 7. The report also presented a series of "initial recommendations" in the general area of proxy issues relating to social responsibility.

Professor of Management Edward Bowman will direct the study project, which is to begin this summer, and "will recruit others to assist him."

Contacted by *The Tech*, Bowman felt that the Executive Committee was looking for a fresh view of the subject. He noted that the project was not yet completely designed, and was unable to reveal any details. He did state, however, that the group, to be composed of faculty and students, would talk to "a lot of people," including other universities and shareholders, advocate groups, corporation executives, and various constituencies in the MIT community.

Responsibility

The first of the subcommittee's recommendations states: "The Executive Committee has a

responsibility to decide on proxy resolutions involving public policy and social responsibility." The Institute, it suggests "should not abstain from voting on controversial issues," and may express its views by "direct communication" with corporation management.

The second recommendation "favors the appointment by corporate boards of directors of director committees on public policy." In its third statement, the subcommittee "favors the election of individuals with diverse backgrounds to corporate boards," at the same time rejecting the notion of "special interest" representatives. The subcommittee, in its fourth comment, "sympathizes" with the concept of "additional means" for nominating board members, disclaiming specific support for any current proposal, however.

Public information

"Corporations should find new ways of presenting to shareholders more comprehensive information and data on corporate programs relating to public policy and social responsibility," the subcommittee argues in its fifth recommendation. The requirement, it continues, should "bear on all major corporations," and should not rigidly specify the content of a corporation's annual report.

The fifth statement expresses

the subcommittee's "deep concern" for "the questions surrounding the presence of American companies in the Republic of South Africa and other countries where racial discrimination is a part of national policy." While "the Executive Committee should be acutely mindful of the moral problems involved," the

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Lincoln open to undergrads

By Walter Middlebrook

"Lincoln Laboratories has just recently joined the ranks as a 'super' resource for students in the program," according to a statement released by the Undergraduate Opportunities Program (UROP).

This latest move by the program was said to have been initiated by Lincoln Lab, itself, thus making Lincoln Lab part of a program involving the different departments of MIT, Project MAC and the Education Research Center, where students have participated in research and scientific projects. According to the UROP, this is just another of many opportunities for students to have a chance to become directly involved in on-going research and professional activities at MIT.

Students who wish to get

involved at Lincoln Labs can join such programs as computer systems, space communications, detection of earth quakes and underground nuclear explosions, etc. Students wishing to participate or having questions concerning the program at Lincoln should contact Dr. Joseph Mindel, who is the UROP coordinator there.

It was also noted that participation in the program not only includes opportunities to do research but other unknown benefits. Students have been included in trips by faculty members to professional meetings in such places as California and Copenhagen. UROP has even supported students subscriptions to journals and magazines to further professional growth. Transportation between the MIT campus and Lincoln Labs for UROP

participants is being provided at no charge. In other words, funds are available to offset the direct, out-of-pocket expenses such as travel, purchase of library cards from neighboring universities, xeroxing, etc.

It was suggested by the UROP that students who wish to participate in the program next fall should make plans to establish projects now. Information about projects may be gotten from departmental or laboratory coordinators listed in the UROP Directory. When contacted these coordinators will then try to "match up" student participants to faculty members. Inquiries about the Lincoln Lab may be directed to Amy Metcalfe, Ext. 6044, who can also arrange a time for students to meet with Dr. Mindel on the MIT campus.

Announcements

- * Will owner of dog who joined cast of *Jack and the Beanstalk* last Friday evening in the mezzanine lounge of the Student Center please contact Don at 492-4313. Very important.
- * Lecture Series Committee is proud to present Carlos Castaneda, author of *The Teachings of Don Juan: A Yaqui Way of Knowledge*, to guest lecture Tuesday, May 18, at 8 pm in Kresge Auditorium. The title of his presentation will be: "A Separate Reality: The Phenomenology of Sorcery." MIT-Wellesley ID required until 7:40 pm when doors will be opened to the general public.
- * All students who hope to enter medical school in September 1972 should without fail stop at the Premedical Advisory Office, Room 5-108 to discuss arrangements for preparation of letters of reference and for assignment to a member of the Premedical Advisory Council.
- * All prints from the Stratton Collection which were loaned to students are now due to be returned. Bring these immediately to Building 7, room 145. Remember that you signed a contract for this responsibility.
- * Professor William Arrowsmith will read and discuss American Indian Speeches on Tuesday, May 18, at 4 pm in room 2-146.
- * The MIT Music Section presents A MOZART FESTIVAL on May 18 at 5 pm in Hayden Library Courtyard. The programs include: The Musical Joke, Piano Quintet K. 452, Piano Trio K. 502, Sonata for Four-Hands K. 497, and Lieder.
- * R/O week needs help orienting incoming transfers. Students interested in communicating with next year's new transfers this summer or fall should contact room 7-103 (x6771).
- * *How To Get Around MIT* needs feedback: Students, profs, employees, randoms - send in your feedback cards (found in the front of each book) with comments, corrections, suggestions. If no feedback card, send comments anyhow to room 7-103 C/o HcToGAMIT. Note: Feedback cards go to 7-103, not 7-133.
- * Undergraduates interested in participating in a summer study of the War in IndoChina please contact Jerry Meldon of SACC x2104.

Soaring gives unearthly trip

By Harvey Baker

Soaring, or gliding as it is sometimes called, is one of the most majestic of sports.

You climb aboard a relatively small powerless plane, with a two-foot wide fuselage and a wide wing span, and vinyl fabric for an exterior. The whole device, which seats two (an experienced pilot and a frightened reporter), weighs only about 600 pounds.

A two hundred foot long cord attaches to the nose of your glider and to the tail of a tow plane. As the tow plane gains speed on the runway, the glider is the first to leave the ground, and it continues to fly slightly higher than the tow plane until, at several thousand feet above ground level, the glider releases the cord and is on its own. There is no sound save for the wind.

If the glider pilot does nothing more, it will take about a half an hour for the glider to slowly wind its way down to earth and a nice, soft landing on a grassy area next to the runway. That, however, would take the excitement out of the sport, so the soaring glider sets off in search of thermals.

