



Genet pleads cause of Black Panther Party

By Harvey Baker

Lobdell Dining Hall was the scene Thursday night of a stunning series of impassioned speeches and calls for revolution, a raucous debate between two members of the Venceremos Brigade and several Cuban refugees living in this country, and a revelation by famed French playwright Jean Genet that he was in America clandestinely and illegally, speaking on behalf of the Black Panther Party.

Panther leader Doug Miranda later told the overflow audience of 500 or more that white revolutionaries should leave the campuses, and start organizing in the hite communities, particularly in places like Charlestown

and South Boston that aren't as "safe" as the college campuses, currently considered the battleground of white revolutionary efforts.

Free Bobby Seale

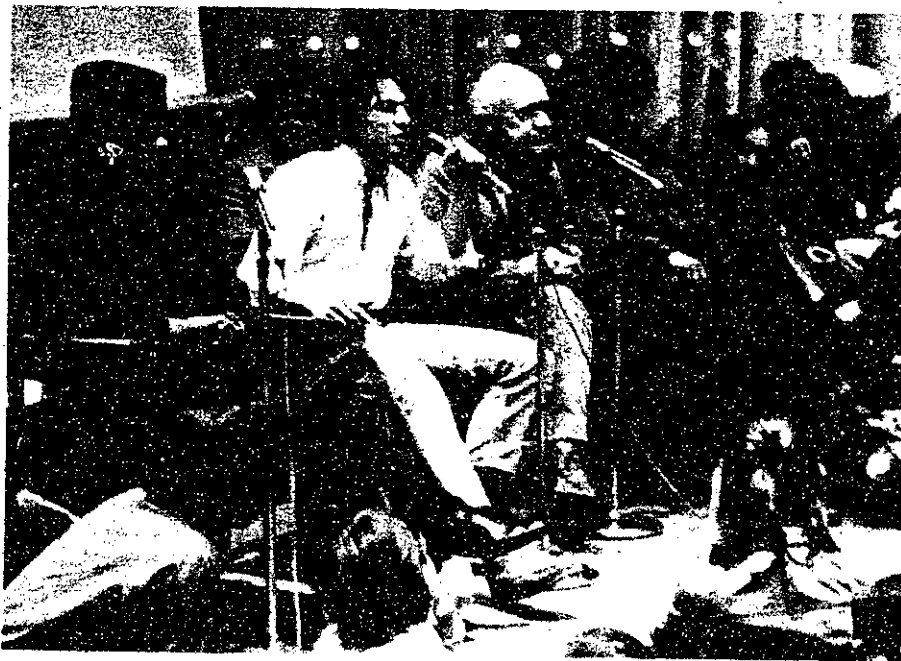
Miranda added that if the Black Panthers didn't get any help from white radicals, particularly in the issue of seeking the freedom of party chairman Bobby Seale, then "the niggers will do it alone if they have to."

Genet, author of the incisive play, "The Blacks," often called a traitor to his country, a thief, and a homosexual, was the key speaker of the evening. The playwright, who speaks only French, had been scheduled to appear in Kresge Auditorium on the preceding evening, but was forced to postpone his appearance until a day later. His remarks were translated for the audience by SACC leader, Jon Kabat.

As it became evident early in the evening that Lobdell was going to overflow, sponsors of the event sought out Dean Jay Hamerness to try to get it moved to a larger hall, but were told by him that all the potentially larger auditoriums, including Kresge, were being used.

Venceremos vs. refugees

Two returnees from the Venceremos Brigade, the group of American students and revolutionaries who cut cane in Cuba for several months, originally were to tell of their experiences in 54-100 at 7:30 that evening. Genet, however, was delayed over an hour in arriving, and attendance in 54-100 was sparse,



SACC leader Jon Kabat and playwright Jean Genet, flanked by two Black Panthers, discuss the role of the Panthers in reshaping society.

Photo by Gary Ezzell

so the cane cutters agreed to move to Lobdell, and stage their conference there, thus setting the stage for a full scale confrontation with about half a dozen Cuban refugees opposed to the Castro regime.

The refugees continually battered away at Dave and Kathy, the two from the Brigade, and repeatedly asked them why so many people were leaving Cuba if life was so good there. They charged that the exodus rate was 400 per day, a statement which Dave and Kathy denied.

All part of a plot?

At one point Kathy became so irritated and annoyed with the questioners, that she burst out with the claim that they were all part of an organized group of Cuban anti-Castroites operating in this country who followed returned members of the Venceremos Brigade around to counteract their statements. The validity of her claim could

not be determined, though it is true that there are several Cuban refugee organizations operating in this country.

The debate, often raucous and noisy, was interrupted several times by hisses from the audience, and was finally cut off for good by the showing of a film about the Black Panthers and the arrival of Genet, accompanied by two Panthers and Jon Kabat.

Genet spoke slowly, one sentence at a time, pausing after each sentence to let Kabat translate. The fact that a significant minority of the audience understood French was demonstrated by the frequent interruptions of applause from those gathered, even before Kabat could translate Genet's remarks. This was rather perplexing to those who understood only English, as was the necessity for Genet to speak slowly and often repeat, so that Kabat could translate exactly his words.

Real obscenity

At one point, Genet related a story in which, he said, he was to speak on a radio station, and the manager asked him to be careful not to use any obscenity. Shortly thereafter, he said, he stayed in the apartment of several Black Panther friends of his in Chicago. Though women and children were usually present, the apartment had to be guarded constantly with weapons by the Panthers, making those inside feel as if they were in a war zone. Real obscenity, said Genet, is just this type of situation.

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Class disruption trial for Kats, Bohmer today

The trial of George Katsiaficas '70 and Pete Bohmer is set for today in the 3rd Middlesex District Court.

Katsiaficas and Bohmer are charged with interruption of a school in connection with the alleged disruption of MIT classes on January 16, an event related to the occupation of the President's and Corporation offices on January 15 and 16.

Both Katsiaficas and Bohmer have already been placed on 8 months probation by the court on charges of criminal trespass stemming from the office takeover. Additionally, Katsiaficas is on probation as a result of his activities at a Boston University demonstration several months ago.

The incident in question occurred on Friday, January 16 at about 11 am. while the offices were still occupied. Pete Bohmer

and George Katsiaficas left the sit-in to try to attract more support for it; they went to the classes of Professors John Wulff and Edwin Bransome.

