From Ph.D. thesis to instant fame; Millet's life is women's liberation

Kate Millett, the increasingly well-known philosopher of the Women's Liberation movement, will appear at Rice November 6 for lecture and discussion at 8 pm in the RMC.

As author of the unparalleled Sexual Politics, Miss Millett has supplied a theology for feminists. The book, which is on the best-seller list and has gone through five printings in two months, is an examination of the emancipation of women throughout history and a study of the forces in society which affect the roles that men and women play.

Reflected Life

Or, as Miss Millett puts it, "I was trying to trace the reasons why the first phase of the sexual revolution started, and how it changed, through the currents of literature . . . showing how literature reflects certain sides of our life, the way diamonds reflect life—or the way a broken bottle does. From cultural criticism I got bigger and bigger and until I was almost making a political philosophy."

She sums it up: "All I was trying to say was, look brother, I'm human."

Kate Millett says of Sexual Politics, "All it is in my goddamn Ph.D. thesis." And it earned her doctorate from the English department of Columbia University. The initiative for the book was a fiery speech written by Miss Millett for a Women's Liberation meeting at Cornell University in 1969. Less than a month later, Barnard College, where she held the position of instructor while working on her Ph.D., informed her of her dismissal. Three days later, Miss Millett began work on the book, Sexual Politics.

Literature

The work begins with a series of criticisms on the works of several writers from Norman Mailer (whom she calls a "pioneer of the virility cult") to Henry Miller (whose "ideal woman is a whore") to Emma Goldman, a social democrat whose ideas she finds agreement with.

The second section of Sexual Politics deals with the history of male-female relationships, from religious, social, political, and historical points of view. It traces the women's liberation movement from its infancy in the mid-nineteenth century, through its advancements and digressions, to the present day.

It is interesting to note that, though women "have come a long way," if men should disappear, "we would have little trouble putting the pieces back together.

Another observation of the book is a surprising parallel between the oppressed female and the subjugated Negro of the pre-Civil War period. Both groups exhibit the same stereotyped—inferior intelligence, inability to survive alone in the outside world, and general passivity and submission to authority.

The book ends as it begins: with more literary criticism and a drawing together of the bases of the influence of patriarchy. Sexual Politics has been labeled "a completely vicious and excellently reasoned analysis . . ."—Christopher Lehmann-Haupt and lambasted ("She's not looking for the truth, but making a case . . .")—Robin Fox, and remains a popular item in the bookstore.

At 35, Kate Millett has a background full of the negative effects of the patriarchal society. In her own words, "Women's Liberation is my life." And her life has been one big struggle to overcome the forces of a patriarchal society which constantly threaten to overwhelm her.

Miss Millett was born the second of thirteen children who "should have all been sons." Her father was "this fuck and really angry" that he had conceived "three errors in a row." Her mother, a college educated, was glad and happy enough to keep her family fed.

Homes

Miss Millett received her B.A. magna cum laude Phi Beta Kappa from the University of Minnesota in one quarter less than the prescribed undergraduates plan of study. Afterwards, she went on to receive a first-class honors degree from Oxford.

In spite of her impressive education, Miss Millett, after 1,400 letters from England inquiring about teaching positions, secured a job as a file clerk in a New York bank—"From Ox¬ford, to the Bowery in one easy lesson," she said.

Miss Millett is now married to Fumio Yoshimura, a sculptor whom she met in Japan during a two-year stay to escape mounting financial troubles in New York. They have since returned to the Bowery and live in a two-story loft.

A lecture series of 1964-5 sparked Miss Millett's interest in Women's Liberation. She explains, "At the next to the last lecture, I got all hot up. Afterward, a girl came up to me and said, 'You look really interested in this; did you know there are civil rights for women?' And I thought, 'It's for me.' From then on, her activity unshackled and evolved to her present-day fervor.

Work on Sexual Politics took place from February 1969 until March 1970. She describes her experience in writing the book: "Like war! A triple orgasm." During the first eight months of work, Miss Millett worked 14 hours a day and took 2½ days off.

