

Foundation Has \$8 Million Boost for 'Fifth Decade'

Pressing to the \$102,876,000 goal in a three-year stretch, the Fifth Decade Program for University expansion has received an \$8,000,000 boost.

The largest single grant since the James B. Duke Endowment of 1924 has been awarded by the Ford Foundation.

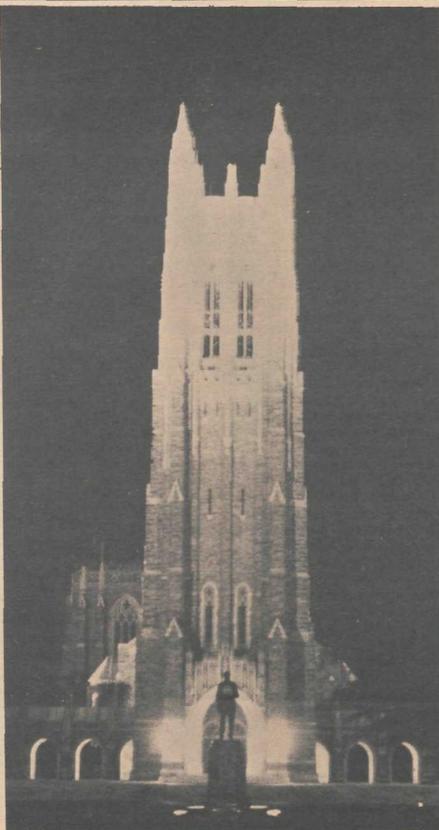
In a major effort to advance Southern higher education, the Foundation offers Duke a challenge grant through its Special Program in Education.

According to the July announcement, Duke must raise from private sources, exclusive of the Duke endowment and government contributions, four dollars for every dollar of the Ford grant. Private contributions to the Fifth Decade Program from July 1, 1966, to June 30, 1969, will be eligible for Ford grant matching.

President Knight has announced six priority projects to be promoted with the initial grant portion of \$1,646,000. These include construction of the new chemistry building, with expansion of course offerings and graduate, post-graduate, and research opportunities.

The West Campus Student Union is to be renovated with expansion of student activity offices. The grant will be used also for General Library materials, including expansion in many collections. The Law School library is to benefit in the development of such areas as foreign law, copyright law, and international law.

The other two projects are improvement of the university electrical system with a new distribution center and the establishment of a Presidential Fund for newly arising projects, such as faculty and staff research.



President Knight To Speak Tonight At Convocation

President Douglas M. Knight will lead the University community in its fourth annual Convocation tonight at 8 p.m. with a major address on "The University: Community and Individual" and a ceremony commending the presidents of student honoraries, governments, and classes.

Dr. Knight and the Committee on Special Ceremonies which planned the event are "hopeful that this spotlight upon the honoraries and officers . . . will symbolize . . . the primary place that student achievement . . . has in our university life," according to Dr. J. H. Phillips, newly appointed University Marshal.

The presidents will enter the Indoor Stadium in full academic costume preceding about 300 faculty members, also in academic robes. Special seats will be roped off for members of the organizations.

After Dr. Knight's address, Randy Rollins, a member of Phi Beta Kappa, will present the members of the honoraries to the President. WSGA President Mary Earle '67 will then speak on the function of student government within the university and will introduce the officers.

The attendance at the past three Convocations has been high, generally ranging from 4000 to 5000. The event was first introduced in 1963, the year Dr. Knight became president, to replace the poorly attended flag-raising ceremony.

Last year's Convocation was the scene of Dr. Knight's disclosure of the Master Campus Plan, a part of the \$187 million Fifth Decade program.

(Continued on Page 5)

Preview of University Symposium

Four View University: Thought vs. Reality

Faculty Panel for Fresh

Drawn perhaps by a "spirit of inquiry" or repelled by the "negative attractions of Durham," a capacity crowd heard four Duke professors critically view aspects of the university Monday night.

The panel critique in Baldwin Auditorium provided freshmen a preview of the large-scale symposium on the university which is scheduled for November.