The first incident was in Wulff's class, 3.091 in which Kats and Bohmer entered from the rear, and began passing out leaflets explaining the occupation. When Wulff noticed their activities, he shouted to them, "What are you doing?" When the nature of their actions became clear, a brief scuffle ensued, and the two were physically escorted from the classroom. The following Wednesday, in a preliminary hearing, Wulff testified against them, and today's trial stems from that hearing. A similar incident occurred in Bransome's Nutrition class, and the Institute is pressing charges against Bohmer and Katsiaficas for this disruption also.

NEW SPACE WORK FOR DRAPER LABS

The Draper Laboratory has received a one-year contract to work on guidance, navigation and control systems for advanced space missions, including analytical studies of the guidance and control systems for a space shuttle vehicle.

In addition, a contract the Laboratory holds from the U.S. Army having to do with an advanced flight control system for vertical takeoff and landing aircraft (VTOL) was amended once in December to provide a time extension to January 31 and then was amended again in February to provide a time extension to March 31. The contract, which is classified, began October 16, 1968.

The new space shuttle contract and the contract extensions were part of contracting activities at the Laboratory during the three-month period of December, 1969, through February, 1970, and were reported by Dr. Albert G. Hill, Vice President for Research Administration.

Dr. Hill said that not all the proposals which precede contracting activity for this period were available to the new Standing Committee on the Special Labs for their consideration and advice, since the Committee was only formed late last year, and was not in existence at the time of the early activity.

Philosophy spin-off seen

By Lee Giguere

There is a "very good chance" that the formation of an independent Department of Philosophy will take place within the next year.

Associate Provost Walter Rosenblith specified the next academic year as the most likely date for the department's appearance. Professor of Philosophy Richard Cartwright gave June, 1971, as the expected date of the establishment of the department.

The Faculty Council has discussed the proposal in a general

way, but has not yet considered the details nor dealt with the matter formally.

Both Rosenblith and Cartwright noted that the change would involve not a large scale re-arrangement of the Philosophy section but would mainly entail giving a new status to the section. Rosenblith pointed out that the change would involve determining the relationship of the new department to the core requirements and such matters as advisors, however. He also noted that it would require consideration by the Faculty and other groups with jurisdiction in the matter which have not yet been consulted.

No new courses

Cartwright has said that the change would not involve the addition of new courses or faculty but would largely be an administrative one. He pointed out that the Department of Humanities already grants a Doctor of Philosophy degree and said that if departmental status is granted to his section, they will petition the faculty for the right to grant undergraduate degrees in philosophy.

The notion that a new department might be formed has been in existence for several months. When questioned on the matter in January, Prof. Douglass, Humanities Department Head, said that the proposal was in the process of being brought before the Academic Council but had not been acted on because of other more pressing matters before that body.

Mansfield Amendment (*The Tech*, February 27, March 3) are some of the issues that will be addressed.

Tonight's session is the second in a series of attempts to increase student-faculty-administration communication through small, seminar-like discussions of important and controversial topics.

Tracy McLellan and Nancy Wheatley, both '71, started these meetings, partly as a response to the failure of President Johnson's Friday afternoon conferences, and partly due to their perception that "a lot of students had something to say and no place to say it."

Future topics include the role of the student in Institute governance and sponsored research.

Funding crisis will be topic of open discussion

A rare opportunity to look behind the scenes at MIT's financial structure will occur at 7 o'clock tonight on the second floor of the Student Center.

Comptroller Paul Cusick, Dean Robert Alberty of the School of Science, Director of Student Employment Dan Langdale, Albert Hill, Vice-President of Research Administration and Special Laboratories are among those who will be present to discuss the financial crisis affecting the Institute and how it will affect students.

The MIT budget this year is being squeezed from several directions and one source predicted a possible \$4 million deficit for the next fiscal year. Cuts in financial aid (see *The Tech*, March 6) and the effects of the

Horoscope for Thursday, March 19 at 8:50 am..

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Announcements.

* The deadline for nominations for the Baker Award for Outstanding Undergraduate Teaching has been extended to March 20. The award is made annually to members of the faculty who show outstanding interest and enthusiasm in their teaching of undergraduates both in and out of class. Letters of nomination should be sent to Carson Agnew, 26-142. Anyone with any questions should call him as x7131 (day) or 864-1459 (nights).

* There will be an important open meeting of the Corporation Joint Advisory Committee on Tuesday, March 17 at 3:30 pm in the Jackson Room, 10-280.

* The Student Mobilization Committee is having a meeting to discuss the anti-war demonstration April 15 in Boston. The focus of the demonstration is to call for a referendum on immediate withdrawal from Vietnam. The meeting will take place Thursday 7:30 in Room 1-190.

* All people interested in helping with the Ecology Teach-In on April 22, please come to a general meeting on Wednesday, March 18, in the Student Center East Lounge at 7:30 pm.

* The Student Committee on Educational Policy (SCEP) will meet Thursday, March 19 at 9:30 pm in room 473, Student Center. All interested persons are invited.

Genet entered US illegally

(Continued from page 1)
not an occasional curse word on the radio.

The most startling revelation of all came about three-quarters of the way through Genet's talk, at which time he revealed that the U.S. Customs Service had denied him a visa to travel in this country, and that as a consequence, he had slipped in illegally. The approximately 65 year old Genet has several felony convictions on his record, and consequently was denied entry to this country. Nonetheless, he said, he had promised several Black Panthers a while ago in Paris that he would do whatever was necessary to support their cause even if it meant illegal entry into this country. Thus, Genet takes a great risk every time he appears in public.

Panther spokesmen at the rally said they were trying to raise \$1500 that night to be used for the Bobby Seale Legal Defense Fund. Seale is currently awaiting trial in New Haven on charges of murdering a fellow Panther in that city. The Panthers claim the whole affair is a frame-up, and that it is simply a part of planned program of genocide against the Black Panther Party by the U.S. Government. If Seale is found guilty and sent to the electric chair, the Panthers say they will "take to the streets."

Panther Brother Doug Miranda spoke immediately following Genet and called on white revolutionaries to join the struggle, get off their asses, and get away from the "safe" campuses. The Panthers, who believe in class struggle, think that the support of white radical college students alone will not be enough to make a successful revolution in this country, hence revolutionary whites need to recruit support in the white community. "The niggers," said Miranda, "have taken more than their share of the shit already." "It's time for whites to pay more than lip service."

MIT cites small need for more draft advice

(Continued from page 1)

All these factors have combined to limit the amount of counseling that MIT can do.