Everyone knows that hot air

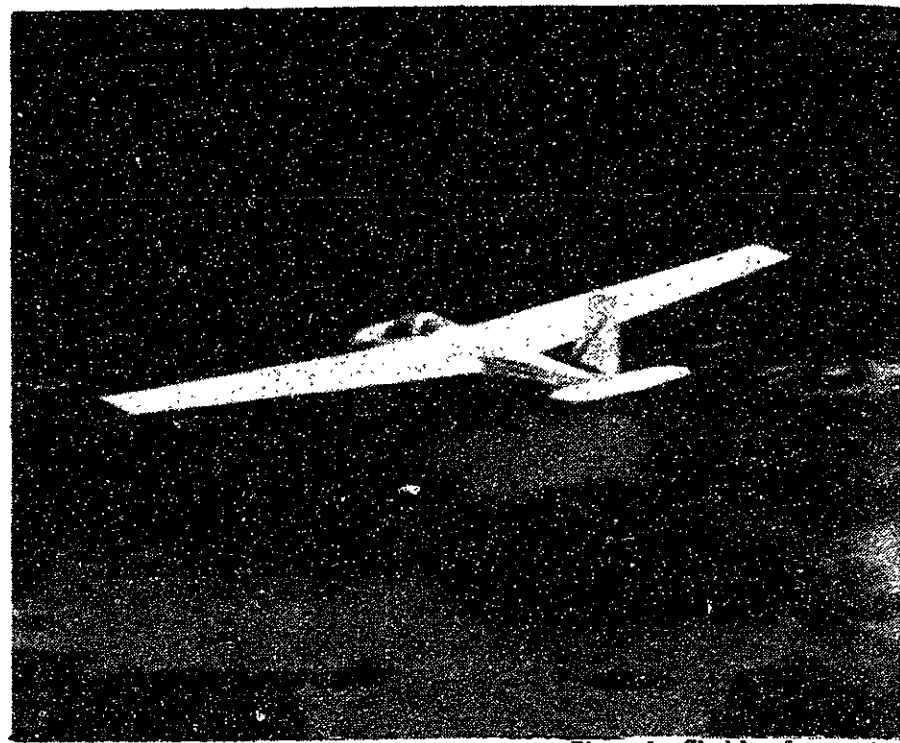


Photo by Sheldon Lowenthal

rises. Hence if the glider can ensconce itself in a conical column of rising hot air, it can spiral upward within this column, or thermal, steadily gaining altitude as fast as 500 feet per minute. In some parts of the country, and occasionally in New England, it is possible to thermal upwards at speeds approaching 1000 feet per minute. Lest one scoff at this, keep in mind that this means gaining a

mile of altitude in only five minutes in a powerless craft weighing almost a thousand pounds.

Because the weight of the crew is such a substantial part of the total weight and because the glider is designed to be aeronautically stable, those aboard feel every shift in speed and direction of the wind. You really are essentially simulating a seagull soaring over the shoreline. You feel powerless and at the same time free.

Sometimes, though, the novice in you shows, and you feel uneasy and mildly nauseous. The plane climbs or dips suddenly with the wind, and you feel like you've left your stomach behind. It takes a few seconds to catch up to you. When thermaling, you are in a state of constant ascent, and some people's stomachs never do quite catch up. Fortunately, that was not the case with your reporter, though *The Tech's* photographer, aboard the tow plane, was less fortunate.

The MIT Soaring Club is an organization of about 30 persons, mostly faculty, though there are about a half dozen students and the club is eagerly seeking more. Membership is also open to Wellesley students, and costs \$50 per year for students plus \$5 for each time you are towed up. Instruction, however, is free from members of the club.

Norfolk Airport, where the club flies from, is a little off the beaten path, but if you are a club member, wanting to soar some weekend morning, you can probably get a ride out from a faculty member who is also going.

When the weather is sunny, and there are puffy, cumulus clouds in the sky, thermals are likely to be abundant, and you can soar for hours without having to come down. And you get used to that funny feeling in your stomach after a while. In fact, said club member Tom Davis, bring a sandwich along, and eat lunch aboard the glider. You won't be sorry.

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May, 1970 - political rise and fall at MIT

By Alex Makowski

Throughout the past term many people within the Boston university community have speculated on the possibilities of a repeat of last spring's nationwide student strike. Even just a month ago some students were confidently assuring their peers that a class stoppage was a sure thing.

But the White House refrained from any gross blunders in its management of the war, and predictions that the large mass of college students would rally to the cause foundered on the general apathy and pre-occupation with learning and other such personal concerns. The turmoil stirred by events last year seems so very distant from the quiet on the MIT campus this fall, and photos or records of the May emotional pitch are incongruous.

Within the MIT community impressions and memories of the strike vary. Freshmen, of course, weren't here at all; many students were so immersed in their own anti-war efforts that they failed to grasp the significance of events around them; the "threat to the Institute" preyed on the minds of most faculty and administrators. Perhaps an overview of last May's action might be appropriate to provide some feeling for what was happening.

Nixon sent American troops storming across the frontier into Cambodia on April 30. That same day anti-war organizers reacted, scheduling addresses by Professors Noam Chomsky and Salvatore Luria at the steps of the Student Center. Chomsky blasted the government for the "rather transparent fabrication" manufactured to justify the invasion while Luria argued that "nothing is going to change US imperialist policy in Southeast Asia unless the people make it change." Another rally followed the next day - the slate of speakers included Professors Luria, Steve Chorover, Philip Morrison, and William Watson.

Over the weekend the real possibility of some sort of nation-wide student and faculty sentiment against the war emerged. Student representatives from Ivy League schools were in touch with each other; scattered schools across the country were



initiating their own strikes and actions. A Monday afternoon mass rally in Kresge attracted well over 1500 members of the community, including at least 200 faculty, as Chomsky once again attacked the US war effort in Indochina and Mike Albert returned to call for solidarity in a massive strike "to reach the people." Those present voted overwhelmingly to strike, and the stage was set for a special faculty meeting Tuesday.

In an all but unprecedented move, the faculty that day voted to cancel classes for the remainder of the week and approved two political "sense of the faculty" resolutions deploring "the growing suppression of political dissent" and calling on Congress to exercise its constitutional responsibility and end the Vietnam War. 15,000 area students rallied downtown, while a mass meeting at MIT made the first attempts at setting up some

form of steering committee to direct the strike efforts.

Freed from the constraint of attending classes, MIT students responded by the hundreds to pleas for help with political work. They fanned out over Boston, going both door-to-door and setting up tables at subway stops. Those three days later in the week marked the peak of national activity as well - the Kent State tragedy pushed hundreds of vacillating schools over the line into active protest. TV viewers those days were treated on the CBS news to a color map of the United States with the super-imposed legend "STUDENT STRIKE" as Walter Cronkite ticked off the latest developments.

By the weekend the fervor at MIT was beginning to die down. Meeting Sunday afternoon, the faculty approved a flexible poli-

cy to free students for political work if they wished while preserving classes for students who wanted to continue their normal education. Monday canvassing organizers reported substantial declines in the number of students volunteering. Only 500 people showed up for a mass meeting to discuss strike goals, and SDS members later that week were unable to muster support for attempts to "shut down MIT." "The strike was dying," noted one observer, "because there were no concrete actions, no set of demands to rally around."