Definitions, purposes, and failings of universities generally and Duke specifically were volleyed by Professors Harold Parker of history, Marianka Fousek of religion, William Van Alstyne of law, and Peter Klopfer of zoology.

Dean of Woman's College M. Margaret Ball, introduced Professor Richard White of botany, the moderator. In "the era of soul-searching" she felt the necessity of examining our relationship to the university.

On Academic Freedom

Speaking on the student's position, Dr. Klopfer commented, "I confess, I have in the past several years seen pitifully little among

the student body at Duke of interest either in student scholarship or freedom." He felt the students here are "the greatest threat to our free existence."

Dr. Parker coined a word "invert," meaning "to turn as one," which he thought to be a dangerous suggestion for the etymology of "university." Rather than of one mind, he described the university as a community of multiplicity, individuality, variety. As a multiversity the individuals are united by the quest for truth, "the accurate relationship between thought and reality."

"The spirit of inquiry involves us, makes us a university," summarized Dr. Parker.

Double Standard

Inquiry into the double standard of responsibility was the theme of Dr. Van Alstyne's initial address. Frustration, tension, and resignation arise when the student is unable to reconcile the "classroom creed" of judgment and freedom with the concept of *in loco parentis* which pervades the campus, outside the classroom.

In a more idealistic vein, Professor Fousek described the magic of the university. The true university is "a community of people who pursue knowledge because it is good and exciting to know and to explore, and who cultivate the arts because they are beautiful and fascinating."

"Take Nothing Useful"

Professor Fousek quoted W. B. Yeats' father on his son's departure for Oxford: "Don't take anything useful, my son!" Thus she advised: "Don't look for useful courses in college. I am of course not entirely serious. But, actually, there is very little directly useful in the liberal arts the University is urging you to take. This is not a drawback but a wonderful luxury."

"There are enough pressures in contemporary American life not to 'waste' time and energy on things which don't produce obvious, tangible, pragmatic results."

The Quality of Self-Control

Dr. Van Alstyne entitled his initial speech "The Paradox of the

Classroom and the Campus,"

(subtitled: "Disfunctional Rules and the Quality of Self-Control"). He told freshmen: "You will hereafter be confronted with a word you will hear so often, a word so frequently used just before someone tells you 'no' that it will become hateful. The word is 'responsibility.' So much will it be your 'responsibility' not to do a great many things that if you do them anyway, you may be punished for violating your responsibility."

"The immediate and highly visible result of this dualism in college life is tension and, sometimes, frustration and resignation as well. The tension is obvious — tension between the academic exhortation on the one hand — to liberate yourselves, to experiment, to be a wholly free person, and the ubiquitous administrative whisper on the other hand — to be responsible, to be careful, to remember where you are and to avoid hurting yourself and the

(Continued on Page 5)

Spread of Nuclear Weapons

'A Greater Danger Than Vietnam'

By BOB ASHLEY

A national committee warned President Lyndon Johnson last week that the proliferation of nuclear weapons among presently non-nuclear powers represents a greater danger to the U. S. than the war in Viet Nam.

The warning from the newly-formed Educational Committee to Halt Atomic Weapons Spread, headed by Dr. Arthur Larson, director of the University's World Rule of Law Center, was coupled with a strong suggestion for a treaty to end the weapons propagation "before world events foreclose the opportunity."

The committee presented its views in a letter and statement to President Johnson. The letter was signed by Dr. Larson and 290 other leading educators, scientists, and businessmen.

Calls For Peace

A frequent voice for world peace, Dr. Larson spoke at the University in April. At that time he urged immediate negotiation with the North Vietnamese to bring an end to the war in Asia.

In part, the letter read: "We venture the judgment that it is in order now for the U. S. to adopt a firm policy, making it unequivocally clear that it will not share its exclusive veto over the ownership and control of nuclear weapons with any other power, through NATO or in any form..."