The decision to incorporate the undergraduate office into the graduate one, rather than vice versa, is based on the nature of the current draft problems. Most undergraduates get their 2-S for four years without much trouble. The number of students who have academic problems and thus need more counseling is relatively small.

In the Graduate School, however, things are not as simple. Since graduate deferments have

been eliminated more grad students have been in need of counseling on possible ways to finish their education before having to worry about fulfilling their military obligations. They need advice on job deferments and temporary deferments, which will let them finish the current school year, if not their graduate work.

These problems are also the reasons why many undergraduates, especially seniors, seek counseling. Thus, it was felt that the combined office could best be handled by those currently handling the graduate end of it. Additionally, it was felt that the graduate office is better equipped to handle the problems of those members of the staff who are in need of advice. This group includes instructors, professors and lab employees who are under 35.

The other aspect of the decision to combine the Selective Service offices which upset many students was the way in which the decision was made. It originated within the offices of the Deans of the Graduate School and Student Affairs, without the advice or approval of the Faculty Advisory Committee. Though many students feel that as a major decision it should have been more thoroughly considered, the procedure is not an unusual one. It should be pointed out that the two offices were set up by a decision of the Deans' offices. As the move is primarily administrative, involving the shifting of offices and personnel, it falls entirely within the domain of the Deans' offices.

The Deans did not consider the consolidation to be of major importance, nor did they expect it to cause any of the furor it apparently has. Looking back on the decision, Dean Nyhart admitted that it might have been a good idea to go to the Faculty Advisory Committee on Selective Service, but that at the time they did not feel it was necessary.

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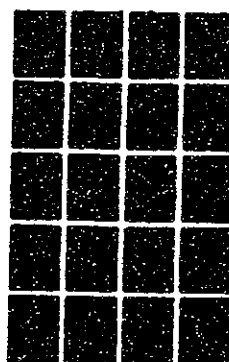
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Special Labs Committee

The Tech has come to the regrettable conclusion that the Standing Committee on Special Laboratories, currently chaired by Professor John Sheehan, simply is not the proper means for the MIT community to deal with the question of the Lincoln and Draper Labs. While we do not criticize any specific members of the committee for their actions, the Committee on Special Laboratories simply has not lived up to our expectations.

The Committee operates in secrecy, holding its closed meetings every Monday afternoon, and does not reveal to the community what proposals it is considering let alone the specifics of these proposals. It has only two student members, five undergraduates and one graduate. The majority of the other members are administration appointees. While the committee members maintain they are separate and apart from the administration and the rest of the Institute committees, in fact they are bound by the very nature of their appointments.

Worse still, the committee is powerless. Its function is purely advisory, and even then its value as such is questionable.

It is distressing also, to learn that the committee members generally turn in individual reports, which remain private, on the testimony they hear on the specific lab projects. Thus a member can say one thing in discussion of the project (if he says anything at all) and say another on the piece of paper containing his recommendation that he sends to the Institute. The Institute receives a list of recommendations from which it can pick and choose or reject outright.

Recently *The Tech* learned of a series of potentially crucial projects that the committee had reported on, though it had at no time made public it was even considering them. Now we learn that at least one of these projects (DSRV) has obtained the final approval of the Administration. Will the community now finally be informed of the facts surrounding this project and of the discussions that must have gone on behind the scenes at the committee meetings about it? Can the committee as currently constituted be counted on to report to the community on the projects it is presently considering? We doubt it. Consequently, a new kind of committee is needed.

We would like to see the committee's purposes and responsibilities redefined. Its primary focus at

present is on reviewing contract proposals and making private recommendations on them. Clearly it must continue to do this. Contracts must be reviewed in light of Pounds Panel recommendations which spawned the present committee; they must be reviewed with a conscious and explicit knowledge and definition of academic freedom; but most importantly, they must consider the social responsibility which MIT has accepted.

However, reviewing contracts is not enough. The concept of community review must be respected and encouraged. Information must be made available to anyone within the "MIT community." The Faculty Advisory Group has served the most useful function of collecting and distributing working papers on the future of the Labs and MIRV. It seems a natural extension of the committee's deliberative process to collect these and it is a necessary task of any such committee to distribute these opinions and this information.

The recommendations of this committee would not be in the form of private memos to the key administrators of MIT; rather, these recommendations must appear as written documents subject to debate and question. It is expected that the committee would not be unanimous in its opinion on controversial issues and minority opinions would be expected; but it should have an opportunity to present a unified (or disunified), forceful recommendation which may stand or fall on its merits. We cannot at present see the necessity for a committee with ultimate power with respect to accepting new contracts. Such power might prove difficult to wield and inflexible to change, yet there is the need for the committee to provide the initial step in the concept of community review.

Implicit in the notion of the "MIT community" is the necessity for equality in deliberations which affect us all. It is for this reason that we recommend the committee be restructured on the basis of equal numbers of students, faculty, and laboratory workers, chosen by their own constituencies. A committee of nine, with three members each, would be the most equitable and most desirable. Only through a group such as this will the Standing Committee on the Special Labs have the opportunity to accomplish the purposes which we envision and which are necessary for us to support its continued existence.



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Tuesday, March 17, 1970

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Letters to The Tech

Fein Rebuttal

(Ed. note: The following letter resulted from a series run by *The Tech* concerning the tenure decision of Professors Saloma, Fein, and Johnson in the Department of Political Science. In reporting the tenure decision and the process it involves, we felt it necessary to report on the individual cases in detail so that the complexity of the issues would not be lost in vague generalities.)

Regarding the eventual publication of the articles in *The Tech*, it was felt by Mr. Grossman that Professor Fein understood this to be the case. That this was not the case is evident, and for this we regret any breach of confidence which may have occurred.)

To The Editor:

Some weeks ago, a young man came to see me, presenting himself as a student doing a paper on the tenure system at MIT. While I was reluctant to discuss my own case with him, I did provide him with some rather sketchy information, and I also informed him that any serious information regarding the Departmental procedures should be sought from the authors, rather than the objects, of those procedures. It now develops that the man in question was Ed Grossman, and what he was writing was a series for *The Tech* rather than a paper for a course. Since I do not care to have my linen, clean or dirty, washed in public, I must object to this

dissembling.