Liberal political sentiment predominated, and student activity moved into a new phase with attempts to reach government officials in Washington. A central information center organized by students, faculty, and administrators in the Bush Room coordinated these and other attempts.

But the falling sentiment could not be reversed, and by Tuesday, May 19, news of the strike had disappeared completely from the front page of *The Tech*, displaced by articles on Ted Kennedy's Kresge address, a report on the first discipline hearings on the occupation of President Howard Johnson's offices, speculation over Johnson's coming address on the special

labs, and news of recommendations for development of the Simplex site.

Perhaps it is ironic that the final major act of the May strike was the creation by the faculty of a vacation the following October to allow students the opportunity to participate in political work for the upcoming elections. Responding to the massive outpouring of student sentiment earlier in the month, the professors who supported the proposal saw themselves as responding to student desires. But by October political sentiment had ebbed completely, and few MIT students cared to participate.

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MIT - future progress?

By Alex Makowski

For many years now it's been customary for *The Tech* to select a new editor-in-chief once a year, and equally customary for the outgoing editor to set down his own thoughts on the Future of the Institute.

Newspapermen allow themselves this quasi-conceit because they, more than any student, most faculty, and quite a few administrators, have a reasonably good grasp of what goes on here. Their beat is the entire campus, from the D-labs and the CIS to the dorms and student meetings, from classrooms to administration offices to the food that gets served on commons. It's a unique perspective, and from this perch a lot of the things that happen at MIT begin to fall into place.

Two and a half years ago anti-war students and faculty set up a sanctuary in the Student Center for an AWOL GI; next was the March 4 day of conscience, and the subsequent spring marches and demonstrations against war research. Fall, 1969 - the anti-war research feeling took on an ominous tone, and while the campus united for the moratorium against the war, leftists planned the November Action disruptions that marked the peak of radical agitation. During the winter the expulsion of UAP Mike Albert raised another political storm, but by spring the far-left sentiment had fallen off drastically. The May Strike was traumatic, but this fall MIT students rejected completely all attempts for political action.

These political events are convenient landmarks, dates for the community to hang memories on. And no doubt the events were significant to the Institute, forcing profound debates about what MIT's political role should be. But passing months have shown just how transitory political interest can be. A year ago the faculty readied a week vacation for October so students could actively participate in the electoral process; this fall no one cared enough to take advantage.

The only common concern MIT students have, after all, is their education. A small minority is indifferent to the war; many couldn't care less what the janitor's get paid; men in fraternities don't care about commons or the problems within the dormitories. On the other hand, every student each day must face up to his education, whether he gropes for relevance in his science courses, suffers through a problem set for an engineering subject, listens to a boring humanities teacher, or wonders why he's paying \$2500 a year to cut half his classes. True, only a few students have made the effort to seriously examine MIT's educational policies. Yet the fact remains that education is the sole link among MIT's 3600 undergraduates.

What developments have there been in this direction during the past two and a half years? Without a doubt, that period has seen many en-

couraging reforms, and it's not too trite to remark that there's still a long way left to go.

Much of the improvement has been in the programs for the freshman year. On a broad scale there have been the Experimental Studies Group (ESG), the Unified Science Studies Program (USSP), and the recently announced Concourse plan. Truly imaginative in their attempt to break the standard first-year mold, the programs have demonstrated the possibilities for innovative educational thinking. The success of the pass-fail experiment (though neither students nor faculty seem to be using the evaluation forms to their fullest potential) was another overall development.

Why hasn't this change been matched in the upper-class years? Three-fourths of our undergraduates are still chained to letter grades, and too many departments still expect that their students will be satisfied with whatever required degree program the faculty establish. The system has given a little - unspecified degree programs were created within both engineering and science, so imaginative (and courageous) students can plan their own education - but not too much seems to have been improved.

Two factors

Two factors rise above all others to explain this. First, as noted many times during *The Tech's* past year, MIT is too pre-occupied with research. When a school's positions are staffed by career professionals instead of teachers (and there often is a marked difference), educational concerns are bound to rank too low on the "most immediate" list. The recent appointment of Wiesner and Gray suggests that some change in this institutional attitude may be coming, but it's difficult to be genuinely optimistic unless the second factor is improved.

For a major reason behind the lack of progress has been the absence of student pressure. As noted earlier, barely one or two dozen undergraduates are sufficiently informed on educational issues to debate faculty and administrators on the value of their ideas. On the departmental level, where action could be most effective, the number of serious student educational groups numbers below half a dozen.

Degree and career

Too many students, it seems, lose sight of their education from gazing ahead at their degree and career. Few will be willing in the future to settle for a boring job, though most are satisfied for now to accept three years of presentation that often strikes them as neither stimulating nor relevant to their own goals. This apathy is probably a product of present pressures from society for all young men and women to attend college. Perhaps if the universities were filled with people genuinely interested in scholarship students would be much more demanding of their faculty.

For the near future, though, educational activists must work with the students at hand. The key task is to get undergraduates thinking about the possibilities for improvement, awakening them to the need for better programs. Every department should have an undergraduate group to measure faculty and curriculum effectiveness and complain when educational concerns get short-changed. Such groups would maintain close contact with both the department chairman and the faculty as a whole. Such groups are the best way students can protect their undeniable educational interests.

This pattern illustrates the possibilities for students to improve the flaws at MIT. Undergraduates must be united around such issues that clearly affect them as commons or housing. As of yet there has been no mass student effort to tackle education or these two issues, and until this movement comes the chances for important changes will likely remain poor. There is no guarantee, of course, that the administration or faculty will respond, but there have been significant instances in the past of the people in power here reacting favorably to student suggestions.

Over the past few years there has been a remarkable shift in the status of students here. Faculty have awarded some equal status on committees; administrators are more likely to listen to students who come with ideas. But the key to improving MIT is the awakening of student interest in their education and living conditions and the emergence of student groups to press for reform.

'A Yaqui way of knowledge'

By Bruce Schwartz

At the request of the Lecture Series Committee, I undertook this past weekend to review Carlos Castaneda's remarkable book *The Teachings of Don Juan*. LSC's motive in having me do this was to get publicity for Castaneda's appearance in Kresge tonight; mine was idle curiosity. I hope LSC is satisfied with this column; I certainly am not. The book has left me stunned, confused, a little awed, and a little angry. I will explain.