According to the statement, it is the lack of such an unequivocal statement on the part of the U. S. that is currently stalling negotiations on a non-prolifera-

tion agreement at Geneva. "The U.S. and U.S.S.R. draft treaties agree that the nuclear powers should not transfer nuclear weapons or encourage their manufacture by the non-nuclear powers . . . But the U. S. draft treaty does not prohibit nuclear sharing."

The statement noted that the multi-lateral nuclear force with NATO which the U.S.S.R. finds objectionable "does not add to the existing massive nuclear deterrent power of NATO . . . nor does it advance United States or European security."

Three Steps

The committee urged that three steps should be taken by the Administration immediately. They are:

1) "To affirm that the U. S. will not give up to any other power its exclusive veto over the ownership, control, and use of U. S. nuclear arms through NATO, the European theater, or anywhere else.

2) "To revise the U.S. draft non-proliferation treaty to reflect this decision in language which is clear and unequivocal.

3) "As a signal of its new approach, to name a top-level delegation, to meet with ranking Soviet diplomats, at a time and place of mutual choice, and authorized to seek an early agreement on a non-proliferation treaty."

Corollaries

The committee also urged three measures which it called corollary. They are:

A) "Collective assurances of assistance be given by the signatory nuclear powers to the non-nuclear powers against nuclear attack or threats of attack.

(Continued on Page 5)



DR. ARTHUR LARSON

Blazer Fittings Set

Fittings for class blazers will be held today in 204 Flowers from 10 a.m. to 5 p.m.

The blazers sell for \$36.95, with a six-week delivery period.

This project has been

sponsored by the senior class. The commission earned from the sale of the blazers will be given to a University program or charity. Members of the senior class will decide upon allocation of the commission later in the year.



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Convocation: A Must

It is the responsibility of every University student to attend the Convocation which tonight will mark the beginning of the academic year. Anyone truly concerned with the future of the University must be there. In past addresses, President Douglas Knight has discussed the goals of the educational process and the prospects of the University. Last year he announced the \$102.8 million expansion plan, keystone to the Fifth Decade program.

This year Dr. Knight will discuss "The University: Community and Individual. It has been hinted that his address may include a "State of the University" message. At any rate it promises to be interesting, particularly because of some recent developments that may receive attention in the speech.

—Dr. Knight will at least mention the eight million dollar Ford Foundation challenge grant which was offered the University this summer. He has been criticized for his seeming preoccupation with fund-raising to the neglect of some of the other duties of his office. The nature of the Ford grant must necessarily put more pressure on the President in this direction.

—Speaking to a group of student leaders last spring, Dr. Knight promised that he would spend more time on campus and attempt to remake his contacts with the students during the coming year. He may discuss this renewed emphasis tonight, the Convocation being his first and possibly only opportunity this year to address a majority of the student body at one time. He has also agreed to take an active part in Symposium '66 on "The Idea of a University."

We feel, as do many students, that the President has not taken a sufficient interest in certain campus issues. A case in point, is the Arts Center controversy that raged last spring. Dr. Knight will discuss the final "resolution" of this problem tonight. If the reports are correct, the handling of the situation raises serious questions about decision making and the place of students in the University.

Above all go to the Convocation tonight. If nothing else, the pageantry of the academic procession is worth the trouble.

The Residential College Revisited

Oh, the irony of it all! And it looked so good on paper.

The University was going to operate under the "residential college system." That this system was never satisfactorily defined did not matter. Nor did it seem to make any difference that administrators could not agree on exactly what it meant. It seems that it meant nothing more than that everyone would have to live on campus.

But fate took a hand after many students had been denied the right to live off campus. The new dormitories were not completed on time and the University was forced to allow many students to live off campus.

It is reported that after this semester, when additional space will be available on campus, the residential college system will be resurrected. Hopefully, between now and then, that such a decision, requiring all undergraduates to live on campus, will be carefully reconsidered. Hopefully, the considerable student dissatisfaction expressed and ignored last spring, will be voiced again.

And possibly the University will realize its error in not allowing each student to choose where he lives — to live off campus if he decides for instance that dormitory life is not conducive to academic achievement or that the social climate and the facilities of the University are inadequate.