Mr. Grossman not only misrepresented himself; he also misrepresented the facts. My colleagues can correct some of his errors, but I would appreciate your bringing to the attention of your readers the following corrections of (some of his) errors regarding my own situation:

1. My major publication - I take it the reference is to my book on Israel - is, by no stretch of the imagination, based on my dissertation. Both are about Israel; there ends the similarity.
2. My current sabbatical (not "leave") was postponed two years ago when, at the request of the Department, I assumed the Associate Directorship of the MIT-Harvard Joint Center for Urban Studies. The fact that I took it this semester reflects less my desire to leave "swiftly and softly" than it does my desire (a) to meet several publishing deadlines, and (b) to claim my due before leaving MIT. Similarly, my resignation as of 1970 from the Joint Center for Urban Studies was made known last May, long before before the tenure decision. My commitment to the Joint Center was for two years, and February 1970 marked the end of those two years. The two events are not linked.

3. More important, I have been in contact with several members of the Executive Committee since the decision; in fact, I have been in contact with exactly those with whom I was

in contact before the decision. The implication of "ostracism" is both absurd and offensive. I have a number of close friends who are members of the Executive Committee, and my friendship with them will survive the tenure decision, my departure from the Institute, and your scandal-mongering.

4. I hardly regard the situation as "tense" and "emotional." Those who I believe ought to know my feelings about the decision know them. But whether I regard the decision as stupid or enlightened, I am, as you correctly note, moving on to a very appealing position at another campus, and, if I am tense these days at all, it is about matters more significant than yesterday's non-news.
5. Having noted these several distortions, let me also note and second the disarming accuracy of Mr. Grossman's statement, "In the case of Leonard Fein, I have little information to work with." True.

Sincerely yours,
Leonard J. Fein
Associate Professor of
Political Science

Cogito Ergo ???

To The Editor:

As someone at the Institute with both a professional interest in logic and a personal concern for its good name, I protest the use of "Ergo," a term traditionally employed to indicate a rational, deductive connection between the premises and conclusion of an argument, by a cam-

pus newspaper that draws such fallacious inferences as the following: the inference from the fact that the Third District Court, without consideration of the actual evidence and on the basis of a legal technicality, found the evidence against those charged with trespassing sufficient to warrant conviction to the conclusion that the "trespassers" were found guilty.

(See the article titled, "Trespassers found guilty" in the March 11th issue of *Ergo*. There is, of course, another explanation for the inaccuracies of this article, but I have chosen the kinder one.)

Jerrold J. Katz
Professor of Philosophy

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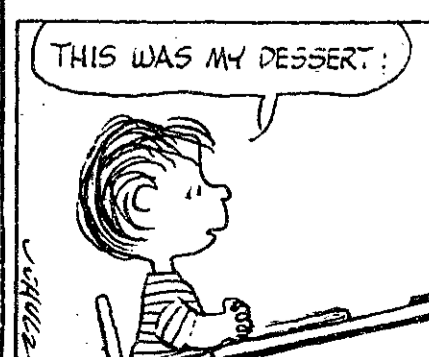
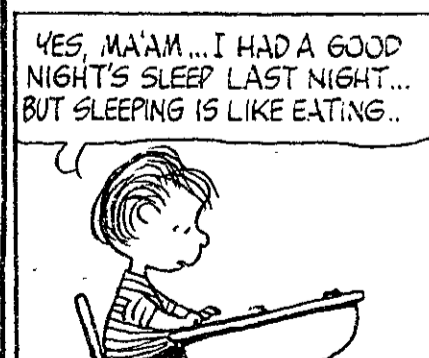
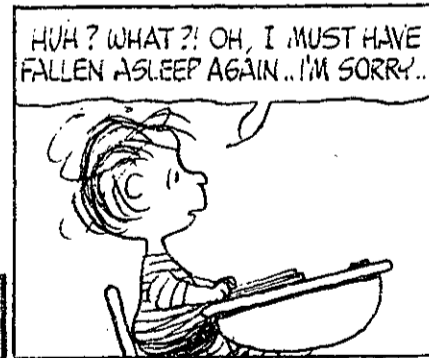
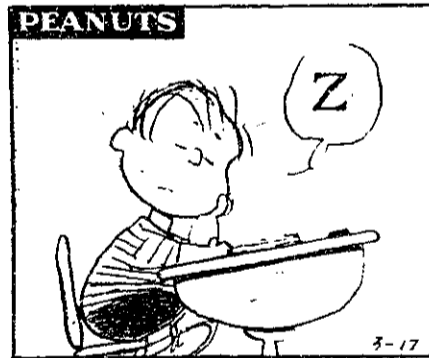
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MARCH 17, 1970 NO. 17

film:

Boys in the Band

By Robert Fourer

Mart Crowley's play, *The Boys in the Band*, is about homosexuals: six who are attending a birthday party for a seventh, and an eighth, a male prostitute, who's one of his birthday presents; plus a "straight" married friend of the one giving the party, who might be a ninth who's never "come out." It opened in New York almost two years ago, to near-unanimous raves, and is still playing: there was a Boston production last spring.

Crowley has now made a movie of his play with director William Friedkin, who'd previously done the same for Pinter's *The Birthday Party*. As always, the theater has lost some things in translation to film; as usual, some things have been added in an attempt to compensate. Luckily, for once, the arithmetic works—the movie, at least in theatrical terms, is very much the play's equal.

The play, for those unfamiliar, might best be placed in the vague category of "tragedy-comedy." In the first of the two acts, the nine participants gradually arrive—uncertain, unhappy, but still having some fun, since, after all, it is a party. The quality and pacing of the jokes rivals the best of comedies—the coarseness of the language no doubt surpasses any of them. Uninvited, the straight friend drops in, and despite all precaution gets into a fight with the most effeminate of the "boys." In the midst of the confusion, the birthday guest finally shows up, and the act closes with the scene in complete chaos.

Act two continues act one, with no break in time; the only change is in the mood, which abruptly turns serious. Crowley's intent, as he puts it, was to first gain the audience's sympathy through humor. Then, once they thought they understood the characters, perhaps even liked



A gay moment at the birthday party in the film, now at the Astor.

them a bit, he would bring out the boys' deeper, hidden traits, the frightening hate they at first suppressed. This plan's success, along with the playwright's skill in characterization and dialogue, makes the play what it is; the audience is forced to suffer with the men, instead of condemning them for their vile behavior.