Subtitled *A Yaqui Way of Knowledge*, the book describes the "apprenticeship" from 1961 to 1965 of Castaneda, then a UCLA graduate student in anthropology, with Don Juan, an old Indian *brujo*. The Yaqui are one of several tribes of the Southwest who practice peyote culture, using hallucinogenic plants to induce states of altered consciousness which Castaneda calls "nonordinary reality." *Brujo* translates variously as sorcerer, medicine man, curer - but the meaning lies outside our language. Don Juan in his own terms is a "man of knowledge," and additionally a *diablero*, allied with the power contained in the magic mushroom *psilocybe*, and able to turn his body

into that of a crow, and to fly through space irrespective of gravity and time.

As his apprentice, Carlos Castaneda was to learn all his secrets. In the process he would have to come to terms with himself, and find a unique way of life for himself, "the path with a heart."

I know this reads like gibberish. I don't really understand it myself. That, I suppose, is the point: in the teachings of Don Juan we are granted a glimpse, and only a glimpse, into a world whose structure is radically different from anything we have encountered in our Western culture. Modern psychology had demonstrated that reality as perceived by the mind is structured to fit our preconceptions, and that these are culturally bound. The limits of our experience are defined not only by the physical limits of our sensory apparatus (e.g. we cannot see ultraviolet light) but by the conceptual limits of our minds, especially as structured by our language. For Don Juan's ideas we have no words, and those Castaneda provides are inadequate - but tantalizing.

Castaneda approaches his subject from two viewpoints: that

of the anthropologist and that of the spiritual seeker. His adventures in search of "knowledge" occupy the first three-quarters of the book, and, if confusing, are nevertheless fascinating. He describes the four years from his introduction to Don Juan to his abandonment of the apprenticeship: a victim, as he puts it, of "the first enemy of a man of knowledge." Fear, of the visions induced? revealed? by the drugs.

His apprenticeship involved strenuous physical and emotional discipline in performance of exactly specified rituals involving the use of peyote buttons, Jimson weed (*datura innoxia*, also called "devil's weed") and *psilocybe mexicana*, the magic mushroom. With the first Castaneda encountered an anthropomorphic *Mescalito*, green-faced with many warts and a strawberry-shaped head. With the second he left his body; with the last, he became a crow. At this point he grew afraid and broke off - at least in this book. (A second book, *A Separate Reality*, is now in print and may have some of the answers.)

What is missing is an appraisal of what it all means. Were the visions real, or only hallucinations? Were they real only in the sense that Don Juan and Castaneda (when on the drug) believed they were real? Or do they have "objective" reality? Castaneda asks Don Juan whether he really turned into a crow other men could see. Don Juan never answers in our terms; Castaneda is also silent - except perhaps in the last section of the book, a dry, "scientific" structural analysis which betrays the Western mind of Castaneda, which seems to treat it all as illusion. Such an attitude seems condescending to Don Juan. I hope Castaneda will be able to clear up a few questions tonight.

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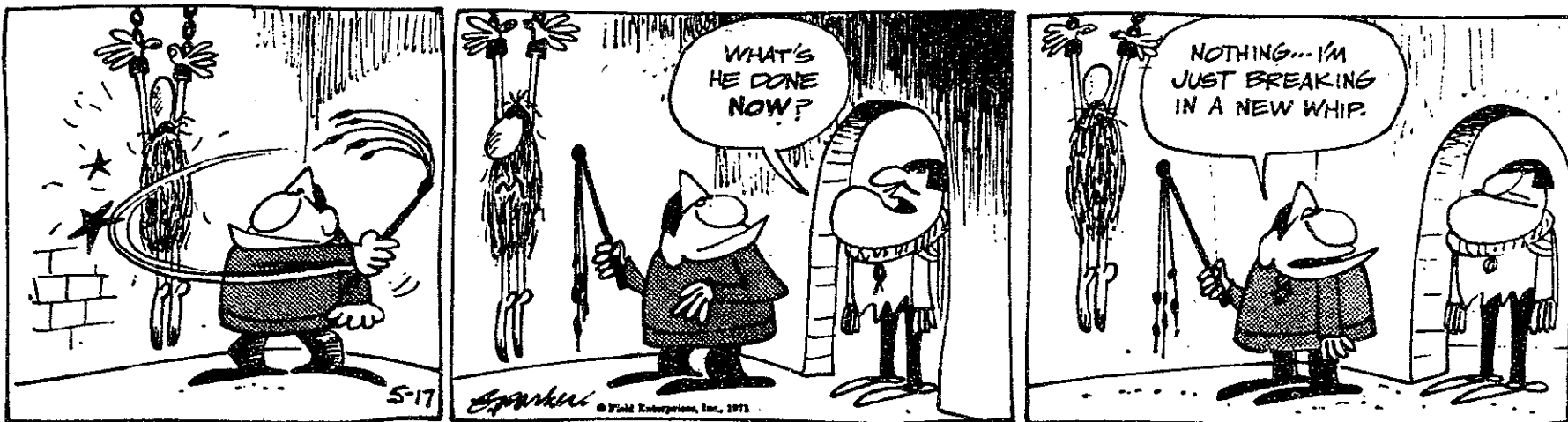
Photography Staff	Roger Goldstein '74, Dave Tennenbaum '74
Washington Bureau Chief	Pete Peckarsky G

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The Tech regrets to announce the resignation of Harvey Baker '72 as News Editor, for personal reasons.

THE WIZARD OF ID



The Wizard of Id appears daily and Sunday in *The Boston Herald-Traveler*.

Books: Technique
 Concerts: Doc Watson
 Theater: Rosencrantz and Guildenstern

entertainment

Tuesday, May 18, 1971

Theater: Rosencrantz & Guildenstern

By Lee Giguere
 Tom Stoppard's *Rosencrantz and Guildenstern are Dead* earned for its author praise as a new American playwright when it was first produced less than three years ago. The MIT Community Players are now presenting Stoppard's highly-acclaimed play in the Kresge Little Theater.

Rosencrantz and Guildenstern was written by Stoppard to fit, as it were, between the lines of Shakespeare's *Hamlet*. Stoppard took two minor characters from that play and used them to explore the crises of identity and death as they are faced by modern man.

John Archibald (Rosencrantz) and Bob Burke (Guildenstern) performed well in the difficult roles. Rosencrantz and Guildenstern never leave the stage and much of their dialogue is quick and confusing. Archibald's Rosencrantz is appropriately phlegmatic and played well against Burke's sanguine Guildenstern. Their interpretations of the two confused, stumbling young men compare favorably with an earlier professional performance.

Kenneth McDonald, as the Player, delivered his lines well, with a booming, "theatrical" voice. The remainder of the cast turned in well-honed performances. Only Joe Posey's Hamlet seemed inappropriate: Posey

appeared much too old for the role as a contemporary of Rosencrantz and Guildenstern and seemed to be a distraction. Unfortunately, the costuming for the play was erratic in that while Rosencrantz and Guildenstern were dressed in sixteenth century garb, the "tragedians" appeared in modern dress. In addition, Hamlet initially appears in a tunic and tights, while in the final act he dons a suit. The disparities seem to have no connection with the play. The MIT players might have chosen better if they had been more consistent since the discontinuity adds little to the production while it can be distracting to the audience.