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Washington Commentary

Death of Civil Rights—1966

By CHUCK INGRAHAM

Few should be surprised at the Senate action this week to kill the civil rights bill for this session of Congress. Many of the members of the House, who fought so hard and at times so courageously for what they considered the fairest possible measure, could have told anybody who would have listened that this was just not the year.

The morning after the House passed their civil rights bill by a vote of 259 to 157, the papers were alive with unfriendly comments from every quarter. Adam Clayton Powell, who managed to be quite invisible during the two weeks of debate which preceded the passage and who was not present to vote at the time, came out from wherever he keeps himself and labeled the bill "phony" and "unworthy" of his consideration. Floyd McKissack called it meaningless in some places and downright racist in others. Liberal commentators were scornful and conservative commentators were aghast (again) at the "obvious infringement" on freedom and choice. Nobody was very happy with the bill and many Congressmen wondered the next morning why they had bothered at all.

Part of the difficulty came because of the unfortunate emphasis in all too many quarters on Title IV of the bill dealing with housing discrimination. As the House-passed measure finally jelled, this section placed a very limited ban on discrimination in the sale or rental of certain housing. Coverage extended chiefly to larger

builders, apartment house owners, and mortgage lenders — and exempts, generally, individual home owners, average real-estate brokers and rental units. But those members who come from states which already have such strict housing regulations could have shed some light on the subject if they had had the courage to say what is essentially true—that such provisions are impossible to enforce and have made little, if any changes in the racial climate of the states with such proposals. And Civil Rights leaders who know this to be the case solved nothing by insisting that this cumbersome article be included at all.

The vital, worthwhile sections of the bill were ignored by most everyone and the result is just now getting home to them. The sections banning discrimination in the selection of both Federal and State juries and making it a Federal crime to attack or threaten anyone lawfully exercising their Federally guaranteed rights—these seem to me ever so much more important and worthy of Federal endeavor than the loosely conceived and worded section on housing discrimination.

Everyone has to share responsibility. Civil rights bills are inherently tied to emotion and passion and they thus need cool, considerate, and careful work by all parties concerned. And the blame for this year's defeat lies not so much on Southern and Republican Senators as it does on those who would stand, ironically enough, most to benefit from it.

The Main Point

We're All Self-Made

By HOWARD COPELAND

A person learns a good deal in his years at college. The most important part of an education, however, is self-taught. I am referring to the quest for values and meaning. You will never be asked to write down your ethical value structure for a professor; but if you do not find this out for yourself, then what is the good of all the facts that you have learned?

Can you choose to avoid choice, to evade the necessity of evaluating existence? No, you can not. Every living creature must act to live; inaction is death. But to live without values is to live without a code to action. An action is a response to an aspect of existence. But if we respond to nothing, if everything leaves us indifferent, we do not act. Nothing is worth achieving. (The quest for values and the quest for meaning are essentially the same; where things are without meaning to us, we are unconcerned about them. Where life has no meaning, life and death attain equal value.)

Your only choice is whether you will work out a system for yourself, or let others think for you. I do not recommend the latter plan of action. But what is the mental basis for achieving the former? Use your mind. Evaluate and choose. From the information given, decide what is right and what is wrong. Rationality is the only cure for irrationality, clear thinking the

only weapon against intellectual confusion. Don't be afraid to pronounce value judgments. Two antagonistic ideas cannot both be right, just as two bodies cannot occupy the same space at the same time.

When you encounter complex thoughts and ideas, break them down into smaller parts that can be evaluated. Decide whether each part is right or wrong, and why. And until you can refute a thought, you are not justified in denying it or disbelieving it.

I have outlined a time-consuming thought method for a full-time university student to utilize. But learning to think on that level is the most important thing you will ever learn. And I shudder at the thought of what those who avoid this effort will have left of themselves.

308-A

WHAT EXACTLY DO YOU MEAN?

