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EXPERTS AGREE: WORLD COMING TO END



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The MIT Experience Excludes Exploration of the Social Environment

by Gregory Floro

One of the more common assumptions of an MIT education is the concept of its relative worth. For many of the students, the pressure to succeed in their careers has impressed upon them a need to upgrade their economic potential as valuable workers. Starting with education, there is often a deliberate but tacit acceptance between students and their teachers to view MIT as a center geared toward supplying industry with trainees in all fields. The concept of worth appears in the education supplied; four years of training are used to create model workers with attractive futures in business, engineering and science.

With the intent behind such an education cannot be viewed as completely unreasonable or selfish, there is a subtle influence applied on students to think and act in a role determined by their teachers and employers. There is that sense of confinement to certain guidelines which allows a student only a limited degree of freedom in his chosen field. In coming to MIT I had hoped to find an education which would enable me to relate the interests of my own country with the priorities in my own life. Instead, I encountered a field of vision among my teachers and classmates which limited my ability to decide on issues and areas outside the core curriculum. With my mechanical engineering training I was given the ability to derive original solutions to engineering problems, but I never was provided with a basis for decisions and value judgments relating to social issues.

Because of my foreign upbringing, the question which naturally arose was, "How has your engineering education at MIT helped in understanding international development issues?"

In answering that question it would really be important to first ask what an education at MIT implied. While the stated concept of an MIT education is that it is a form of technical training for a future career the assumption here is that this training will prepare a student to be able to make the right social decisions concerning people. In reality, there are not many, if any, courses at all in mechanical engineering which deal with social issues. The emphasis here has always been one of intensive work on an academic or a scientific level. Social values were left to the humanities which the student might hopefully pick up. A fallacy inherent in the attitude of the faculty and of the student engineers is that it is this technical expertise which is used to aid underdeveloped countries. Their ideas on development, while based on the premise of local and international cooperation and aid, do not take into account the cultural and political forces which guide the forms of development and education in these third world countries (and in MIT as well). Nontechnical matters in a project were supposedly not intended for engineers to respond to, so long as innovative solutions were created which pleased the planners of development policy.

When a student, especially a foreign one, comes to MIT with the hope of benefitting his country and himself, he is given only one avenue of approach in education. Implicitly he is told to "learn his class material well, because with it he can transform his own backward society into a mirror image of American life." Many Americans (and foreign countries) associate development at the international level with their own concept of luxuries and of needs in life. They seek to bring a foreign culture up to par with their own modern tastes and dreams through transfers of technology and information. They fail to see that in doing so they transfer the modern day problems of supporting a high standard of living upon a poorer country which in itself is ill-equipped to handle its own growing economic problems. These transfers occur, not only through unassuming aid programs of technical and monetary means, but through the student himself, whose training supports these technical and scientific "innovations" which create a demand for Western technology, and hence for Western values and concepts of living.

Since it is these demands which provide American companies with markets for consumer goods, it is in the interests of these multinational companies to maintain the status quo in underdeveloped nations. By influencing schools like MIT to maintain a steady stream of technically oriented students,

they create a potential demand in an area where one previously did not exist. Oblivious to the transferrence of ill-adapted techniques and methods of development, the student unknowingly perpetuates a system of commercial exploitation at the expense of the countries he had attempted to help in the first place. Unfortunately for most countries, the American companies are not adverse to protecting their interests in foreign nations through lobbying efforts for political and military support to governments which tolerate the exploitation. The student then becomes tool of an order which he would never seek to impose, but which he nevertheless preserves and defends through his actions. It would be unfair to say that the intentions of the student, school or government are evil or malicious, but an unexcusable fault in the educational system lies in its negligence in providing the undergraduate student with a basis for making decisions relating his work to his personal environment. The student is left with his core curriculum, a few humanities and approximately four years with which he is supposed to formulate an awareness of his social obligations and of his responsibilities as an engineer. If any blame is to be attached to the education, it is not in the quality of the material but in its narrow perspective offered to the students.

There are mechanisms within the educational institution which constrain a person's choice and decision making capacity. Perhaps the greatest of these limitations is the myth of individualism inherent in education. Under this system, a student is taught to behave and act as an individual. While many people may say that it is in this sense of individuality which separates the hardworking student from the rest of the student body and rewards him, it also seems to be the main source of alienation and elitism within MIT. Failure of

the individual is blamed, not on the conditions or environment which preceeded the failure, but rather on the individual for not meeting the expectations of his professors or classmates. The recent deflation in grading makes the competition for "acceptable" grades more extreme from the viewpoint of the student, who is now under tremendous pressure to successfully satisfy the requirements set by firms interested in finding well-trained workers. These grades alienate the student, in that he views his classmates as potential rivals for the few available A's and B's. At the same time, it restricts his true education by forcefully limiting his choice of non-curriculum material. In fear of receiving a poor grade, most students will seek gut courses to fulfill their humanities requirement. The fault does not lie in these easy courses themselves, but rather in the system which forces a student to choose them rather than something more challenging to himself and to the principles of the society as well. In the same manner, the severe competition for grades restricts a person's available time outside of his academic environment. While many people may disagree with this statement, attending MIT is only part of one's real education. Aside from the training received within the Institute, an education also consists of learning how to live and work in relation to the actions of others. Does MIT really provide us with the ability to grow and learn outside the technical atmosphere of the classroom? Or does it indirectly force us to concentrate on a specific area of our education, one which is essential to its survival through a reliance on commercial donations and investments? Many will reply that the diverse field of athletics and extracurricular activities is more

HASTY FIRINGS TRIGGER WALKOUT AT WBCN

by Keith Deterling

In a move described as 'economic' the new owners of radio station WBCN fired 18 of its 40 employees, including Oedipus, Randy Kirschbaum, Jim Perry, David Bieber, Steve Stricht, as well as all sales and clerical workers.