However, this generally well-done production of Stoppard's play deserves attention. Stoppard has tried to focus on the dilemma of life and death. Rosencrantz and Guildenstern wander about, seeking to find some "purpose" for their lives. They have received "a call in the night," but neither knows exactly who he is or what he is doing. In the end they are forced to face death, but not as an event, only as the end of existence — "then you're there and then you're not."

The play is not reassuring. Rosencrantz and Guildenstern's lives are but a footnote in *Hamlet*. They come and go insignificantly and they die for no purpose, without drama or meaning. Stoppard has taken them out of *Hamlet* to explore their insignificance and seeming meaninglessness.

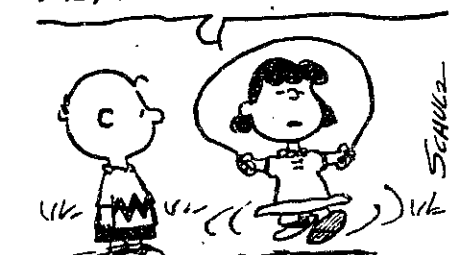
Truer words were never spoken.

If you are a senior and want pictures of your friends, I heartily recommend it. Otherwise, stay away, unless you'd like to take it for long walks at night so it won't spoil your rug.

"This has been my sixth year making yearbooks, and to tell the truth, I'm rather sick of them. The concept 'college yearbook' is terribly bourgeois, symbolizing decadent society."

Truer words were never spoken.

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Doc Watson: Bluegrass

By Jay Pollack

Listening to bluegrass music can be a strange experience for someone who hasn't heard it before. Many people scoff at the "hillbilly music" without realizing that some of it is far better performed than the average Tom Jones or Three Dog Night music. But, people do shy away from it. Maybe it is because the people who sing it have funny drawls or they still wear white shirts when they perform or they don't say anything stronger than "heck" or they tell corny jokes. If a country performer says that there was plenty of grass at a festival, it will probably mean that it was held in a very green field. And if someone mentions a double meaning to that, he might not know what you are talking about. But, although the personality of the performers may show up in the words of the songs he does, that doesn't mean that he can't play an acoustic guitar or a banjo better than anybody on the top-40 charts of the popular radio station.

Last Friday night at Sanders Theater at Harvard, Doc Watson appeared with his son Merle to play some of the finest bluegrass and country folk music around. Their flat-picking guitar styles are virtually unmatched. And Doc's voice, while not tremen-

dous, is 100% pure and as clean as you could want. The selection of songs might have been surprising to the uninformed: many of the old country blues he does have been redone by popular groups, but Doc's versions are just as valid, and, because of their simplicity and honesty, probably even more so. After all, this kind of music has been around for far longer than any other type of contemporary music. And the folk songs Doc does are largely traditional songs, originally sung by farmers working in the field or by workers in the mines and on the railroads. They are songs by the people. And Doc Watson does them as one of the people.

Merle and Doc played their best for the audience on Friday. Doc Watson has far more talent in his simple singing and guitar-picking than whole groups who pack large auditoriums every night. Yet he, as do most country and bluegrass performers, plays to small audiences. It's really too bad how values in music have become distorted and loudness can become equated with goodness. Doc Watson can show you that that's not true.

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Consent and Advise



These two freshman advisors asked to be excused for a year while they get used to their new jobs.

Jerry and Paul represent two reasons why we need your help next year. So far we have firm commitments from 135 faculty and staff and tentative commitments from another 15. But we still need an **additional 35-40 advisors** to meet our goal of assigning to each advisor no more than his preferred number of freshmen.

This is an important goal. It would mark the first time that all freshman advisors could have the opportunity to be maximally effective by their own criteria.

If you would like to get to know a few freshmen well, to update your knowledge of the increasingly diverse freshman curriculum, and to support your colleagues in this important activity, please volunteer **now** as a freshman advisor for next year.

Hale V. Bradt, Chairman
 Peter Buttner, Executive Officer
 Freshman Advisory Council
 Room 7-103, x6771

Forum views CIS projects

(Continued from page 1)
 himself to the role of the CIA in funding the CIS, citing *The New York Times* as reporting that the CIA had contributed \$300,000 to set up the CIS. Hagen replied by saying that while the CIA's involvement in the internal affairs of other countries was "immoral," it did serve a useful role in collecting information. Currently, Hagen stated, the CIS receives 60% of its funds from private sources and less than 40% from the government, including such departments as Health, Education and Welfare.

Repressing rebellion
 Neil Goldstein, an SDS member, followed by asking Bloomfield whether his work would "contribute to repressing rebellion." Bloomfield replied that his books didn't say rebellions should be suppressed. In some conflict situations, he said, rebellions should be encouraged. His interest, he continued, is in the means of preventing wars in the future, many of which would be wars between states and not "romantic" guerrilla insurrections.

GROUP TO STUDY PROCEDURES FOR VOTING PROXIES

(Continued from page 1)
 subcommittee report argues that the issue is too poorly understood "to warrant support of specific proposals for the withdrawal of American companies."

Further study
 In almost all areas, the subcommittee's report calls for further study, looking towards the results of Bowman's project.

The report also notes that Walter Milne, Assistant to the Chairman of the Corporation, "has been designated for centralizing the handling of information, queries, and proposals bearing on corporate proxy issues related to public policy and social responsibility." When the subcommittee was originally formed, it was felt that the creation of a full-time on-campus office to coordinate discussion would serve to facilitate the participation of the community in the discussion of these issues.

"Perhaps man will learn not to answer what is primeval in his blood, but rather to heed what is divine in his humanity."

—Richard Nixon

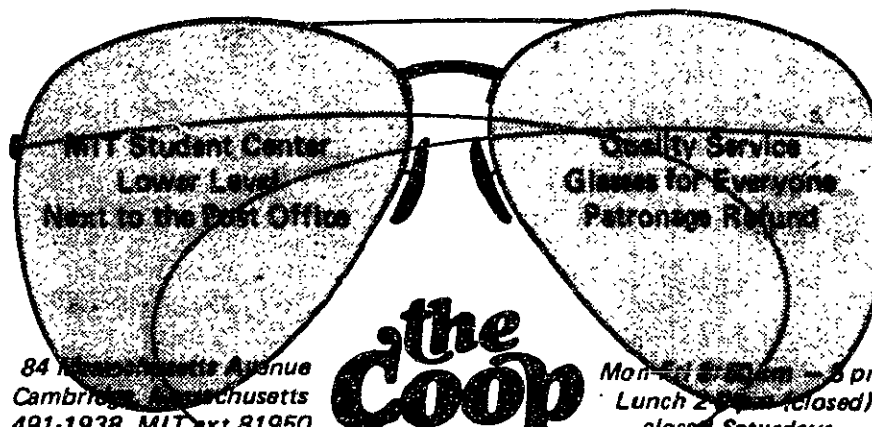
The first questioner argued against the Center, saying that the expertise developed there is sold to those who can pay for it and they "have only one policy." Hagen's only reply was that research at the Center could not help but increase the expertise of the researchers and their ability to consult.