I've seen schools become academically snobbish and frighten away desirable applicants to the detriment of the school. I'm proud that Duke can be highly selective, but I want us always to reject applicants with sensitivity and good taste.

—Margaret Taylor Smith '47, commenting on admissions in the Alumni Register

Letters to the Editor

Dear Editor,

Why this fraternity megalomania re "closed relations" with freshmen — mimeographed sheets and such? The assumption is that frats are so inherently desirable that binding restrictions must be imposed on them — as if a frosh will become infatuated with a fratman, go walk off into the sunset with the fratman's arm around him. Seems like a fraternity shouldn't have to enhance its collective ego that way — are they afraid the intelligent frosh won't give a damn about them?

I request an answer from Goodyear or somebody, by the way.

Drew Spears '69

The Chronicle welcomes Letters to the Editor. Space considerations dictate that letters under 250 words have the best chance for publication.

Deadline for the Tuesday issue is 3 p.m. Sunday, for the Thursday issue 3 p.m. Tuesday, for the Saturday issue 3 p.m. Thursday.

The Chronicle offices are located in 308 Flowers. Campus mail should be sent to that room number. The Chronicle Post Office box is 4183. Call Chronicle at ext. 2664.

Carlyle the Gargole



Prof Decries Pavlovian Approach

(Continued from Page 1)

stitution. The frustration may come from being unable to reconcile the classroom creed with the administrative code, and the resignation may result in ceasing to care.

Pavlovian Technique

"The quality of self-control is a quality which can be cultivated in young people in more than one way. One of these ways is by simple physiological conditioning — a system of stimulus, response, and reward or punishment carried forward so consistently and routinely that by graduation time certain reflexes will be so habitual and reflexive that you may never think to act differently even

when the system of rewards and punishments is removed. The technique is Pavlovian, and its justification is Platonic: that is, we claim to be justified in deadening your desire to do certain things because we have ascertained in advance that it would be mutually undesirable if you were to do them. Having settled this question, it is simply efficient training to mold our rules accordingly.

"The difficulty with this method of inculcating self-control, however, is that it emasculates the mind and works against other objectives we hold. The predictable result of a university which 'teaches' essentially by rules and sanctions is that it

produces adults incapable of deciding questions by any other means: adults who judge the 'rightness' of things solely by whether they are lawful or unlawful and not by whether they can withstand criticism on their merits.

The Anti-Pavlovian

Alternative: Creative Conflict

The other technique is quite different; it seeks to provide experiences, it holds up ideas and modes of conduct, and it asks that you test them by a fair and critical comparison with an endless variety of alternatives. The technique is existential and its justification is pragmatic."

"In my judgment, the tension between the classroom demand for free thought and the administrative presumption of in loco parentis is ultimately irreconcilable. The need therefore is not for lively debate in the classroom and quiescent obedience and acceptance of extra-curricular rules elsewhere. It is, rather, for confrontation, debate, participation, and the healthy contest of ideological and creative conflict across the board."

Knight to Give Convocation Address

(Continued from Page 1)

The balance of divergence and dependence in a University, Dr. Knight said in his speech, shows "best in the relationship of individuals, of people who are sophisticated enough to know that we grow, we discover ourselves and fulfill our powers through our encounter with those who tell us what we are by teaching us to respect and understand the ideas we cannot accept and the people we cannot be. This is the community of the University."

Dr. Knight's stress on the concept of the community last year and the title of this year's address seem to indicate that he will attempt to put the role of the individual and the community in perspective.

Arts Center

Dr. Knight speaks from notes and he was unavailable for comment on tonight's topic. He is, however, expected to discuss, among other things, the location of the arts center, a controversial issue last spring.

Peer Rebutals

By BOB CARNEY

Everybody makes a few mistakes in their life-time, but the Chronicle made enough in its first issue to last several generations.

In order to correct all typographical errors of that issue requires more space than this issue contains. However, it is hoped that fewer students took the advice about PEER as seriously as they did the date given for the "What Is A University" program.

Granted, PEER has had hard times, but this year it has a new staff and might even be almost worth what it costs. Anyway, at Duke you should get used to getting the short end of a bargain.