For the last 10 years WBCN has been owned by T. Mitchell Hastings under the auspices of Concert Network, Inc. Recently the station was sold to Michael Weiner and Hemisphere Broadcasting Co. Friday afternoon Michael Weiner talked to most of the employees individually and then fired half of them, including all of the new female employees, refusing to recognize the union that had negotiated their contract - the IBEW (International Brotherhood of Electrical Workers).

Saturday afternoon the remaining employees and disk jockeys met and decided to strike until the other employees were rehired. Monday morning a picket line was started outside the Prudential building.

To keep the station on the air the management has hired several non-union disk jockeys and technical workers.

For the past 10 years WBCN has been nearly the only commercial radio in the area to play Rock & Roll solidly, along with much high-quality local music. The station is also well-renowned for its news programming, practicing the true meaning of free speech with open forums. The Boston Sunday Review is virtually the only radio vehicle for local affairs. Although Hemisphere Broadcasting promised at the time of the sale to make no significant personnel changes and to

continue to play much of the same music, its management has apparently reneged. As could be expected, many people in the Boston area are becoming concerned about the quality and type of music the new WBCN is broadcasting.

The Hemisphere Broadcasting Company has refused to recognize the union. However, nearly all of the workers are still optimistic that a settlement can be worked out. Apparently the strike actions have been effective. Sympathetic advertisers and record companies have agreed to withdraw ads and stop sending records.

* Join the picket line in front of the Prudential weekdays from 9 to 6.

* Saturday at noon there will be a 'Duane Glasscock Victory Motorcade' in front of the Pru

* Sunday night there will be a benefit for the strikers at the Inman Square Men's Bar with Thrills.

* Send money to the United Electrical Radio and Machine Workers of America, Local No. 262, 538 Dorchester Ave., South Boston.

* Write letters to Mr. Michael Weiner expressing your concern for the situation.

* Call the WBCN business line at 266-1111 and express your opinions.

* Boycott establishments that advertise on WBCN until the strike is settled; Call them and inform them that you won't patronize them if they continue to advertise during the strike.

Victory is a Drug we take together.

- Patti Smith

THOSE FRAMED IN THE BRONX WHEN YOU LIVE ON CONEY ISLAND BLUES

by Dave Abrams

You almost didn't get to read this review because I almost didn't write it. Almost. A couple of weeks ago I got to see the WBCN screening of *The Warriors* - complete with Oedipus giving away expensive guitars and other dandy door-prizes. After watching the movie from beginning to end the only review I could possibly come up with went something like this: "Forget it". I figured that by the time our loyal Arts Editor had hounded me into actually writing a "true" review (true [trōō], ed. : twelve column-inches, I don't care what it says) the movie would have vanished into that fourth dimension of moviedom à la *Lisztomania* and *The Class of Miss Michael*. Fate has decreed otherwise. The ads for *The Warriors* now proclaim it as "Boston's #1 Newest Hit". The movie has made headlines all over the country. It has been credited with instigating two deaths in California, subway riots in New York city, and a fatal stabbing in Boston. "My Gawd" you are saying "We'd better grab our protective headgear and run down to the Saxon and get insensed and kill, maim, riot". Well folks, it's not that simple. Let me tell you why.

The Warriors is one of those rare motion pictures where I was embarrassed as I watched. Not by graphic sexual details, but by the fact that someone had to stand in front of a camera acting a part so inane, so stupid that it belied the theory of human intelligence.

The story runs like this. The Warriors, a small gang on Coney Island, travel uptown to "Da Bronx" for a meeting of all the New York gangs. But these are no ordinary New York gangs. Oh no. We got the Baseball Furies in their ill-disguised N. Y. Yankee uniforms and Kiss-like painted faces. We got 40 guys who look like shoe-ins for Chief Longhair on Saturday Night Wrestling and we got The Riffs, a hundred-and-twenty-member-crackerjack-black-troop-in-orange-karate-uniforms gang. I mean, I mean like these were the baddest, meanest motherfucker gangs in New York City. (with apologies to Arlo Guthrie). Now, among this montage of nastiness, our boys look like a bunch of 4-foot schoolboys dressed for Halloween in cute vests and shaven chests.

So what happens? Well, (Adolf) Cyrus realizes that "there's 60,000 of us to 20,000 police. Man, we gonna rule this city. All we got to do is join together" and the big shindig in Da Bronx results. Unfortunately for him (but thankfully for the audience) a

(continued on page 4)



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Eyes of the World

by Moe

For over a year the multimillion dollar sale of leases for oil and gas exploration off the New England Coast has been halted. Tuesday the US court of appeals lifted that ban. This action occurs in the wake of the changing political situation in Iran. The exploration rights were originally going to be sold January 30, 1978, but the evening before Judge W. Arthur Garrity Jr. halted the sale. During the interim year Congress amended the Continental Shelf Act providing financial compensation in the wake of disasters. Last year New England fisherpeople caught one billion dollars worth. The tourist industry on coastal areas averages \$1.7 billion. This is pitted against the economic growth of the region due to the possible oil reserves, but the issue here is not financial but the possible destruction of the world's largest fishery. Georges Bank (the proposed drilling area) is also the spawning center for the region. An accident there would have a detrimental effect on the world's habitat, a continuation of the earth's environmental suicide. Governmental sources speculate that the sale of the exploration rights will occur at the end of the summer.

The New Neighbor

Dave Hersch/LNS



Yesterday the Massachusetts State Senate voted against reconsidering its earlier approval of a bill raising the drinking age to 19. The House is currently in favor of a 21 drinking age, so the two legislative bodies will have to resolve their differences. Governor is hot to sign a compromise bill raising the age to 20. I thought that 19 was the compromise!?