Associate Professor of Mathematics Richard Dudley argued

that there ought to be "a broad spectrum of permissible views" in the Center. Isaacs replied that the people at the Center "have always been an extremely diverse group." Bloomfield stated that there are people with Marxist views at the Center, and Hagen added that this was true particularly if graduate students were considered.

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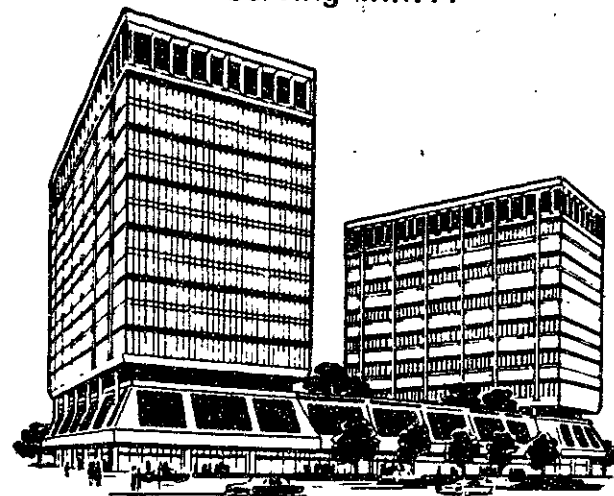
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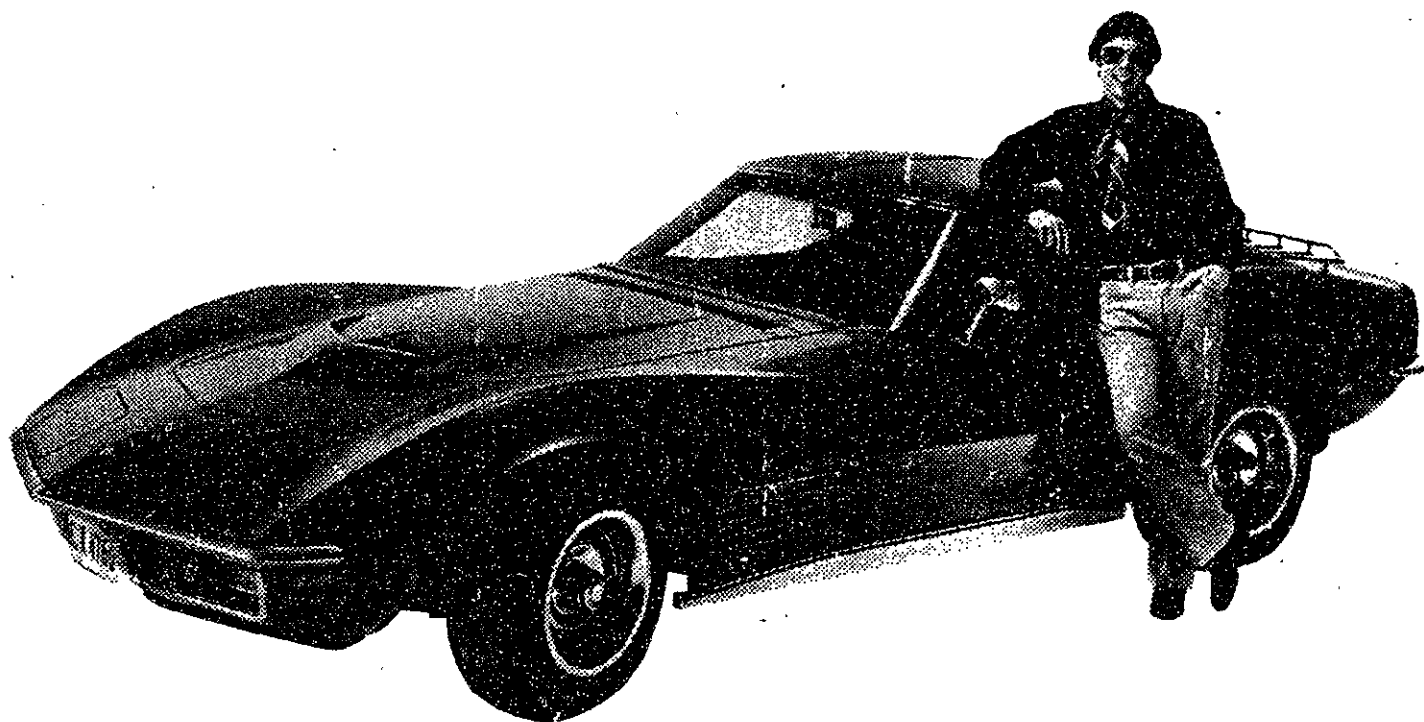
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Cochi sets new career mark

MIT's lacrosse team finished its season on a low note Saturday, with a 16-7 loss to UMass on Briggs Field. The team's overall season record is 5-9. However they posted a winning 5-4 record in the Northeast division, which includes all lacrosse teams except Brown and Harvard.

UMass' win is in part due to the fact that they were able to keep MIT's star scoring threat, Steve Cochi, completely away from the nets. This was the first time in Steve's intercollegiate career that he had been held scoreless.

Cochi, now a sophomore, is the first person in the history of MIT lacrosse to have played on a varsity team as a freshman. Coach Ben Martin recognized his potential early last year, and was proven to have made a wise move when Cochi scored over 50 points last season (a goal and an assist each count one point). In 14 games this season, Cochi scored 43 goals and 27 assists.