Since the movie has the same plot, same characters, and same dialogue (essentially—Crowley cut some exposition he didn't

like), its success is already half assured: it should at least have the same effect, though perhaps not so intense. The greatest problems in the transition are the lack of an intermission, which alters the plot's pacing, and the confinement of the action to a pair of rooms, which is natural by convention on the stage but becomes irksome on the screen. The latter is solved in part by opening up the setting to

(Please turn to page 6)

film:

The Happy Ending

If you don't believe in women's liberation, *The Happy Ending* is required viewing. If you do believe in it, you will see what you already know: that the life possibilities open to women in this society are severely limited, and that women are degraded, misused, brainwashed and miserable. If you're a male, don't think this doesn't concern

you, either. Women's liberation is tied to men's liberation is tied to people liberation is tied to the fundamental aspirations and idealism expressed in this country's declaration of independence: life, liberty, and the pursuit of happiness are our rights! Women are blatantly denied these rights; until they possess them, men as well as women in America will be nowhere.

In this masterpiece, writer-director Richard Brooks woe-fully presents how American middle-class values are unable to nurture a sense of self-respect and well-being in women.

Case study: Mary Wilson, age 37, married 16 years. One daughter, age fifteen. Dropped out of college with one semester to go, to get married. Watches television, reads magazines, is virtually an alcoholic, arrested once for drunken driving, has a huge assortment of pills to pep her up, bring her down, turn her on, turn her off. One suicide attempt, with sleeping pills. Has seen *Casablanca* forty times on the late late show. Cries at sad endings. Cries at happy endings. Her husband says he loves her.

At the beauty parlor, a matron tells her: "Honey, all us girls over 35 have the same problem." At the health salon, a girl proudly shows her silicone breasts. "Do you think it's dishonest?" asks one woman. "No more than make-up, falsies, and hair spray," replies another. At a party, a woman talks about a "gorilla" shot this doctor gives her seven days a week. "Keeps me looking thirty and Harry thinking dirty," she explains. "What a man loves most is his automobile," Mary says, "because he can always trade it in for a new model."

The point is clear. All a woman is supposed to do is catch a man. Women put themselves through all kinds of humiliation

—Jeff Gale

(Please turn to page 6)

film: "Boys in the Band," "Happy Ending"
theater: Chekov's "Seagull" at the Hub Theater Center
theater: Stage I Drama Workshop presents "And He Looked"
records: Tom Rush, The Illinois Speed Press, MC5, Deidre Wilson Tabac

theater:

And He Looked

By David Mauriello

Consider the word "masterpiece." It implies the perfect fusion of earth and every element that makes up the whole. Now consider *And He Looked*, the current production of the Stage I Drama Workshop, at 577 Washington Street, Boston.

In presenting this "abstract movement piece," Stage I Drama Workshop is presenting a mind-splitting, never-to-be-forgotten experience to any viewer lucky enough to see it. It is as complete as creation in its mind stimulating messages, and for sheer, sustained audio and visual excitement it is almost indescribable.

So back to the word "masterpiece" and all the pieces that go to make the unit. What are they?

Idea? No. The idea, the thought, the wonder is inside all of us, poking around in our brain and escaping through signs, laughter, tears, or anger. But imagination, yes. A conception of presentation that is bold, beautiful and clear; this is the first and vital piece.

The keyword in this outstanding Company's presentation is pacing. Inaction is used like a pair of cymbals and that wondrous thing, our own minds, are given time to orientate, to catch the seed and to

grow with it. What we are watching in a strictly visual sense is a coordinated, disciplined troupe whose actions are so genuine, as to evoke passion with never a word being said. What we hear is a playback of our own inner thoughts: the anguish of disappointment and loneliness, the soul-tearing cry that we dare not enunciate when we cannot reach out to solace our fellow man.

The presentation can be linked to a symphony in its rhythm, and therefore, like the program notes, "scenes" become "movements." Every movement is given a tireless intensity. Some are chilling in impact. In retrospect, what makes the production so admirable is the simplicity with which it is performed, an indirect mark of a master.

And He Looked consists of ten movements or patterns. The first, *Playground* and *The Punishment for Looking*, opens like the dawning of civilization, a semi-twilight passage that shows innocence soon to be captured. With its capture comes punishment, this leading to pattern two, *Executions*, and this in turn leading to the third pattern, *The Snare*, which nearly symbolizes man's sophistication in inhumanity.

The patterns continue—*Death By Mocking* and *Communion* in which the victim becomes the wrathful forgiver, *Womb and Birth of Man One and Two*, *Looking* and *The Search*.

As this viewer watched, the engrossing thought that all the actors were symbolizing one person began to build. Furthermore, *Civilization*, *humanity*, the universe, is merely that person's brainwave or thinking process, and a thing so supreme as to not only visualize man but to visualize man's cruelty which indirectly admits to an overwhelming doubt as to the goodness of his own motives. Pattern ten is the *Realization* that the "other" must be killed, but is the other not also self?

What message the viewer derives from the presentation is admittedly important and every viewer will identify and react to *And He Looked*. More noteworthy, however, is the brilliance of the vehicle itself which leaves one stunned with appreciation. Elissa Lenk is particularly noteworthy in *Death By Mocking* and *Communion*. Most outstanding is Michael Fulginiti who develops into the lead as the presentation builds. His *Final Looking* is a powerful portrayal of grief and his physical grace and mobility coupled with a far reaching sensitivity make him memorable.

LSC capsules

FRIDAY

Spirits of the Dead. Three short films very loosely taken from stories by Edgar Allan Poe. Highlights might include Jane Fonda's virtuoso bitchiness in the segment directed by her sometimes husband Roger Vadim, and Fellini's treatment of a movie star gone mad. (If it means anything, the film was released by American International, in an effort to add an arty film to their previous output of Beach Blanket Bikini movies, noted for their ability to make money off Annette Funicello's meat.)

SATURDAY

The Sergeant. Rod Steiger in an intense performance as an aggressive sergeant who tries to educate and protect a reluctant soldier. Scenes without Steiger seem bland by comparison. A gruesome look at subconscious homosexuality.

SUNDAY

La Strada. A fine early Fellini tragedy about travelling performers in Italy, looking a good deal like early Bergmann covered with garlic and pasta.



Tom Rush

Tom Rush (Columbia)

This album marks the debut of the Harvard-trained Club 47 product on Columbia after departing from the once prestigious Elektra label. Judging from this outing, the association will be at least an artistic success and will perhaps bring Tom Rush the commercial rewards so long overdue.