The situation in southeast-asia is once again hot. Vietnam, now aligned with the USSR, has invaded Kampuchea (Cambodia) in support of the overthrow of the Chinese aligned government there. In response China, now friendly with the US, invaded Vietnam and is estimated to hold force at 10 miles beyond the China-Vietnam border. The USSR does not have a defense pact with Vietnam but has been calling for China to remove its troops. China and Russia have a long history of tensions backed by border disputes. The USSR has also been blaming the US for China's recent action in Vietnam.

Last week representatives from North and South Korea met for 90 minutes at Panmunjom. Although the meeting was brief, this is the first time since 1973 that the two countries have discussed anything and another meeting has been planned for March 7. The new relationship between China and the United States is suspected to be the cause of this recent change in attitude.

"IF YOU DON'T DO WHAT I WANT, I'LL HOLD MY BREATH TILL I DIE"

GUARDIAN-FEBRUARY 21, 1978



Herblock

Saturday, February 10, a ranch foreman shot at and killed Rufino Contreras. Contreras was a California lettuce worker on strike with the United Farm Workers union (UFW). Twenty-eight lettuce growers under contract to the UFW refused to meet union demands for increased wages and benefits after expiration of an agreement December 31. The UFW has been on strike since January. The death of Rufino Contreras imprompted a large scale one-day sympathy strike. The effects of the strikes have been significant. Planting for the spring harvest is at a standstill and production is down to a third. Spokespeople for the growers estimate a minimum of a \$3 million loss. Although a boycott of iceberg lettuce has not been called, support of the lettuce growers seems to be a bad idea.

The situation in Iran is rather hazy. During the week-end of February 9-11 the government, appointed by the Shah, headed by Shahpur Bakhtair was overthrown. The spiritual leader of the Islamic groups, Ayatollah Ruholla Khomeini appointed Mehdi Bazargan as prime minister to a provisional government. Officially unknown to the Bazargan government, is the execution of Iranian army generals by the Khomeini Revolutionary Committee (ie. my right hand is unaware of my left hand). The other major political forces in Iran are the Mojahadeen and the Fedayee. They are more or less secular and leftist. We have yet to see where the upcoming power struggles will lead to as Iran transits to its new politics.

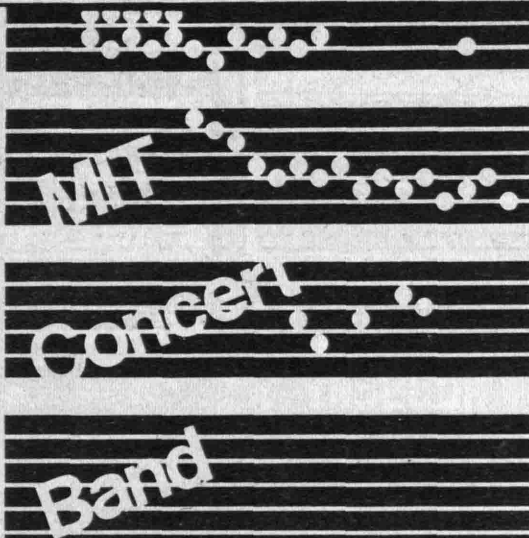
The following is the text of a Tehran Radio broadcast made by the Fedayee 6:00 a.m. Monday morning Feb. 12:

1. Until the defeat of all reactionary elements and enemies of the people, no one should put down their arms or abandon their sandbags and barricades; cooperate and fight alongside the other struggling forces.
2. Establish revolutionary committees in all towns and villages; take a leading role in the coordinating bodies of these committees.
3. Revolutionaries should organize themselves in groups of 10-15 people and position themselves in different outposts and barricades.
4. Establish means of communication and messenger contact between the barricades and Operational Headquarters.
5. Establish training camps in all villages and cities and teach everyone how to use and operate firearms.
6. Warn all those who are already armed about the danger of firearms and against the careless handling of a loaded weapon.
7. Instruct the people to control their emotions and to do only what will be good for our revolutionary activity.
8. Stop unnecessary shooting in order to prevent personal harm and to avoid wasting ammunition.
9. Stop destroying government property and also private property, especially of those who have already given in to the revolution.
10. Today law and order is in the hands of the masses. Organize the people for those tasks.
11. Pay special attention to those who are enemies of the people even if they falsely pretend to be with the people. They should not escape revolutionary punishment; you must arrest them, but don't shoot them.



New Yorker

All those in favor of declaring the military budget sacrosanct raise their right hand.



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T H I N K I N G
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Dream Suffers From Narcolepsy

by Tom Garvey

When August Strindberg's *A Dream Play* was published in 1902, it was a landmark in drama. One of the first playwrights to attempt the serious creation of an unreal, psychic "landscape", Strindberg gave tentative form to surreal stage techniques that were to be developed so fully by later artists. It would seem that a production of this grandparent of psychological drama would be fascinating. But for some reason, MIT Dramashop's production is not.

Director Robert Scanlan has considerably altered the original conception. Indra's daughter, the character whose experiences on earth tie the disconnected narrative together, is chopped into three pieces—two "Agness" and one "Indra's daughter". The play has been heavily edited, speeches dropped or changed from one character to another. Yet the spirit of the original is still there—which could be part of the problem.

A Dream Play, like all Strindberg's work,

betrays the author's distorted egoism and eccentricity. Apparently Strindberg wanted his presence felt. The program notes quote him saying "There is, however, one single-minded consciousness that dominates the characters: the dreamer's." Apparently the dreamer is Strindberg himself, dreaming the play from outside the stage - there is no dreamer in *A Dream Play*. As such, it is presented as a reality - or, at least a dramatic reality - or perhaps, as the dream of the audience. In this sense the major flaw of the work becomes apparent - what is actually a subjective psychosis is presented as an objective, collective dream. The play can therefore only effect the viewer at the points where his ideas coincide with Strindberg's.

