



Come dream a while at the Carpenter Center. In honor of the Center's new exhibit "Dreamstage—A Multimedia Portrait of the Sleeping Brain," Senior Lecturer Paul Rotterday (Visual and Environmental Studies) and his students in *VES 120br: Intermediate Painting* have created *Dreamstage No. 1* (mixed media: rope, hair, dreamers, chairs; 1977), an environmental sculpture here filled out by Mary Howard '79 and Gaston Ormazabal '77. "Dreamstage" opens tomorrow.

## CCVA Mounts a Dream of an Exhibit

For more than 25 years scientists have tried to discover why we sleep.

No one yet knows why we need to spend one-third of our life in this unconscious state.

However, research has shown that sleep is richly detailed and is composed of a highly organized succession of bodily and mental events.

The Carpenter Center for the Visual Arts has assembled an experiment in visual communication which will attempt to present that detail and organization of events directly, unaltered, unedited, and undistorted by interpreters and summarizers.

"Dreamstage, a Multimedia Portrait of the Sleeping Brain," will be shown from 6 to 11 p.m. from April 23 through May 22.

"The intention is to convey absolutely pure, first-hand, information on the structure and function of the brain during sleep and dreams," says **Roger Brandenburg-Horn**, designer of Dreamstage and curator of exhibitions at the Carpenter Center.

A trained volunteer will sleep in an enclosed observation chamber. Spectators will lie or recline on a sculptured, foam-rubber floor and watch his eye movements, brain wave patterns, arousal cycles, and brain cell firings as they are projected by lasers on the ceiling and walls of the room. Viewers can even watch his heart beat. A television camera will display sleep positions. That phase of sleep associated with dreaming will be identified.

Other features of Dreamstage include

the projection of animated sleep bouts, the broadcast of tape recorded dream reports, the display of slides depicting the anatomy of brain regions involved in sleep control, and a showing of a wide range of graphic material illustrating the brain's form and function.

The exhibit is a collaborative effort supported by an educational grant from Roche Laboratories.

In addition to Mr. Brandenburg-Horn and other members of the Center's staff, Dreamstage has been assembled by the media artist and composer **Paul Earls**, of MIT's Center for Advanced Visual Studies; **Theodore Spagna**, the Center's filmmaker and photographer; and sleep physiologist **Allan Hobson**, Associate Professor of Psychiatry at the Harvard Medical School.

## ACSR Draws Up Statement on Arab Boycott

Among its first actions of 1977, the Advisory Committee on Shareholder Responsibility (ACSR) has issued a statement of its position regarding the continuing boycott of Israel by the Arab nations.

Unanimously reaffirming last year's general position that labeled the Arab boycott "repugnant," the committee elaborated by distinguishing between different degrees of compliance demanded by the Arab countries.

The ACSR advises the Corporation Subcommittee on Shareholder Responsibility (CSSR) on various proposals on

## Pulitzer Prize Awarded to John Mack For Biography of 'Lawrence of Arabia'

"Dr. Mack?"

"Yes."

"This is the Harvard News Office calling. May we send a photographer and writer to you in about half an hour?"

"Sure, but why?"

"Don't you know?"

"Don't I know *what*?"

"You've just been awarded the Pulitzer Prize."

Dr. **John E. Mack**, Professor and head of the Harvard Medical School Department of Psychiatry at the Cambridge Hospital, and Director of Education at the Cambridge-Somerville Mental Health Center, had worked for 12 years on his biography, *A Prince of Our Disorder: The Life of T.E. Lawrence*. His research had led him—on a camel—to the fabled Gulf of Aqaba; aboard the British rails to Oxford and its Bodleian Library; and through the winding, cobbled lanes of Delvin, County Westmeath in Ireland and to Tremadoc in Wales, where **Lawrence of Arabia** was born.

For Dr. Mack, a practicing psychoanalyst, this was his first biography, although he is the author of a classic psychiatric text, *Nightmares and Human Conflict*, and is the editor of *Borderline States in Psychiatry*. The 47-year-old New York City-born physician, lives in Chestnut Hill with his wife, Sally, a psychiatric social worker, and their three sons, Danny, Kenny, and Tony.

(Continued on page 15)

## Undergrad Fees To Rise \$475

Total undergraduate student fees at Harvard College for 1977-78 will be \$7,000, a \$475 increase over last year's fees, as approved by the Harvard Corporation.

Annual tuition (for graduate as well as undergraduate students) will rise \$350 to \$4,450; rents will increase \$60 to \$1,200; and board (including the eight percent Massachusetts meal tax) will climb to \$1,350, a \$65 hike.