Tom Rush has always seemed a sort of male Judy Collins—an excellent folk song singer, but not much as a writer. He has his own unique style, best described as a lamenting sound. In addition, he occasionally breaks into a surprisingly deep voice which has served to enliven some of his previous performances such as "You Can't Tell A Book By Lookin' At The Cover."

The material, production, and performances of *Tom Rush* are extremely professional and, with

the exception of a slipped string here and there, even in their high standard of performance. Perhaps the song which one remembers most is the sad mournful performance of "Old Man." It might be the original "Lullaby" or "Child's Song," a child's explanation to his parents on why he is leaving. All of these are slow paced deeply felt cuts involving simple accompaniment. Maybe you will like the hard driving "Wild Child" and "Drop Down Mama." Perhaps your tastes run to the easy flowing "Drive Wheel" or "Livin' In The Country." Whatever your feelings are, *Tom Rush* covers a wide range of folk styles and is solid in nearly all of them.

Although this new release has none of the outstanding individual material (Joni Mitchell songs) contained on *Circle Game*, it is a stronger overall album.

theater: Hub Theatre Center

By David Housman
The Hub Theater Center is currently presenting a rather uneven production of Chekov's *The Seagull*. The performance left this critic vexed. Some parts of the production were appropriate and compelling down to the last gesture. However, too many scenes lacked sufficient dramatic impact to carry off a successful performance.

To concentrate for a moment on what was best about the performance, the gestures and facial expressions by a number of the cast were extremely effective. Bernie Duffy as Konstantin and Glòria Miller as his mother stood out and Rick Weatherwax played a convincing Trigorin.

In spite of good individual efforts by some of the cast, and the obvious amount of care placed in the direction, the production lacked distinction. The heaviest burden for this failure lay in Robin Solit's portrayal of

Nina Zarechnaia. Nina's role in *The Seagull* is at the center of conflict, her coldness to him drives Konstantin to suicide. To portray her transformation from a naive stage struck child to a distraught actress thwarted in love and in the theater, is a heavy demand on an actress. Miss Solit fails to rise to this challenge and several of the most important scenes left me cold.

However, perhaps something deeper was wrong. Director Rosann Weeks clearly has paid very careful attention to every detail of the production. Gestures, expressions, costumes, and even scenery were clearly controlled with great awareness of detail. An element of spontaneity might have been lost in the midst of all this theatrical artifice. I am well aware that some of the finest productions of Chekov's work have been cast in precisely this theatrical mold. Given a group of actors who clearly are not *The Actor's Stu-*

dio perhaps less emphasis on stylized detail and a greater attempt to turn each actor loose within his role would have been useful.

I am comparing this production in my mind to one I saw earlier this year at the Loeb Drama Center. It is hard to say that as a group the actors at the Loeb were more talented than the Hub group. The production used no props, no scenery, no costumes or stylized theatrical gesture, yet it worked. It was convincing and alive because the dramatic essence of the play was the dominant influence on stage, throughout the evening.

I would commend the Hub Theater Center for its attempt to enliven the Boston theater scene, but I would also recommend to them the words of Konstantin Treplev in *The Seagull*: "we need new forms. New forms are needed and if we can't have them, then we have better have nothing at all."

Happy Ending

(Continued from page 5)
prisonment!" he protested. And what became of that love? Fifteen years later, Mary yells "Kiss, kiss, groan and twitch, wham, bang, and thank you, ma'am." Is housewifing an easy job? "How does it feel to be a member of the working class?" her husband asks. "I have been, for sixteen years," is her answer.

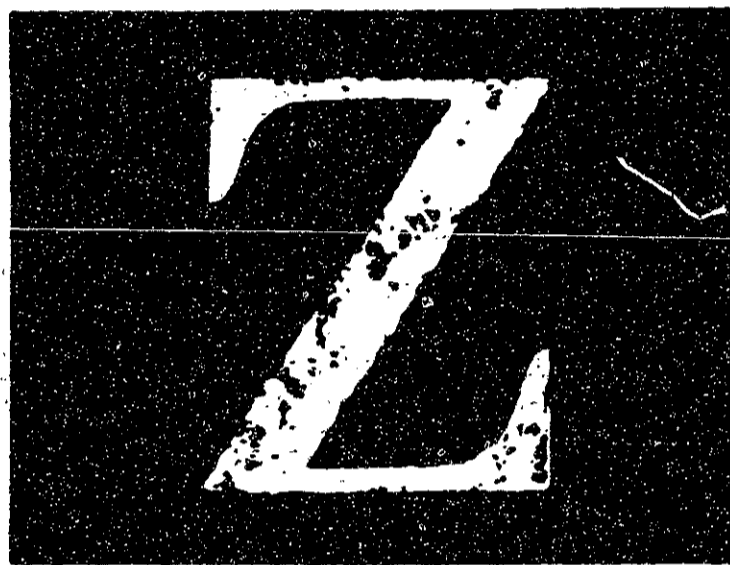
On her sixteenth anniversary, Mary runs away to Nassau, getting air fare by hocking her bracelet, since her loving husband, knowing her alcoholic tendencies, had previously taken away her charge cards and

checking account. In Nassau, she thinks, she remembers, she experiences, and she learns—at the ripe age of 37—that her whole life has been a nightmare in conformity, a cruel hoax, an empty, pointless existence.

Yes, there is a happy ending, but it is not a romantic ending. Mary will build a life of her own. Whether that will include love will depend on the quality of the men she will meet. But they'll have to know that she is their equal. If they can accept that, then they will be very, very lucky indeed to be with her.

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Illinois Speed

Duet—Illinois Speed Press (Columbia)

On their first album they were a quintet. Only two guitars are left this time with the competently arranged backgrounds performed by nameless studio men. However, it is still the same group, but with a little more polish.

The songs are performed in several styles ranging from rhythm and blues to country to raunchy rock. "Morning Blues" sounds like Delaney & Bonnie & Eric, "The Visit" has shades of Chicago, and Paul Cotton's voice and guitar arrangements are in the Crosby, Stills, Nash, and Young style. The album also

features a four-part number called "Dearly" which contains a string section.

There is nothing singularly outstanding but there are no bad cuts on the album. The Illinois Speed Press do good imitations of everybody and they are adequate musicians. James William Guercio has done a fine job of producing. This album is better than a lot of the crap that is around these days.

—Jay Pollack

Back In The USA—MC 5 (Atlantic)

Kick out the jams, boys and girls! MC5 is still pushing a revolution but this album aims at a much different, younger audience. It is loaded with pre-high school-type revolutionary lyrics and candy-rock arrangements. Your little sister might like it.