The play's narrative deals with the daughter of the god Indra who falls to earth to live among humans to discover the secrets of our existence. Dissolved into two other dress-alike characters, Agnes 1 & 2, she finds only pain and frustration everywhere she turns. The three men she is principally concerned with - the Officer, the Advocate, and the Poet - perform as a sort of sullen mirror to the frustrations of Strindberg's own real and imagined life (at the time the play was written, Strindberg had just "recovered" from a severe nervous breakdown). Saddened, confused, and disillusioned, she returns to Heaven, leaving only a ghost of a contradictory hope to the Poet.

The forty-odd member cast execute their roles, but do not shine in them. No wonder - Strindberg has given most of them very little characterization to work with. He views them more as chess pieces in his internal game than characters living in their

own right. Characters complain, and complain and complain and give us insight with such lines as "I am unhappy because..." "I am angry because..." etc. They tell the audience their feelings rather than show them. Nevertheless, Albert Ruesga (Poet), David Waggett (Officer) Emil Millet (Advocate) and Joanne Baldine (Agnes 2) all manage to move us occasionally with their better speeches. Barbara Masi is particularly good as Agnes 1, and the supporting cast has many good moments - notably the blind man's speech (Robert Schaffer), the quarrel between the academic deans (Michael Guennette, Peter Lemme, Jeffrey Meldman, Lew Bender), and the sudden intrusion of the coal-carriers (Lew Bender, David Blethen) into the luxury of the leisure classes.

The complex technical production is handled very well. There is moody electronic music and some nifty neon light effects. Other good touches are the sound effects of wind and waves and the often bizarre choreography.

Yet, after Indra's daughter exits in the sudden glare of a brilliant white flower, the play seems to collapse under the weight of its own pretensions. Too often real drama has been forgotten in favor of preachy complaints. There are a few moments when the play suddenly takes off into its own fantastic surrealistic world - the bizarre graduation ceremony, for instance, or the sudden incongruous appearance of Tristan and Isolde on their pleasure barge. But these moments are too few and too far between. What *A Dream Play* demands for a good production may be beyond the resources of any student company. For Dramashop, *A Dream Play* came off as a jazzed-up but confused museum piece.

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THE WARRIORS R

CINEMA 37 1-2
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"Same Time, Next Year" PG

BEACON HILL
1 Beacon at Tremont 723-8110

"When You Comin' Back, Red Ryder" R

PARIS
841 Boylston opp Pru Ctr 267-8181

HARDCORE R

PI ALLEY 1-2
237 Wash near Gov. Ctr. 227-6676

Invasion of the Body Snatchers PG

ICE CASTLES PG

The WARRIORS

(continued from page 2)

particularly unsavory character silences Cyrus with a couple of .45 slugs. The Bad Guy realizes that he was observed by the leader of the Warriors (after all, he just wasted a nice ambitious boy who wanted to take over the city) and says that the "Warriors did it".

Well, before our fun-loving boys can be congratulated by the unruly mob, the nasty police arrive to break up the party. So (you guessed it) our fearless heroes must somehow return to Coney Island with 60,000 rather unhappy N. Y. gang persons attempting to prevent them from reaching the next block. Do our boys steal the next car they see and hightail it downtown? No (none of them know what a car is or how to drive it seems, because they take the subway). Unfortunately,

it is a bad night on the IRT, and the Warriors can't seem to get a train home. What follows is an hour and a half of the stupidest, dumbest, most unrelievable gang-fights one can imagine. I prayed the Warriors would get knocked off just so it would end.

Example:

14 Baseball Furies with baseball bats attack 4 of our boys. You might think that if 3 1/2 people with bats attacked one person, that person might be in trouble. Nope. It's Kung Fu time, and the Warriors emerge victorious.

Example:

It's 3 A. M. and the aforementioned Warriors are walking through Central Park. On a bench in the middle of the Park is a lone woman. Right. So the Romeo of the group decides to "catch up" with the rest after getting some "action". Would it surprise you if I told you she was a cop. I hope not.

Meanwhile, at Union Station, three more gang members are waiting for Romeo and the others to arrive. Only there happens to be some "outsite chicks" who would love it if our boys would come home with them. So they do. They turn out to be

the "Lizzies" (Hey, that's the way they spell it) who want to have the honor of killing the Warriors themselves. I hope not. Anyway, the Lizzies can't hit a Warrior at ten feet with a .22 (Feminists complain!) and the whole gang finally rendezvous' at Union Station.

I'm getting bored just telling you this. Think how bad it must be in person. Now Double that. Of course, the Warriors make it back to Coney only to meet up with the Rogues (the guys who actually shot Cyrus). Luckily, someone who knows the truth has related it to the Riffs, and they show up in the nick of time. Took the A train, I suppose. And of course, everybody lives happily ever after - except the audience. We're puking in the aisles.

Let me conclude by stating categorically that if this movie has actually caused American youth to riot, pillage, harass and kill, then the next thing you know, kids will be robbing banks after seeing *The Brinks Job* and jumping out of windows after seeing *Superman*. Oops, excuse me (what? a nine-year old did what? Ten floors!) As I was saying, there's a lot of dumb kids out there. Don't you be one of them.

Pre-Spring Fling

MIT's annual semi-formal

Saturday, February 24 1979 8:00 - 1:00 in the Student Center

Two live bands - refreshments

Tickets \$4.00/couple on sale 10:00 - 2:00 in lobby 10 MIT ID required

Also available in the UA and PCB offices

Welcome back to MIT. I hope that you had a successful fall term. Several interesting, exciting, and informative events are already in progress, and we can look forward to a great term!