Thus, in his two years as a

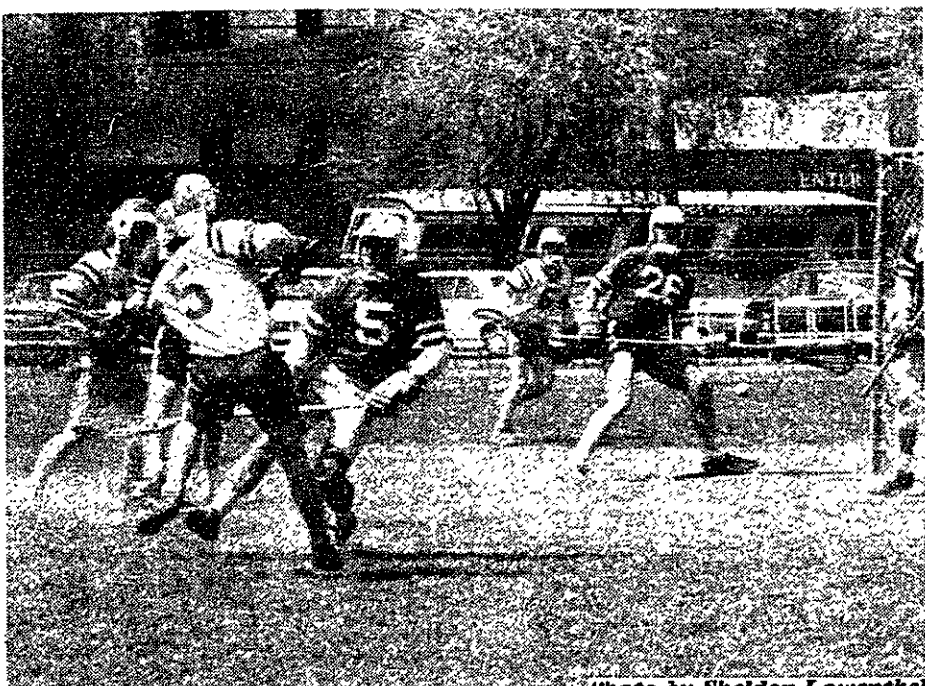


Photo by Sheldon Lowenthal

varsity suckman, Cochi has broken every MIT single season and career scoring record. Against Tufts this year Steve scored 8 goals and 4 assists, for 12 points, to cop the record for most points in a single game. His new career point record total of

121 is 16 over the previous record of 105.

Cochi, 5'7" 145 lb., shown here in the white jersey wearing number 5, plays inside attack in MIT's aggressive style of play, and is a strong candidate for All-American honors.

INTERACTIVE LECTURES

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by Prof. Lynn Margulis, Boston University

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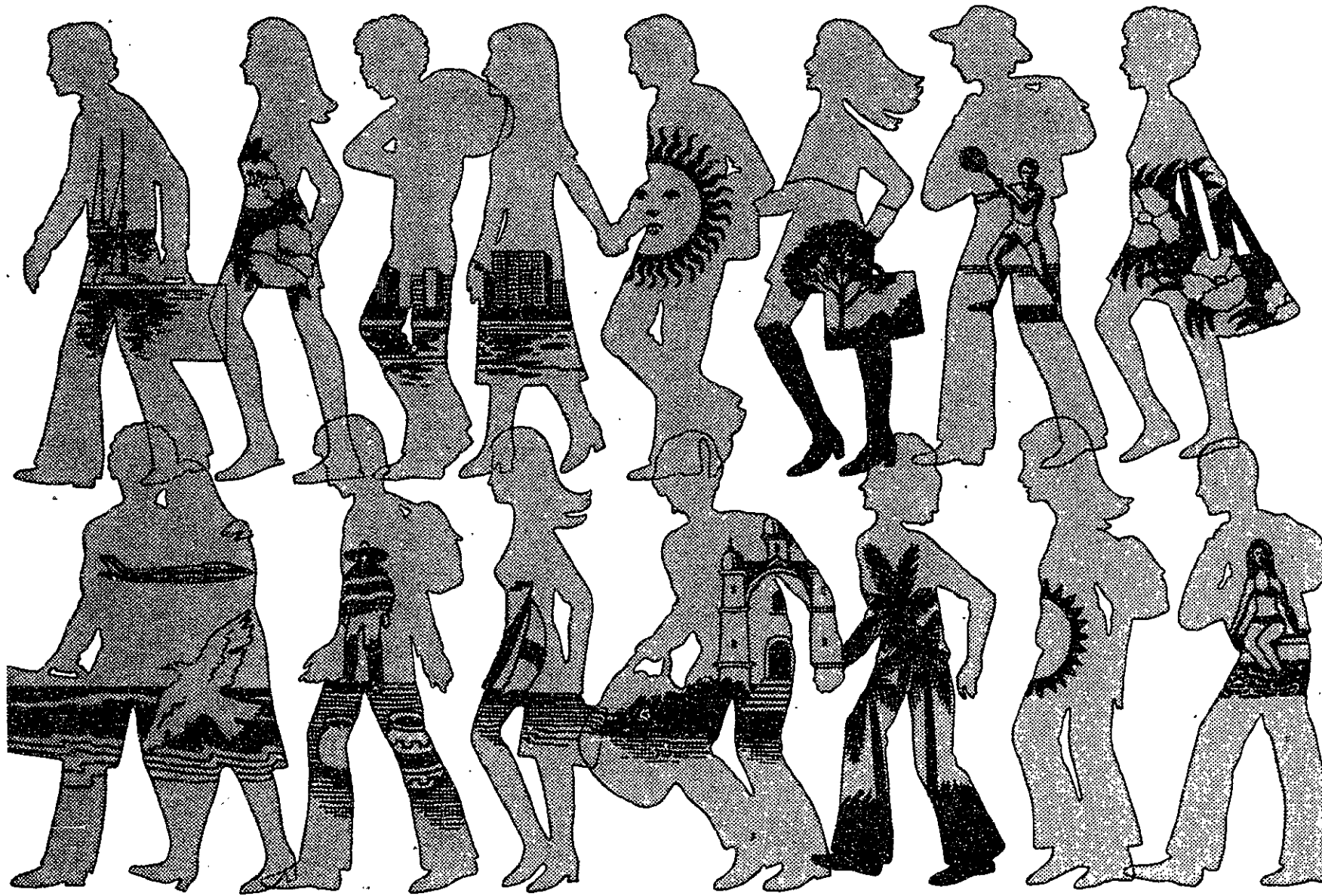
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LOST: Blue nylon windbreaker with MIT shield, contained pair of prescription sunglasses. Removed from MIT Science Fiction Society Library Friday night, 7 May. Contact Managing Editor, *The Tech*.

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The Tech Sports

Frosh crew improves in close row with SU

By Brad Billetdeaux

MIT's freshmen heavyweight crew showed tremendous improvement Saturday, finishing one length behind winner Syracuse in a three-school regatta. The Tech frosh led for over 900 meters of the 2000 meter contest rowed at Dartmouth. The big Green followed MIT by two lengths.

A week ago at the Eastern Sprints, Syracuse was third in the freshman event, behind Navy and Harvard. MIT had been eliminated in the morning heats. Thus in just one week of practice, the Engineer first eight has moved from the last echelon of eastern crews to the tank of serious contender.