—Jay Pollack

Shorts

The Deidre Wilson Tabac—(RCA)

Three singers and nine musicians combine to produce the most flawless album of easy-listening garbage made in a long time.

—Maurice LeBeau

The Boys on film

(Continued from page 5)
include several more rooms and an outdoor terrace; it is solved much more with the addition of a rainstorm throughout the story's second half, trapping the characters in the remaining rooms with such persuasiveness many viewers will expect rain when they leave the theater. Thus there is a substitute, if not an equivalent, for the entrapment engendered by the play's two-act structure.

As for the actors, there are no substitutes—the cast is unchanged from the original off-Broadway production. It's not entirely an unmixed blessing, since each part had to be reworked cinematically, and not every scene succeeded with the first try. Even in the finished product, there is often tiresome quick cutting between faces

where the theatergoer would only shift his view from one side of the stage to the other.

All the same, in either version, the playwright's intentions are amply clear. *The Boys in the Band* is a play about homosexuals—Crowley's characters run the gamut of race, religion, marital status, and masculinity, if not self-esteem—and about men, whose problems may transcend the homosexual's. Its theme, to a degree, is universal, though just how much so is a matter on which individual viewers will no doubt disagree.

The Boys in the Band will remain a great play of the sixties, not a great film of the seventies; but for those who haven't seen it yet, there's an opportunity at hand, and it's worth taking.

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Tenure related to academic rewards system

By Edward Grossman

(This is the last in a series of articles on tenure. The views expressed are solely those of the author and not necessarily of The Tech.)

As tenure is a part of a complex administrative system of the university, changes in parts of the system and tenure affect each other. Inextricably tied to tenure is the professorial rewards structure, composed of economic and status components; tenure policies reflect the basic values of a university. The strategy later described in this article is based on modifying the rewards structure as an approach to changing tenure.

Disagreement over tenure decisions reflects an antagonism between student power and corporate power, between local, community control and outside, professional regulation. Students want the resources of the university used primarily for teaching purposes, i.e., to aid personal development; the faculty and administration want the resources of the university used primarily for research and personal development (viz. to increase the status of professors and the profits and power of the university-corporation and its affiliates).

The balance of these forces — the actual allocation of funds — intimately affects every member of the staff. Universities, *prima facie* institutes of higher learning, hire professors to teach; a professor's *basic*, if not foremost, duty is to teach; there is, and should be, a difference between a political scientist and a

professor of political science. However, the promotion and rewarding of professors depends less upon teaching than upon research; increased salary, rank and prestige come from publication, not from education.

Some say that we could not afford good professors (teachers?) without individual and institutional subsidies from research. For example, many professors at MIT are guaranteed their salary through research conducted here. This policy is present in the School of Engineering; because of the shortage of research funds this year, the school faces a crisis of over-extension of staff caused by this "hiring on margin." In addition, overhead funds from leasing lab facilities helps defray institutional costs. However, one could argue that today's half-salary research professor spends, perhaps, half the time of yesteryear's full-salary teacher on instructing and advising students; moreover, the costs of maintaining a laboratory (or Center) should include the "required" funding of extra administrators, professors' research assistants and a manifold number of other non-teaching expenses. It is true that the establishment of a laboratory allows students research opportunities which would not have been possible without additional expenditure. However, its predominance on a campus inherently denigrates teaching to a secondary position — an inconvenient tax for use-of-facilities. Clearly, this area begs for critical study — particularly a comparison of the teaching and research atmospheres at MIT before World War II and today; I, as well as the Commission, welcome and encourage such a study.

Surely teaching, and not tenure, is the issue on which students should focus; tenure, an administrative tool, should not be confused with the ends to which it is put. Abolishing tenure will (I believe) not affect the underlying educational problem that students face: a lack of

interest by the university (particularly senior staff and administrators) in their individual growth.

Essentially, there are two ways to upset the present balance — to de-emphasize research or to emphasize teaching. There are trends which are now encouraging the former. First, this will be the first year since 1932 that the MIT budget has been cut; this cut has occurred primarily because of the shortage of research funds. Second, there is a national movement to end campus involvement with those projects (viz., *res militares*) that have attracted most of the research money to universities (especially MIT). Third, the movement for community control (independence) is incompatible with the kowtowing to outside interests (e.g., US Government) which is characteristic of many research projects. Also encouraging is the growing movement towards universal higher education. Such a system would require the training of thousands of teachers in coming years; one can only hope that there will be sufficient money to support the education of these teachers.

In addition to these trends, I believe that a concerted student effort can help hasten a greater interest on the part of the university in teaching; my analysis proceeds as follows: The university has five distinct groups: I) Undergraduates; II) Graduate students; III) Junior Faculty; IV) Senior Faculty; V) Administration and Corporation(s). Collegiate change can occur at three levels: A) Departmental (professional); B) University wide; C) National. The four policies most directly concerned with teaching and tenure are: 1) hiring policy; 2) teaching and advising requirements for faculty; 3) termination, contract renewal and tenure policy; and 4) who, of the five groups, are involved in construction and implementation of these previous policies. Using these three dimensions, there are numerous

possible change-processes that can occur. We will want to encourage change from valuing good research to valuing good teaching and good research; just as people argue today that "good researchers are also good teachers," I wish to reverse the priorities and say that "good teachers are also good researchers."

My strategy is essentially lobbying by undergraduates (through junior, and sympathetic senior, faculty) at the departmental level. It is based on the closed nature of the academic marketplace (see Caplow and McGee, *The Academic Marketplace*); students' ability to develop effective contacts at other universities; the universities' long term interests in teaching *per se*; and a knowledge of the departmental communications-network and campus media. The strategy is a modest one; it attempts to impress the bureaucracy with the importance of university teaching.

i. Information Gathering

We need a better understanding of the present system: particularly the procedures and their substantive effects, both beneficial and detrimental, to the aforementioned groups. These data should be gathered diffusely, informally. From such data, we may be able to map the cleavages of the system and identify particular change-agents within each group of each department. We should develop good relationships with faculty members involved in these policy decisions, particularly the chairman of the department.