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Larson Warns of Nuclear Threat

(Continued from Page 2)

B) "Undertakings to strengthen the United Nations peace-keeping machinery and other international security agreements.

C) "Affirmation of U. S. willingness to negotiate a treaty banning atomic weapons testing underground, possibly for a trial period only, with inspection by challenge and invitation."

The committee describes itself as "an ad hoc committee to bring about public understanding of 'the gravest unresolved issue of our times,' as preliminary to action which the U. S. citizenry can support."

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A Student Enterprise Off-Campus Coffee House Open

By BOB CARNEY

The greatest void in the Duke Community has finally been filled, not by the University's foolproof method of appointing a committee then forgetting it all, but by the efforts of Miss Jini Rambo and her friends.

These students were unique in their belief that a satisfactory place for people to meet informally and talk could never be provided on campus. With limited capital, but the support of Duke students and faculty, Miss Rambo created in three months **The Dividing Line**, a coffee house.

Plenty of Work

A delapidated building at 208 South Buchanan was rented from a disbelieving real estate agent. Then a crew of very bored students was recruited. They set to work knocking

out walls, patching up holes, retiling floors, and painting.

Each night during the first month of remodeling, the crew found themselves visited by either the police or one of Durham's shady characters. None of these visitors immediately believed that the students were only going into the coffee house business. However, Miss Rambo finally succeeded in convincing most that she was not really setting up a "disorderly house".

Due to the lack of initial capital, original equipment was from professors and students' parents. These crude beginnings have been discarded in favor of supplies financed by the sale of five dollar subscriptions.

Name Picked

The establishment was officially christened **The Dividing Line**, the cof-

fee house on September 14. The name has numerous significances stemming from the coffee house's location in relationship to: Durham, the city government, the Duke Administration, Light, and Dark. Frankly, it means that the coffee house straddles the fence (line) in about every way possible.

Open from "sevenish" till everyone decides to go home, the coffee house caters to no particular crowd, but to anyone who is looking for a place to relax and have a good time. Live and recorded entertainment is provided. One night is given to jazz, one to films, a couple to folk, and one to rock and roll.

Menu

At the present time, the constantly expanding menu lists: orange,

(Continued on Page 9)



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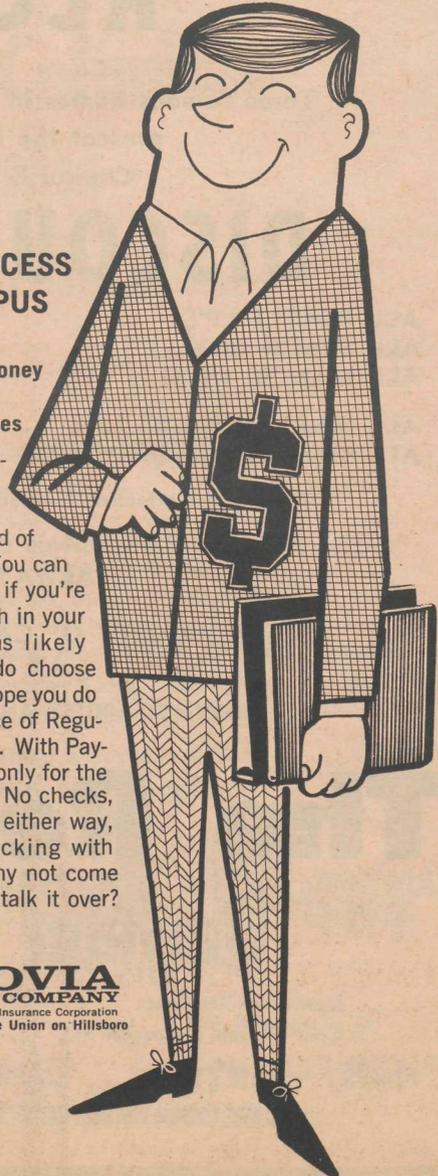
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Symposium '66

'The Idea of A University'

By PHIL SNEAD

A university may be accurately characterized as a place (or a time) in which questions go searching for answers.