The overall increase of approximately 7.3 percent (slightly smaller than last year's \$500 boost in fees) is necessary to maintain a break-even budget for the Faculty of Arts and Sciences (FAS), according to Assistant Dean **Robert E. Kaufmann** (Finance and Administration). He says, "We struggled to hold down tuition fees while maintaining a balanced budget to which Dean **Henry Rosovsky** (FAS) is committed."

Inflationary pressures, especially for heat, light, and power, as well as increased costs for salaries and benefits, building

(Continued on page 15)



Dr. John E. Mack, Professor of Psychiatry, who this week received the Pulitzer Prize for his biography of T. E. Lawrence.

## U.S. African Policy To Be Discussed Here

"American activities in Africa are obviously not solely an academic concern; they embrace business interests in Africa, planning groups in the State Department and law-makers in this country. 'The Conference on United States Policy in Africa' is intended to be a dialogue between these parties," said **K. Onwuka Dike**, Chairman of the Committee on African Studies and co-chairman of the conference.

More than 40 leading government officials, foundation members, and academicians will attend meetings and panel discussions here April 29 and 30.

The conference is co-sponsored by the W.E.B. DuBois Institute and the Committee on African Studies and funded by grants from the Rockefeller and Ford Foundations.

Participants will include Senator **Dick Clark** (Chairman of the Senate Foreign Relations Sub-Committee on Africa), Congressman **Charles Diggs** (Chairman of the House Sub-Committee on Africa), **Donald McHenry** (Deputy Representative to the Security Council of the U.N.), and **William Schaufele** (Assistant Secretary of State for Africa).

The purpose of the conference is to examine "the fundamental issues involved in the process of creating a positive and responsive American policy toward Africa," according to the organizers. In closed panels and in open sessions, experts with governmental, economic, and

(Continued on page 15)

Four parts of the boycott may affect American firms:

—The primary boycott, in which Arab nations refuse to do business with Israeli firms, "is a direct and understandable result of the continuing tension between the Arab countries and Israel," the committee stated, adding that precedents exist in economic boycotts supported by U.S. policy.

—So that products manufactured in Israel are not delivered to Arab customers by third nation suppliers, Arab customers often ask suppliers to provide "certificates" (Continued on page 5)

employee or graduate student. Demonstrated ability to advise and counsel college age students and a working knowledge of the academic offerings and support services available to undergraduates. An interest in organizing activities and working with resident staff members desirable. (4/8/77)

**Teaching Assistant.** Req. 23122. Expository Writing. Part-time teacher for history section of Freshman writing course. Teaches writing through the teaching of history. Section consists of 17 persons and requires 20 hours per week. Some choice as to curriculum. Position through January or May, 1978. Minimum requirements: MA or equivalent in history, political science, American civilization or major in political theory including philosophy or area studies. Minimum of 1-2 years teaching or editorial experience or considerable experience as a professional writer. Demonstrated writing ability. (4/1/77)

**SUPPORTING STAFF POSITIONS**  
(Grade 6 and above)

**Staff Assistant III.** Grade 7. Req. 25089. School of Public Health. Processes and maintains all Business Office paperwork dealing with corporation appointments, change of status, Journal entries, cover letters, etc. Maintains all records for corporation appointees. Integrates into and maintains computer-based management information system for Business Office use. Types, handles phones and travel expense reports. Performs a variety of related duties as required. Minimum requirements: Business school training preferred. 3-5 years related experience. Typing 50-55 wpm. (4/22/77)

**Secretary III.** Grade 7. Req. 25085. Harvard Medical School. Coordinates and disseminates information on established policies and procedures. Gathers, compiles and reports pertinent information to supervisor. Sets up and maintains departmental records. Types correspondence and technical reports. Acts as liaison with Faculty, staff, students and outside visitors. Performs related duties as required. Minimum requirements: College degree preferred. Business school training with 3-5 years secretarial/administrative experience required. Typing 55-60 wpm. (4/22/77)

**Accounting Clerk IV.** Grade 7. Req. 23328. Fiscal Services-Payroll. Under direction, performs administrative and complex clerical/accounting duties for Officer-Staff payrolls. Implements accounting and recordkeeping systems and procedures. Maintains financial records and serves as principal source of information to departments and employees relating to employees earnings. Reviews financial data for application to payroll. Responsible for activity on Officer-Staff payrolls including employee deductions, statistical information, reconciliation of total salary charges to departments, adjustment or earning, refunds, receipt of cash payments or employee deductions, processes vouchers, stop payments, re-deposits, reviews edit runs, distribution of checks and department payrolls. May direct the work flow of clerical support staff. Minimum requirements: Business school graduate preferred. 3-5 years related experience required. Demonstrated administrative ability. (4/22/77)