ii. Hiring Policies

Based on my knowledge of Course XVII, a first inroad to change would be search committees (*Ed. note: Search committees seek out people to fill vacant academic positions*). First, we must establish contacts with members of the committee, particularly the chairman and those junior faculty members interested in teaching. Thereupon, for each candidate, we should contact students who studied under him in other universities to determine his interest and ability in teaching. Most often, I suspect, the professor will have an indifferent or ambiguous teaching record; however, it is in instances in which exceptionally good or poor teaching ability appears that the undergraduates would indicate to the members of that committee their opinion of the candidate. This introduces teaching as a criterion for rewards in the system. Because information on candidates' qualifications is often scarce or not indicative of differences between candidates, this additional data about the candidate's teaching performance could be influential. If nothing else, we may be able to delay, and possibly prevent, appointment of professors with notably poor reputations. By limiting appointments to those who show *some* interest in undergraduate education, the staff could gradually come to feel more sympathetic to undergraduates; this could have a multiplier effect on changing the system. As stated earlier, however, this requires very good student-contacts among universities (at least as good as the informal chairman-of-department grapevine that presently exists); nonetheless, the existence of this network would permit many strategies and tactics on other issues not possible today.

iii. Teaching Requirements

It is important that departmental rules establish a minimal course load for each faculty member per term (or per year). Because the junior faculty members offer carry a greater teach-

ing load than senior faculty members, they would favor the institution of a "high" minimal teaching load — tending to equalize differences between junior and senior members. Indeed, such a basic requirement for all faculty members in a department would reinforce and reward those faculty members (mostly junior faculty) who believe that university professors are foremost teachers — particularly of undergraduates. With strict enforcement, a self-selection of incoming professors might occur, helping to eliminate those uninterested in teaching. Such a policy is a perfectly reasonable expression of the traditional views of the university; it is a policy to which the faculty could say "no" only with difficulty. In the meanwhile, we should collect statistics for each professor — the date his contract expires, the number (total and undergraduate) of courses taught, the number of students enrolled in each course, and his participation in undergraduate programs (advising, curriculum development, etc.).

iv. Termination, Contract

Renewal and Tenure Policies

Before a professor's contract is reviewed, we should have sufficient data to determine whether he is a better than average, average, or worse than average teacher. Well before the decision, our views should be impressed on the executive committee and chairman of the department through several judiciously selected faculty advocates. Our lobbying should be low-keyed and should emphasize the specific weakness or strength of that professor in *teaching*; we should reiterate that we only wish to have the man's ability as a teacher considered alongside his other qualities. If the departmental decision differs from ours, we may decide in specific cases to make our opinion known publicly (through *The Tech* and other media) and/or privately to those deans and administrators who can or must pass judgement on the department's decision. After this, there is room for further escalation of tactics in particularly disturbing cases. In fact, the advance publicizing of student opinion would serve as a warning to all concerned. Also, the statistics on class offerings and class enrollments can serve as public indicators of courses that are either dated or in need of expansion and of professors who are either poor or outstanding teachers. These observations should be used to justify changing curricula as well as personnel.

An alternative strategy involves a greater emphasis on teacher preparation programs in graduate schools. Because, as some say, the socialization of professors toward research takes place during their period as graduate students, it is best to inculcate teaching during this period rather than trying to condition them afterwards. Of course, this can be used in addition to the previous plan.

Admittedly, my strategy is a bit simplistic; determining "what a good teacher is" is as enigmatic as trying to define what "education" means; convincing a professionally-oriented faculty of the importance of these questions may be even more difficult. We desperately need data to show that good researchers are *not* always good teachers, and that good teachers are not always miserable researchers. We also need the courage to proclaim that the university's primary purpose is the inculcation of wisdom and not merely the communication of old knowledge or the procreation of new.



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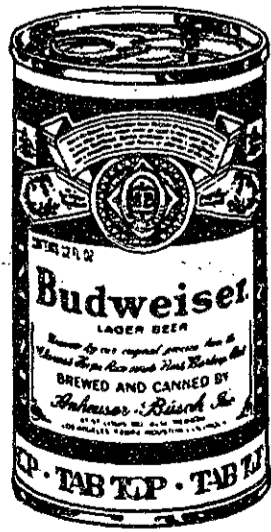
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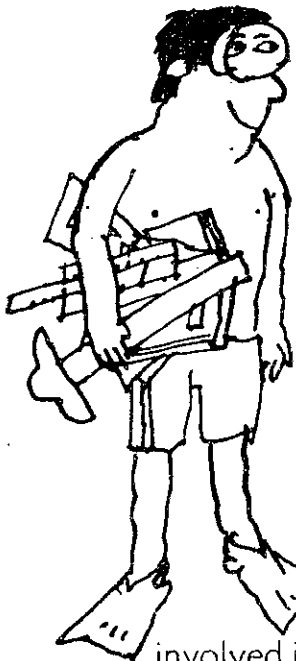
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Marksman Boston champs

The MIT rifle team concluded its regular season in the Greater Boston League by defeating Boston State 1297 to 1164 Friday evening, making their record 13-1 in this league, clinching the Greater Boston Championship.

Taking only five shooters to the Boston State match, the minimum required for a team, the MIT team lacked depth and so, had a bad team score. Karl Lamson '71 led the team with his 268, followed closely by Captain Dick Evans '70 with a 267. [Next came Bob Kirk-

patrick '72 with a 260, Eric Kraemer '71 at 256, and Jack Chesley '71 at 246.]

On Saturday the team traveled to the University of New Hampshire for a match in the New England League. Again, taking only five shooters, the team had no depth. Due to the excellent shooting of two of the shooters, though, the team had 1325 to New Hampshire's 1070. Chesley and Captain Evans were hot as they fired excellent 274's to lead the team, but the highlight of the whold meet was when Evans fired a New England

record 98 in the kneeling position.

Evans and Chesley were tied at 81 for top standing honors, while Lamson had the high prone score, a perfect 100, for a 267 total. Dave Hunt's 258 and Eric Kraemer's 252 rounded out the team.

This pushes the team's record up to 18-3 overall. Saturday the team will fire against Boston College in the last match of the regular season in the New England League, a match which MIT is favored to win. After this match there remain two more meets, the New England Championship, to be held at MIT on April 11, and the Greater Boston Outdoor Tournament, to be held at Framingham in May.

This weekend the Eastern Intercollegiate Fencing Association championships were held in Dupont Gymnasium. Though MIT did not fare as well as was hoped, Guy Pommars '70, earned the right to go the Nationals next weekend by taking second place in the epee. Pommars also won the Outstanding Sportsman Trophy.

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