Trailblazing in Courses and Careers

A freshman symposium sponsored by the Undergraduate Association, Office of Freshman advising, Alumni Association, and Career Planning and Placement Office. All students are welcome! This one day symposium will deal with putting your four years at MIT into perspective with regard to the rest of your life. Come talk with recent alumni about Medicine and Public Health, Management, Consulting, Government and Public Policy, Education, Journalism, Law, Environmental Studies, Engineering, Research, and Building Processes. The date is March 10, 1979, from 9:45am-2:00pm. For more information watch for posters or call the UA office.

Feedback '79

Find out what your representatives are doing on major committees at your school. Hear them; talk with them; tell them what you think, at *Feedback '79*, Monday February 26, 1979, 7:30pm-9:30pm, in room 9-150.

All-MIT Talent Show

Friday, March 9 at 8:00 in the Sala

Auditions will be Sunday March 4 with MC auditions the same day. Three acts from each class will be chosen to compete in the finals and will each receive a magnum of champagne. Institute celebrities will judge and award the Grand Prizes.

Entry forms and contest details in the UA office and at dorm desks. The

the UA NEWS

Any questions or ideas should be directed to Tim Morganthaler or Barry Newman at the UA Office, 253-2696, or your UA representative. We are interested and willing to listen!

deadline is Wednesday, February 28, 1979-so hurry!

Questions: Call Bruce at dl9485, Russ at dl9477, or Anne at dl8670.

Wednesday Afternoon Social Hour

Come talk with fellow students, faculty members and administrators over wine and cheese. 4:00pm Wednesday, February 28, 1979 in the Mezz. Bring your favorite faculty member.

General Assembly Meeting

There will be a GA meeting on Wednesday, February 28, 1979, at 8:00pm in room 400 of the student center. The following agenda will be discussed:

- 1) Announcements
- 2) Progress on Dean's Office Review
- 3) Budget Considerations
- 4) Planning
- 5) Publicity

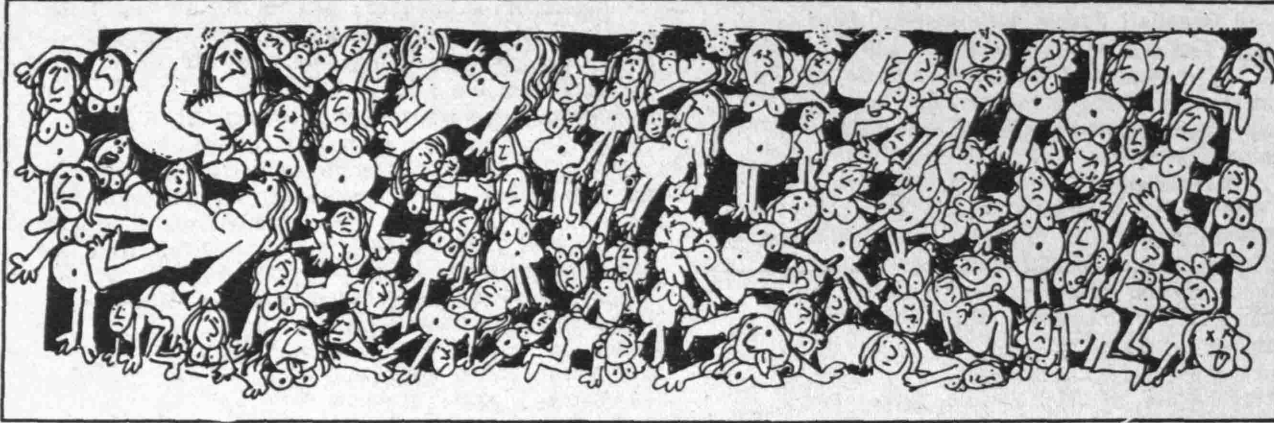
Representatives should attend. All undergraduates are welcome!

Election

The election for UA President, Vice President and Class Officers will be held April 11, 1979. Petitions will be available March 1st in the UA Office.

PRECARIOUS PROJECTILES PROVOKE PATROLMEN

by Stephen Bradley



During the week previous to Registration Day, Bexley Hall was the scene of a long series of unfortunate incidents; primarily the excessively enthusiastic behavior of its students. Several heavy objects were noted to have flown off the roof, one at least making a rather untimely connection with the windshield of a taxicab.

Soon afterward, the Campus Patrol began an investigation to discover the identities of those responsible, and took to patrolling in and around Bexley frequently. But the main attraction seems to have been the igniting of a firecracker in the Bexley Court by a Campus Patrolman on Saturday night.

Although the investigation is proceeding, albeit slowly, the last incident seems to have focused the attentions of the students. Moreover, certain parts of the student body seem to feel that this action was in some way more odious than the preceding incidents.

The desire to perform off-the-cuff physics experiments from one's roof is not a normal and acceptable form of letting off steam, although it is by no means original or even unusual. Particularly the wide scope, extended duration, and poor mode of execution of certain actions are indicative of some serious problems. Yet it is necessary to hasten to add that the persons involved are only reacting to their environment. The fault primarily lies in the general attitude held by society towards such individuals, and the surroundings they were raised in and are living in.

Despite this, it is obvious that any attempt to focus thought on the deeper problems in the situation must be directed towards the youth who suffer the effects and commit the actions, rather than to the multitudes responsible. Youth must not think in terms of learning to emulate society, doing well in the accepted patterns. We must set our own values, not merely reject those of the present authority.

But with this goal; this right, if it is chosen to so be, comes a responsibility to take care that the man outside one's personal world does not become embroiled in one's personal debate or expression of emotion.