**Secretary III.** Grade 7. Req. 23326. Performs stenographic and confidential functions for Director of the Harvard Institute for International Development. Responsible for the Director's calendar. Arranges monthly meetings of the Faculty Council and the Executive Committee of the HIID; prepares and disseminates meeting minutes. Sets up and administers follow-up system for assignments made by Director with respect to responsibilities within HIID. Gathers, compiles and reports to Director and others information on Director's responsibilities. Assists Director in compiling annual report to the University and assists Director and Program Director in compiling information for public biennial report. Acts as liaison for the Director and HIID staff, senior faculty throughout the University and students and continuing flow of telephone calls, letters and visitors seeking information. Minimum requirements: 3-5 years office experience. Minimum of 65 wpm typing. Excellent shorthand skills required. (4/22/77)

**John Mack Retraces 12 Years of Research for T. E. Lawrence Biography**

(Continued from page 1)

Amid the happy hubbub of telephones ringing ("The New York Times is on hold," "Bob Coles just called to say, 'TRIPLE CONGRATULATIONS' " "The Associated Press wants to know when you were born. . ."), Dr. Mack was interviewed by the *Gazette*.

**Q. As a psychoanalyst, what was Lawrence's special appeal to you? How were you "hooked?"**

A. I became hooked by Lawrence because he was extraordinary for a public figure, a military commander, in the degree to which he was involved with exploring his own inner life. Lawrence, himself asked what was propelling him, what was the meaning of what he was doing, what was his own purpose in getting involved with the Arab revolt, how did it relate to his own personal development. He was interested in the relationship of his adult actions to his youthful readings of chivalric romances: how they related to his concerns with the Crusade, his ideas of heroism, redemption, renunciation, self-sacrifice. He explored all of this in *Seven Pillars of Wisdom*, and in his correspondence. He also had a great gift for psychological insight.

**Q. How did you react to his extraordinary self-exploration?**

A. I felt that here was something that could overcome the familiar accusation that the writer is imposing psychological interpretations on a person who is dead and about whom there is no data. I felt this accusation would no longer be valid if the information on Lawrence were used critically but thoroughly. Also, Lawrence was sufficiently our contemporary that I was able to conduct extensive interviews with people who had known him very well.

**Q. How did you get in touch with these people, most of whom were in England or the Middle East?**

A. Initially, I wrote to Lawrence's older brother who had been a medical missionary. I approached him as one physician to another, who had felt very much affected by his brother's life and suffering and struggles, and was interested in talking with him. I also met Lawrence's younger brother, an archaeologist who was his literary executor, who was extremely helpful to me in gaining access to embargoed papers at the Bodleian Library and worked with me conscientiously over the next decade to enable this book to exist.

**Q. Were there any problems with**

**College Fees To Go Up**

(Continued from page 1)

maintenance and equipment supplies, continue to drain the FAS budget. In addition, higher charges to students necessitate larger financial aid commitments.

Tuition income, which will rise by some \$2.7 million next year from undergraduate graduate, and special students, comprises 70 percent of the FAS unrestricted budget. Other income is derived from the Harvard College Fund donations, government contract overhead, endowments, and other sources, all of which depend on the national economy and are difficult to predict.

**Lawrence's brother when it came to your writing about some of the more intimate of his personal problems—for example, his apparent need for being whipped?**

A. Yes. There were some rough moments for him when the flagellation episode—which he had known about—came up. He became troubled when the details of it were put into one long chapter. He was troubled about the possible effects that chapter might have. But he never swayed in his support and I have enormous gratitude to him and to his wife for their steadfastness.

**Q. In the hundreds of interviews you conducted for the book—from Lowell Thomas to Basil Liddell Hart to Howieit tribesmen in Jordan—how do you think your psychoanalytic background affected your handling of the material?**

A. I think that understanding of motivation, of the bringing to bear of the conflicts in one's life and to one's public actions can be appreciated by such a study. I feel there is a need to know more about the psychological development, strengths, vulnerabilities, of leaders.

**Q. Is there a single theme in the book that you feel particularly benefited from your psychoanalytic training?**

A. Yes. The whole question of heroism and Lawrence's need to be heroic. Lawrence's mother and father never married. He was the second of five illegitimate sons who was raised in a very strict home. His parents were members of an evangelical sect of the English Church and Lawrence was early impressed by this God-fearing, Bible-reading environment.

But he was also aware of a degree of conflict between this very strict obedience to God and the Bible and the fact that his parents were living in sin. Like many children, he fantasized that his father had once been part of a heroic race of aristocratic giants, and he was encouraged in such fantasies by a mother who felt that she, too, had fallen from a state of grace. She sought to redeem, through her children, her own fall. One son did indeed become a medical missionary, another provided Christian teachings in India, and T.E., though not consciously, seemed to need to redeem his family's fall from grace.