Still Working

And Kate Millett is still working. She actively promotes the ideas of her book by holding membership in several women's liberation groups and attacks daily the institutions which today are influenced by and influencing the male-female attitudes passed down through history such as cruelty, feminism, and the structure of the family (called by Miss Millett the "patriarchy chief institution and cell for sexist brainwashing.")

In addition, Miss Millett returned to Barnard College this last year to take charge of a new "Experimental College"—a commune of forty students.

Miss Millett's (chances with "tell it") visit to the campus is sponsored by the Student Congress Board and the Forums committee of the Student Association. Admission to the Friday night appearance is free to Rice students; $1 to students from other colleges with ID's, and $2 to the public.
We of the housing committee have been investigating the present system of college life at Rice vs. a coed system. Last week we asked students about "coed segregation." (These words 19) and now we would like to present some options in reality living

The college system could stay as it is with segregated colleges, maintaining the status quo and the "coed" environment.

1) Have only coed colleges.
2) Have 1 men's, 1 women's, and the rest coed colleges.
3) Have all coed colleges.

Before we review the advantages and disadvantages of the above, let us review the purposes of the College System. According to the original concept with which it was founded, the purpose of the college should be to provide an integrated social and intellectual environment. The college environment should not be composed of people of only particular lifestyles, ideas, or interests, but rather should be a heterogeneous group to provide a mixture of viewpoints. This in turn would stimulate interaction among members of various groups to receive new and different ideas. In general, college members should have an enriched opportunity to learn, mature, and experience outside the classroom. What is our present system? Our present system is set up so that social and administrative regulations are centered within the college. The layout of the colleges means that the greatest activity is with nearby students and not with the isolated student on the far side of the campus. There are some advantages. The present system already exists and we are somewhat adjusted to it. A second advantage is that the organization of people and females maintain fewer distractions. Thirdly, there is a definite anonymity and freedom in the fact that one can remain free of outside disturbances. There are also disadvantages. The colleges are obviously not as heterogeneous as they could be. If the college-oriented atmosphere of segregation of the sexes cause difficulty in cross-sex college activity, it is a great effort to get people out and meet people. The lack of human nature of women students can be subdued. The prevalent amount of women is often lower and it is difficult to start out, and then Rice reinforces his beliefs of women. In general, the present system causes a frustration of normal interactions. What could a coed system be like? A coed college would lead to a greater mixing of students and thus maintain more heterogeneous colleges. There would probably be a chance in the social system and perhaps more intercollegiate activity.

Specifically, students would have a greater opportunity to learn how the other half live. This would enable their opinions of others or disputed images. Many Rice students now have no idea of how to interact with someone of the opposite sex. It would also cause a decrease in the tendencies to objectify or commodify the other sex. The total environment would help the individual to better understand and accept his sexual identity and with it the responsibilities towards himself and others.

Now consider the alternatives. First is the American approach. The colleges would remain the same but the students would be housed in coed halls. This would cause a decrease in the tendencies to consider students of the opposite sex in a sexual and therefore artificial college or else lead to either live on campus or in the coed colleges.

The last alternative in that all colleges become coed. Perhaps some people may not be interested in and would be happier to live in a control system. As people now must either adjourn themselves to a sterile, isolated setting or to the outside world, they might find it easier to live on campus or in the coed colleges.

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Rice has traditionally had a "core curriculum" of courses that all or most freshmen were required to take; several years of foreign language study were also demanded of most students at some time in their undergraduate careers. Virtually all freshmen took English 100 and either American or world history. The academic math and science requirements resulted in several infamous "one-out" courses designed as terminal introductory surveys, Math 101 and Physics 101. These courses were stocked with many students who were there only because of the requirement that they had to be, and the courses were often considered of dubious value, especially by harried and anxious S-E's in the regular "100" courses. In these and other required courses, many students despised the role of members of a "captive audience," and professors scarcely relished the task of teaching totally uninterested students.