But as far as the firecracker allegedly ignited in the Bexley Court by the Patrolman, this act must be viewed in the same light of social determinism. The Campus Patrolman in general is a person with a well established set of routines, procedures, and values. Those values are the values of our society; an important consideration. That the action caused no injury, nor any damage to the building, is certainly to his credit. Whether he should be in such a position of discretion, able to decide if it is safe to explode such devices, and why society has foisted this role upon him, are more important issues for any individual to consider. The event seems even to have been a pre-planned harassment technique to justify the subsequent entrance of the dormitory by several officers. As a mode of beneficial surveillance, this technique is not one citizens should tolerate.

It was a totally reprehensible act, and the lack of attention on in from the administration is no more desirable, if at least more expected. Yet, given the set of values under which society and the government operate, can anyone claim to be actually surprised by such efficient law-enforcement?

Campus Patrol Suffers Acid Indigestion

by Keith Deterling

Because of the legal consequences associated with the subject of the following article we have reported all facts as accurately as possible, but have refrained from naming individuals, mentioning the details involved in specific incidents, or reporting anything we could not reasonably substantiate.

Over the past several years harmless but illegal substances such as marijuana and amphetamines have become an integral part of student life at MIT. Usually students could light up a joint after finishing a problem set or smoke one for encouragement with relative impunity and little fear of reprimand.

In the last two weeks the situation has changed drastically. Here's a brief rundown of the major events:

- * Two weeks ago Campus Patrol persuaded dormitory residents to cancel a major party by telling them the Cambridge Police would raid the party.
- * A student was recently arrested off-campus and may face trial for possession of an illicit substance.
- * Several students were called in for questioning by Campus Patrol and were accused of selling narcotics.
- * Two students have been forced to move out of the dorm system.
- * If you must carry drugs, carry them in you and not on you.

Students may remember what happened at Princeton University. There, last term, instead of protecting students from outside police, they actually helped them, and, in some cases, led them into the students' dorm rooms to make arrests.

The most controversial and frightening aspect of this issue is not the penalties students may ultimately face but rather the 'Gestapo Tactics' Campus Patrol has been employing, which may include making unfounded threats, wiretapping dorm lines, and recruiting informants.

One person who was recently called in gives this description of the interview, "As soon as I

was in the office they accused me of selling LSD. They tried to get me to admit I had been dealing and give them more information about who was selling things. They then told me Federal Agents would be investigating me if I didn't clean up my act... I was amazed at the amount of information they possessed. They knew exactly where everything was coming from and who had been doing what. They even knew exactly how many pipes one guy had in his dorm room!"

Many things are still unclear in this matter. Are the Campus Police simply doing their job and trying to protect students from Federal and Local Narcotics Agents on the campus by impressing upon them the urgency of the situation? Or are they using the "Federal Agents" as a threat to intimidate students into giving them more information and cleaning things up? The question is an old one—are things getting serious or is the administration making another inutile effort to reduce drug activity and harass students.

One thing is clear. Smoking pot may not be as safe and sure as an activity as it once was. If people continue to smoke they might consider taking a few simple precautions:

- * Don't smoke with anybody you don't know or don't trust.
- * Don't smoke in public.
- * Don't leave your pipes, bongs, etc. in plain sight in your dorm room.
- * Don't use institute phones for dealing; they may be bugged.

Ultimately it must be admitted that no matter how well Campus Patrol tries to protect the student body, they would still be almost powerless if Federal or Local Agents really wanted to arrest or harass students. Maybe we should not so much denigrate the motives and actions of Campus Patrol, but rather question the values of the society in which we live and the laws that govern it. And perhaps we should concentrate a little more on changing our government and a little less on working for it.

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Exotic Fish Society

Endangered species! M. I. T. exotic Fish Society will be holding a meeting Wednesday, February 28, at 8 PM in the basement of the student center. Topics will center on the maintenance of species of fish presently endangered in their native environment. Please come.

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The TVD INTERVIEW: HUMAN SEXUAL RESPONSE

by Keith Deterling

I was down at the In-Square Men's Bar Friday, February 2d at a benefit for Jackie Wilson. Who? Don't worry you were probably born too late, anyway. Jackie was one of the pioneering Rock & Roll greats of the 50's. In 1975 he suffered a stroke onstage while performing in New Jersey and has been in a coma since.

The group playing for the benefit was *Human Sexual Response*—a bunch of very talented and amazing people who played solid Rock & Roll as well as some of their more lyrical songs such as "Jackie Onassis" and one I don't remember the name to that started out, "Your love turned my urine red/This morning when I pissed I bled." that brought the packed crowd to its feet with roars of approval. Later I arranged for an interview, and Saturday I was out in Mission Hill in a renovated apartment building where most of the band lives. They were a very tight and incredibly nice bunch of people. Finally their spokesman came out of the bathtub and talked for a while. His real name is Larry Bangor, but he prefers to be affectionately known as La.

K: Who are all the members of *Human Sexual Response* and how did you get together and start playing?
La: Well, that's pretty easy; I'm Larry Bangor and I do most of the writing and lyrics. Windle Davis sitting here on my left, does some of the vocals, as do Dini Lamot and Casey Camerom—she does the vocals on "Jackie Onassis"; Malcolm Travis plays drums, Rolfe Anderson does the bass, and our guitar player is Ricky Lyne.

Most of the singers were friends and around 1975 we put a group together called *Plain Brown Wrapper*. We'd play a lot at parties and talent shows. Basically we'd play wherever they let us. We'd go down to the Inman Square Man's Bar and set up to do one song and then leave. We'd tell people we had more and our manager wouldn't let us do them when really we just knew one song. It was a country and western song. We started doing Rock and Roll after that and then found the musicians we have now. Rich had been a student at Berklee for three years but he found the place too restrictive and left. And Malcolm was a visual student at the Museum school before he joined us.