MIT showed depth in that the second frosh eight also finished ahead of Dartmouth. The strong squad from Syracuse also won that race.

Tech's varsity crews fared worse, as both the varsity and second varsity eights were plagued by sickness. Jere Leffler '73 who stroked the crew up through the Sprints was out with

an injury, and replacement stroke Bob Wilson '71 had rowed at 6 all season. Dartmouth, a finalist at Worcester, was overpowering, understroking both MIT and Syracuse while winning going away. The varsity led in the early stage of the race and seemed to move up on Syracuse at the end, but the boat hadn't rowed together enough to be a match for the fast competition.

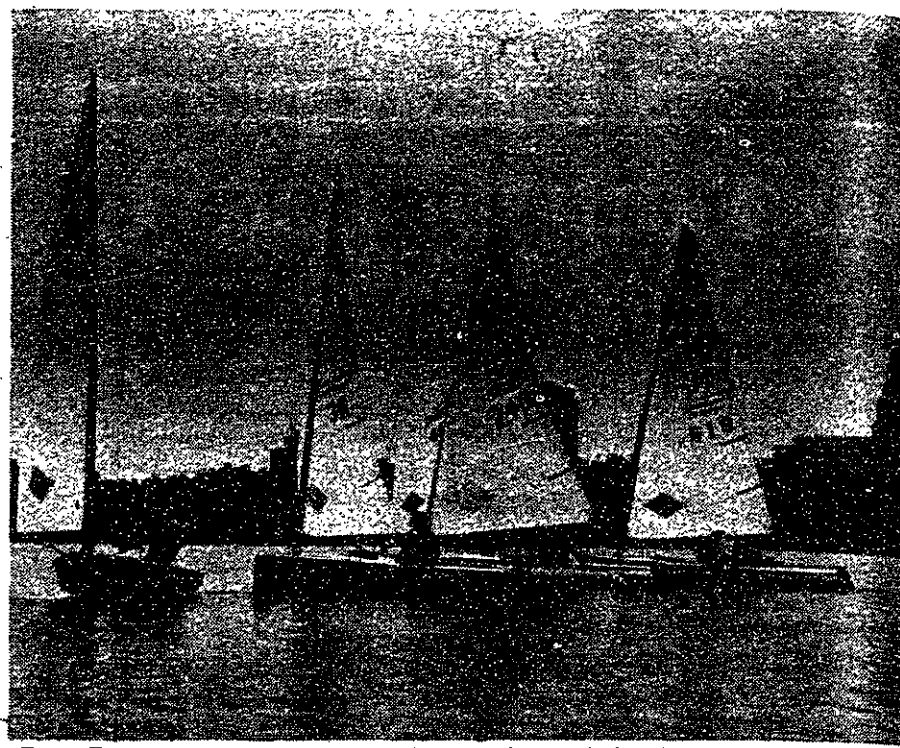
Tech bested a second varsity for the first time this season, made up primarily of lightweight oarsmen who had finished their season. However three of the men turned up ill on race day. They still proved competitive, leading for fully half of the race before being overtaken by Dartmouth, who won in the exceptional time of 5:38.7.

The US Intercollegiate Championships are next for MIT's heavy crews, to be rowed on June 19 at Syracuse, NY. MIT finished second in a field of 16 crews last year in the varsity four-oared competition.

Women sailors first at CGA

MIT's varsity women's sailing team headed into the home stretch of their season this past weekend, as they finished first of six schools in a regatta held at the Coast Guard Academy. Kathy Jones '71 was low-point skipper in A-division, and Maria Bozzuto '73 finished second in B, only one point behind the leader. Karen Giroux '73 and Lynn Roylance '72 crewed for Kathy and Maria, respectively. Halfway through the regatta the women were tied for third place, but moved up from there with some fine sailing.

In the men's New England Singlehanded finals, Pete Nesbida '71, Tech's only qualifier, finished seventh. Larry Bacow '73 narrowly missed gaining the finals, as Henry Bossett of URI and Abbott Reeve of Harvard qualified for next month's Nationals.



Five Finn class boats round the reach mark in the third race of the New England Singlehanded Championships. The finals and semifinals were held at MIT last weekend. Photo by Dave Tenenbaum

Thinclads sixth in Easterns

By Mike Charette

The MIT track team took sixth out of 17 small colleges at the Eastern Sprints, Saturday, held at Brandeis. Tufts, followed by Springfield and Coast Guard, took the team honors at the meet.

MIT's only first place came in the freshman mile relay, which was not entered in the team totals. Keith Killough (440), Stan Reed (220), George Chiesa (220), and Tom Hansen (880) combined for a time of 3:38.5.

Ace weightman Brian Moore '73 gave the Engineers 8 points by taking a second in the discus (155'7"), a third in the shot (49'10") and a fifth in the hammer (153'6").

Sophomore Dave Wilson produced a good 14'9" effort in the pole vault, but had to settle for a

second place, losing to Kathisch of Southern Connecticut, who vaulted 14'10 1/2". Bob Tronnier '73 took second in the high hurdles with a time of 15.0, just being nipped at the finish by Tufts.

In the triple jump, Yaw Ako-

to '74 finished fifth with a 43'8 1/2" leap, while Walt Gibbons '73 also took a fifth in the high jump (6'2").

The track team will hold its final meet of the season today on Briggs Field at 3:30 pm against Coast Guard.

Diamond nine take pair; season record now 8-7

The Tech varsity nine exploded for a total of eighteen runs over the weekend and came through with some excellent pitching to win two games, downing Lowell Tech and Trinity. The victories raised the Techmen's record to a fine 8-7.

On Friday the squad took a tough 12-4 Lowell Tech squad. Lowell's pitching ace Mike Camuso was slated to face Tech's Al Dopfel in what was expected to be a pitching duel. A Lowell error, Ken Weisshaar's triple, and a fielder's choice, however, gave the Engineers a two-run lead when they took the field in the bottom of the first. Costly Tech errors allowed four Lowell runs to cross the plate, though, making the first inning score 4-2.

MIT picked up one in the fourth, and in the fifth Dopfel led off with a walk, Rich Roy sacrificed him to second, and Dresser scored him with a blooper to left. Alert base-running by Dresser and Steve Reber's well-executed squeeze play put the Techmen ahead to stay. The final score was 9-5, with Dopfel picking up fifteen strikeouts.

Against Trinity on Saturday, Chuck Holcum went the distance on the mound, as Dresser, Dopfel, and Weisshaar combined for seven hits and four RBI's to lead the team to a 9-2 victory.

Tech started slow, going three innings without a hit, but scored four in the fourth on key hits by Dopfel, Dresser, and Kevin Rowland. Runs in the fifth, sixth, and seventh put the game out of reach.

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