It was against this background that curricular innovations were introduced over the last few years; several new approaches to introductory courses: a minimal pass-fail option; and most importantly, college courses.

But the foreign language requirement remained, as well as the dictum that all freshmen must take English and history, and academics must take three year-courses of science and math. In the context of continuing complaints by students of worthless and irrelevant required introductory courses and even a request by the history department that the history requirement be eliminated, the Faculty adopted the new curriculum, which was substantially the proposal recommended by the Undergraduate Curriculum Committee after several years of intermittent study.

Enrollment Changes

Several interesting changes have occurred. In particular, the reduction of "distribution" requirements has significantly altered enrollment figures in many lower-level courses, and

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AUTHOR OF SEXUAL POLITICS

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The Rice Thresher, November 5, 1970—Page 3
Longshore claims obscenities hinder cause

Student offers suggestions to frustrations

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To the Editor:

I went to Austin Saturday morning to see the longhorns play the university of Houston in football, which is typical at Rice. The game was not exciting. The team, under coach Van Norden, did not show up. The Rice team played with a lot of enthusiasm, but the team was not very good. The Rice players were not as good as the University of Houston players. The game was not very exciting, but it was a good game for both teams.

To the Editor:

I am writing to express my concern about the recent incident at UH when President Johnson was arrested. I believe that the arrest of President Johnson was a mistake. The President is a very important figure in our country and should not be arrested without due process.

I would like to suggest that we make a few changes to the current system of communication. First, we should establish a system of communication that is open and honest. Second, we should ensure that all communications are fair and impartial. Third, we should make sure that all communications are transparent.

I believe that these changes would help to improve the overall system of communication. Thank you for your attention to this matter.

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Offensive play-calling fails to utilize players potential

By Gary Barklin and Marty Belasco

 Coach Bo Hagan and his offensive coaches have failed miserably to utilize the full potential of their players. Despite his idealistic statements to the contrary, the primary purpose of a high school football program is not to shape the players' morals with the mental-dictated programs of the head coach. The players project in many cases is to win. The coaches, with the aid of their philosophy, have tried to win by teaching the players to have a self-control that is not natural to them--to win in the field.

Curricula--

(Continued from Page 5)

been ironically reincarnated as French 106. Eventually the English 106 requirement was dropped, and replaced by an English course, but given during Freshman Week. Those who "flunked" or did not do well in the course are placed in a non-credit tutorial. Dr. Thomas Kelly, who administers the program, reports that "about 50% of students started it, and about 29% have completed it." He mentioned that several of those who had been placed in the tutorial have continued because they feel the tutorial is still helping them.

Area Majors--

Certainly the major innovation of Rice's new curriculum in the Area Major is the Area Major, by which a student can design an interdisciplinary major program to fit his particular interests. In this case, the student and his adviser should request that advice from the two or three departments in which he major interests. He should consult with them to construct a coherent program of concentration.

The Area Major was conceived in accord with the movements in many universities away from the rigidly defined, mentally-dictated programs of concentration, but places the emphasis on synthesizing, rather than rote learning. Certainly, the various disciplinary perspectives which are available.

However, the Registrar's Office reports that no students have elected an area major yet — any student planning to do so should let the Registrar's Office in on it, they suggest.

The athletes who constitute the starting Rice offensive team do not own the individual ability of their counterparts on the University of Texas team. They do, however, possess enough talent to score more than seven points in the last three games. The obvious problem is the offensive strategy of trying to overpower the opposition through repetitive use of the running game. A team like Texas can afford to use this method of attack because for them it is extremely effective.

Rice, this strategy has not succeeded. Although Vincent and Spurlock are good runners, they are no match for Worster and Bertelsen. Nor is our offensive line the equal of the Horns'. The answer to our offensive woes lies in a basic change of approach.