K: Some of your lyrics are fairly unique. Where do you get your ideas?

La: My ideas? Well I'd say mostly from things that happen in my life. Sometimes I'll just come across a phrase I like and then just embellish it with other incidents or phrases.

K: How do you feel when you hear yourselves over the radio?

La: It's great. We were down in the Space the other day hanging out and they started playing 'Jackie' over the radio and everybody looked at us and said, 'Hey, that's you guys.'

K: Who's idea was the benefit for Jackie Wilson?

La: Marshall, one of the owners at the In-Square Men's Bar came up with it and asked us to play. WBCN helped a lot too, they've been really enthusiastic about it. They've really helped a lot of people locally.

K: How is the local music scene? Are enough radio stations playing local music?

La: Yeah, it's getting a lot better, but it's still not ideal. Stations are playing a lot more local music. There are a lot of new experimental bands and original acts; and whether people like them or not doesn't seem to matter. People are going out a lot more and getting involved in the music. There are a lot of places; Cantones, the Rat, the Paradise, the BAC (Boston Architectural Center) the BFVF. (Boston Film and Video Foundation) and the Space—it just opened last week.

K: Can we talk to you about your lyrics some more? Do they tie in with the back-to-the-womb movement?

La: Well, I think their saying accept what's happening and then enjoy the rest. I never thought it was back to the womb. I guess that's what's happening in the 70's. I see the world in a state of chaos. But it's possible to still live here comfortably. The lyrics aren't pointed, they just kinda show how we live with all of it. You see all the world on the TV and the news. . . and you can turn yourself off to it-

a lot of people do. Or you can get so involved you lose your life. . . or you can realize it's a part of your life, but it's just a part.

K: How does your song about "Animal Confusion" go? It sounds a lot like William Blake?

La: Sure, here it is:

*Why does a chicken crossing the road
Make my consciousness expand and explode?
How can such a simple everyday act
Spin my mind into a tesseract?
Why do I worry about the groundhog's fate
From December through March when it's groundhogs
I hate?*

*And how come I kick pigeons when they peck at my
crumbs
Stealing what I've crumbled for the tiny little worms?
Why? Why? Why?*

*This animal confusion has my heart in a bind.
I know I'm a human but I hate my own kind.
The solution to my discontent is apparent.
But somehow I, m ashamed to tell the world
I'd rather be a cow.*

Give me your answer now.

If only God would allow,

I want to be your cow.

All lyrics copyright 1978 by Larry Bangor.

ONE WAY STREET

(continued from page 1)

than enough of an outlet for the pressured student but is it really a remedy, or an attempt by the school to conceal the symptoms of a problem in the social environment? Ignoring the symptoms does not destroy the cause of the problem, and this can be seen in the variety of social and psychological services available for the student who has succumbed to various academic pressures and personal conflicts.

Whether intentionally or not, MIT deters one's humanistic interests by externalizing our inner struggles unto the athletic fields, the classrooms, and the extracurricular playgrounds. In the short run, they serve as escape mechanisms for the harried student, but after the effort of four hard years at MIT, did he really find those personal answers he was looking for? Or did MIT teach him not to worry over these questions?

Any student cannot really face or resolve these personal questions within an atmosphere of misplaced priorities and confrontations, especially when individuality implies that only he can solve them. Why do many students and members of society in general consider it demeaning to ask for help from a counselor? The myth of individualism alienates us within ourselves; it creates social barriers even within the system of education. Any educational system cannot remain neutral and oblivious to the plight of its students. "Education either functions as an instrument which is used to facilitate the integration of the younger generation into the logic of the present system and bring about conformity to it, or it becomes 'the practice of freedom', the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world." MIT, being the technical bastion of Western culture, educates through the subtle process of integrating all diverse elements of the student population into a more uniform body. By essentially isolating each individual, education facilitates its own control of his behavior, turning him into a more acceptable product for society. In doing so, the student's creativity and critical participation in his environment are hampered. The reality he confronts is the reality which society desires him to see and not the reality of his existence.

In closing it would also be helpful to note the student's response to his academic surroundings. The average MIT student is confronted with a self-deprecating attitude among his fellow classmates (e.g. UMOC, IHTFP, BIG SCREW) which seems unnatural and yet accepted by the majority of the student body. Even though the goals of such activities are constructive and beneficial, why are these opinions of unfitness so widely held? We can smile and tolerate these opinions and call them jokes, and yet they perform subtle changes in ourselves, destroying our own self-esteem and our respect for each other. Paul Freire wrote that, "Self-depreciation is another characteristic of the oppressed, which derives from their internalization of the opinion the oppressors hold of them." Are the students so oppressed by the mechanisms of society such that they begin to inwardly hate their own situation at MIT? What alternatives are presented to them by MIT to escape from

this situation? Chances are, most students support the belief of just finishing their four years and leaving without ever really questioning their conditions and the educational systems. It is this passive acceptance of their reality and education which convinces them of their weakness and uselessness. The only measure of success they can reach for is through identification with the aspects of society which oppresses them, the industries and schools which rate accordingly through grades and material achievements. Student response is usually directed against themselves, if any exists at all.

As a student, it would be very difficult for me to describe clearly the hidden influences of the educational system which molded me. It was only through the ability of others to participate in critical discussions which led me to believe and to think outside the role prepared for me, something I am very grateful for. I realize that while this article is far too short to even attempt to analyze the motives behind my form of education, a far more important prospect lies in my potential role and participation in society.

An acute awareness of the oppressive tendencies in society cannot be understood through an education which forms the supportive basis of that society. To develop that critical sensitivity to external forces of control requires the awareness of others and the need by the individual to understand his own environment. It is a personal obligation which cannot be ignored for the sake of one's own material comfort or well-being. In a sense, I find it to be a responsibility and a prerequisite to constructive participation society.