Lawrence sought, through his public actions, to restore the heroic image that

**Conference on U.S. African Policy Scheduled**

(Continued from page 1)

scholarly interests in Africa will examine the historical forces and contemporary possibilities in American interactions with Africa.

Sessions open to the public, with questions and answers following presentations, will be held Friday, April 29 at 8 p.m. in the Science Center, Lecture Hall D, and on Saturday at 2:30 p.m. in Emerson Hall 105. Friday's session will be addressed by Mr. Schaufele and Mr. Diggs, and Saturday's by Mr. Clark.

The conference will be co-chaired by **Preston N. Williams**, Acting Director of the DuBois Institute. Mr. Williams has visited seven African countries and is a member of the Sodepex Committee of the World Council of Churches and the Pontifical Commission of the Holy See

he grew up holding in his mind. I'm not saying that he deliberately set out to do this, but I do believe that this was a force behind his public actions. He studied Arabic, became an expert in military history, and he adapted this information to leading a glorious campaign.

**Q. So you think that your psychiatric training predisposed you to make these connections between Lawrence's childhood fantasies and his adult public life?**

A. I think psychiatric training and experience in working with psychological histories is helpful in terms of the necessity for interweaving the themes that occur in Lawrence's life: the childhood fantasies about the heroic past from which he is descended, the desire to redeem a fallen family state, the desire to liberate a people and thereby recapture the chivalric ideals, in which he had become steeped from adolescence. Psychiatric training does not help you in learning history—that you have to do on your own—but it does help you in interviewing.

**Q. How does being a psychiatrist make the kind of interviewing you were able to do different from the kind of interviewing that, say, a journalist might do?**

A. That's a very difficult question. By being a psychiatrist I may have been particularly sensitive to his personal relationships. You can tune in to the quality of the attachment between a particular person and Lawrence, in terms of what it was that was meaningful to the person about his or her relationship with Lawrence. It was often then possible to enlist his former friends as collaborators in the project.

**Q. Did you encounter any suspicion toward you because of your being a psychiatrist?**

A. Yes, but the funny part of it is that despite people's suspicion, they nevertheless would end up pouring out a great deal of information saying, "Well, since you're a psychiatrist, you'd certainly be interested in this. . . ."

**Q. What are some biographies that you've liked?**

A. Henri Troyat's biography of Tolstoy, Justin Kaplan's biography of Mark Twain, Alexander and Juliet George on Woodrow Wilson. Erik Erikson's work is, of course, crucial to this whole field, and I owe him a great debt.

on Third World Countries. His concern is not only for the conference itself, but for its long-term implications:

"We hope to publish a volume out of this conference as a permanent record and as a reference for policy-makers and others in the field."

Mr. Dike, Andrew W. Mellon Professor of African History, is also the ex-Vice Chancellor of the University of Ibadan in Nigeria.

Other members of the program committee are **C. Clyde Ferguson**, Professor of Law, **Martin L. Kilson**, Professor of Government, **Rita M. Breen**, Executive Officer, Committee on African Studies, and **Cassandra Champagne**, staff assistant at the DuBois Institute.

The following jobs, described in previous issues, are still open and are posted in the Personnel Office. Lack of space precludes repeating the descriptions.

- Research Assistant I or II. Req. 25035
- Research Assistant II. Req. 25032
- Research Assistant I or II. Req. 25025
- Research Assistant II. Req. 24999
- Applications Programmer. Req. 24991
- Research Associate. Req. 24983
- Research Associate or Fellow. Req. 24979
- Research Associate or Fellow. Req. 24978

- Circulation Systems Coordinator. Req. 23128
- Fiscal Coordinator. Req. 23058
- Assistant Physician. Req. 23055
- Applications Programmer or Programmer Analyst. Req. 23027
- Manager. Req. 23014
- Assistant Director for Financial Management. Req. 22998
- Assistant Director, MBA Program Administration. Req. 22997
- Research Assistant I or II. Req. 22982
- Manager of Utilities Division. Req. 22976
- Applications Programmer. Req. 22958
- Assistant Technical Director. Req. 22954
- Librarian. Req. 22910
- Coordinator of Science Advising & Preceptor in Mathematics. Req. 22848
- Education Economist. Req. 22822
- Head Coach - Men's Intercollegiate Swimming & Director of Aquatics. Req. 22818
- Assistant Dermatologist. Req. 22811
- Research Fellow. Req. 22693
- Specialist in Book Selection. Req. 22566