We feel that the Rice offensive strategy should try to extricate itself from its almost total dependence on the running game. The failure of our strategy was painfully obvious from last week's loss to Texas Tech. Of the 39 running plays called during the game, 31 went to the tailback. Of the 29 passes called, 16 were on obvious passing situations (such as on third down and long yardage or in the final two minutes of the half), thereby destroying any element of surprise. Certainly, this was one of the major reasons for Wood's poor (4 out of 17) passing game. Although the game injury ridden defense did not play its best game, anything the opposition is held to three points, the defense should lend enough support to win. In order to win in the future (at least to make a respectable showing), the Owls must stop committing offensive suicide by their ridiculous play-calling.

A logical solution would be--

(Continued on Page 6)

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the rice thresher, november 5, 1970—page 5
Tuesday, November 5, 1970

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Appointments to meet with our representative may be made through the Director of Placement, Rice Memorial Center.

The M.B.A. Program is a two-year general management course particularly designed for students who have majored in liberal arts, humanities, science, and engineering. The purpose of the program is to train scholars for the challenging open to business educators, researchers, and innovators.

**rime people's calendar**

**notes and notices**

Bridge — There will be a duplicate Bridge tournament held for all Rice students on Sunday, November 8. This event will lead to the Regional Association of College Unions Tournament at LSU in February, and National Bridge Competition will culminate in the Finals Tournament in April in Dallas, Texas.

Campus competition begins at 2 pm on the Will Rice Commons, directed by Dr. Cuthbertson. Master points will be awarded at all levels of the tournament; the entry fee will be $4.00 per person.

Under — The SBC is sponsoring a mural design contest with the winning design to be painted on the UGLY white wall in Sammy's. The contest will run from November 6-16, with the announcement of a winner the second week of second semester. The design will be painted by Buildings & Grounds, with the winner serving as supervisory to the project. With the completion of the painting, the winner will be awarded $50.

Designs should be drawn to scale — the wall measures 18' x 40' and unainted as the SBC office in the closer of the UHSC. Mr. Tate of the Fine Arts Department will serve as advisor to anyone with questions on their entry.

**owllook**

(Continued from Page 8)

"To open up" the offensive, this does not mean a "freeze-dry" type of game of triple reverses, multiple lobs or facile eligible passes. Rather, an occasional screen pass, a quick pass to a back, a stable Vincent run-pass option (he had a 50% completion average last year at quarterback), and more utilization of Kim Madison in the running game would tend to "loosen up" opposing defenses. Adding this to our usual tailback and quarterback-centered defense will create a much more interesting and effective attack.

We realize that Philip Wood does not possess the outstanding passing talent of a Chuck Hixon. We are not advocating total dependence on the passing game. By simply involving a variety of plays in the offensive repertoire, our backfield will not have to face a seven-man defense like our opening day running play.

This proposed revision would not demand any radical changes in our offensive formations. All of the above-mentioned plays are included in the Owl's playbook. No personnel changes would be required, and the basic offensive formations could remain the same. We cannot understand why Coach Hagan never realized this last week, while Ray's Swenson Prep and Virginia's Backfield are utilizing a lot of the same moves, and while Rice did only the best in the SWC.

**Thursday, the fifth.**

Rice Football — Conference is at Young Tech. Kick-off: 12:30. Last week South Alabama lost 13-0, while Rice lost 13-12 to Tulane.

**Friday, the sixth.**

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**Saturday, the seventh.**

**Sunday, the eighth.**

**Monday, the ninth.**

**Wednesday, the eleventh.**

**Thursday, the twelfth.**

**AVRO PROGRAM**

The Navy has recently announced an increase in the openings for Aviation Reserve Officer Candidates. College freshmen, sophomores and juniors may apply for this program, which requires six weeks of training in the summer between the junior and senior years. After returning to college and acquiring a degree, those who complete the program will then be commissioned as 2nd Lieutenants.

Appointments to meet with our representative may be made through the Director of Placement, Rice Memorial Center.

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