As an engineer, I believe that the decisions I choose to make must be tempered by an empathy with those whom my decisions affect. I cannot escape or ignore this responsibility to others just as I cannot refuse my own personal obligation to deal critically with issues affecting myself. The essence of liberation is in its effectiveness in developing a humanistic methodology to deal with systems of oppressions. These systems of oppression exist, not solely on political and cultural levels, but in the realm of education as provided by society.

In a conversation with a friend who was dropping out, I had the opportunity to observe from another's viewpoint the tremendous confusion stemming from the haphazard approach of engineering to various personal issues. Bill spoke of the need for a specific personal motivation in engineering, a somewhat more humanistic background behind the technical trend in his classes. He did not seem to want an economic incentive to continue on in engineering, but rather an outlet for his humanitarian creativity in a field he admired. What engineering does need, and I think what Bill was trying to articulate, was that it needed the human or social component, the lack of which in our department was somehow disturbing to many students, and which compelled me to look for a satisfactory answer outside the role prepared for myself as an engineer.

The confusion arose because of this apparent deficiency: Not that engineering is wrong, but rather that it is incomplete in spite of its excellent technical qualities. Some people are more sensitive than others to the subtle fallacy inherent in such a dual attribution to engineering. Just because the quality of class material is technically excellent does not imply that it is also superior in other fields of personal endeavor. Yet there are many people who mistakenly believe or are taught to believe this myth. I think Bill unconsciously saw the paradox between what he had learned and what he felt he should have learned, and therefore was easily susceptible to the depression so characteristic of disillusioned MIT students.

Not only does MIT misguidedly attempt to cover up its institutional weaknesses when they become too obvious, it sometimes supports the unselfish efforts of others to "cure" its symptoms of student uneasiness. I'm referring in particular to the creation of Nightline by a student organization, obviously to aid students who feel pressured by MIT for various reasons. I do not question the motives behind such an organization, but instead the valid basis by which they hope to achieve an uplifting of a student's depressed spirit. As stated before, such self-help organizations often serve to disguise the symptoms of personal anxieties and replace them with either escape mechanisms or superficial, temporary solutions. But that certainly doesn't solve or even approach the problem of why MIT continually has students who are troubled by the narrow approach to engineering which they are taught to identify with.



the last WORD

By LARRY

"At the request of federal and state authorities, campus police at the Massachusetts Institute of Technology have questioned about 12 MIT students during the past two weeks about the use of narcotics," a police spokesman said yesterday.

MIT police Lt. Joseph F. McCluskey claimed that federal and state law enforcement agencies last month urged MIT to step up efforts to stop drug use and sales on campus.

"The government officials threatened to take action against students violating drug laws, if MIT fails to remedy the problem internally," McCluskey said.

McCluskey could not predict how long the present series of interrogations will last, adding that campus police continually investigate drug violations.

Some students have also complained to

MIT officials about narcotics dealers, Robert L. Halfman, acting dean for student affairs, said yesterday.

Arrests by campus or government authorities would be a last resort if drug usage did not decrease, McCluskey said.

One student questioned by the police, who asked not to be identified, said yesterday that MIT officials asked another student caught dealing in narcotics to move off campus. Halfman refused to comment on this.

The investigation to date has focused on marijuana use, McCluskey said, adding that police are trying to substantiate reports of LSD and cocaine use on campus.

Federal and state officials believe some campus drug suppliers are based in the Fort Devens, Mass., area, McCluskey said.

The campus police are presently targeting students in only two parts of the campus for questioning, expecting that word of a crack-down on drug use will spread throughout the school, he said.

"They told us we were going to get busted unless we cleaned up our acts," another student questioned by the police, who asked not to be named, said yesterday. "But they've lied to us before," he added.

The student, who said he used only marijuana, added that he thinks most of the other students questioned by the police are going to ignore the "same old song-and-dance that we get from the C. P. every spring."

-The Harvard Crimson, 2/21/79

"We want the right to as much marijuana as we can put in our homes, as well as the right to legally grow our own."

-Keith Stroup, founder of the National Organization for the Reform of Marijuana Laws

Better to eat the capsules
Swallow about six at a time,
Take em with cold water,
Till you get about 35 in ya
And then lay down on your back

-from Mexico City Blues,
Jack Kerouac

"Bexley treats have a warm familiarity to them I have found nowhere else."

"I have never been badly surprised by anything I've bought from the BDF."

Although forced to move to a different floor and entry because of increased F. B. I. surveillance, the Bexley Drug Factory is still alive and kicking. Their high-purity home-baked goodies are available twenty-four hours of the day or night—quality control is impeccable. Orders to "take out" or take there. Catalog and price lists (ask about quantity discounts) can be obtained free of charge.

Certified Police Crime Lab Analysis of Illegal Drugs

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Alleged Content	Actual Content	Description	Street Price
1. psilocybin	LSD - red food coloring	blotter - good	\$1.50
2. mescaline	LSD - blue food coloring	blotter - good	\$1.50
3. PCP	LSD - orange food coloring	blotter - good	\$1.50
4. MDA	LSD - green food coloring	blotter - good	\$1.50
5. LSD	LSD - transparent	spread on windows	\$1.50
6. STP	LSD - thick and oily	in 1-quart cans	\$1.50
7. BLT	LSD - lettuce, tomato, and hard roll	in "baggie"	\$1.50
8. adrenochrome	LSD spread on adrenal gland	pasty - rarely fresh	\$3.00
9. marijuana	LSD on extruded aluminum siding	hard to conceal	\$1.50
10. peyote	LSD on knitting needles	in spaghetti boxes	\$1.50

-VooDoo's "Whole Gnurd Catalog," 4/1/76