For a serious student, the rational selection of pertinent questions carries the same emphasis as his solutions to them.

Each fall, the University Symposium undertakes to enlarge upon one basic contemporary problem. The methodology is not so much one of offering solutions to the problem as it is one of posing and stimulating meaningful questions that the individual may use to formulate his own solutions.

The Symposium Committee, a group of about thirty undergraduates and faculty members, serves as the "nerve center" of each year's Symposium. The Committee handles the effective operation of Symposium: choice of the topic, enlistment of noted scholars and/or writers to speak on the topic, selection of pertinent and informative readings for the University community (note the freshman reading list — this year's topic is the university), publicity, and so on.

Throughout the fall, the "Pre-Symposium" program will attempt to inform its participants

on the many aspects of a university — the roles of the individual within the university, the university within society, and the university-educated individual within his society.

Designed to stimulate interest in the Symposium topic, Pre-Symposium will encompass numerous discussions among members of the various campus living groups. In conjunction with these discussions, the Symposium Committee will frequently circulate lists of suggested readings on the topic.

On the second weekend in November work on Symposium '66 will reach its climax. Several authorities will come to the campus to discuss the topic among themselves (as a panel) and with the University community (in various seminars).

Past Symposium programs have provided the University community with consistently interesting dialogues, discussions, and discourses. The tone of Symposium is as broad as are its viewpoints — sometimes grave, often heated, and frequently humorous.

Symposium has concerned itself in past years with "Contemporary Literature . . . A Post-Human Age?" (1963), "The Individual in Mass Society" (1964), and "A Question of Values" (1965); among the principal speakers were theologians, professors, lawyers and philosophers.

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Student Opens Coffee House

(Continued from Page 8)

grape, lemon, lime, cherry, and strawberry phosphates, Pepsi, and Mountain Dew. Ice cream floats made from these drinks are a big favorite. Coffees vary from regular American to Viennese. Six varieties of teas are offered now, but "the line" will be expanded. Food items include sandwiches and pastry. Beer should be sold as soon as

the state license passes (about three weeks).

The creation of The Line, means far more to the student body than a place to go. It shows that there are people here who are not content to only cry to Allen Building about what Duke needs. Perhaps it is a sign of a changing attitude among the students.

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A Photo Report By Steve Conaway

Duke Overwhelms Mountaineers, 34-15



SOCCER, GENTLEMEN? West Virginia's defensive back **DICK WHITMAN** (26) appears to be observing split end **DAVE DUNAWAY** (86) dribble in for a score in the international version of "football."



JOHN MALLORY (22) of West Virginia's defensive secondary here lunges at **DAVE DUNAWAY** (86) who has just gathered in one of his seven (of Duke's 14 completions) pass receptions Saturday. Mallory and Dunaway spent a large chunk of the afternoon in such one-on-one situations. Dunaway wins here but the Mountaineer cornerback had earlier pilfered two of Al Woodall's aeriels.



THE MOUNTAINEER'S much-heralded fullback **GARRETT FORD** (32), who accounted for 71 of West Virginia's 114 yards gained rushing Saturday, meets resistance here from **Devil LARRY DAVIS** (15) in an attempt to go wide. Galaxie Garrett was largely frustrated in line plunges by stiff Duke forward wall and hustling of linebacker **BOB MATHESON**.

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The PRESS BOX



By DICK MILLER

The television cameras you saw in Duke Stadium Saturday were there to tape the proceedings for re-broadcasting that night in the New York and Philadelphia areas. It is interesting to speculate whether their presence provided any impetus behind the fine performances turned in by Duke halfback Devonshire and West Virginia defensive back John Mallory.

Devonshire played his high school ball in Penns Grove, New Jersey, a small town on the Delaware River just south of Phillv. Mallory ran and passed his Summit High School (an institution well within television radius of New York) team to a state gridiron championship in 1963. Thus, both Jersey high school products were, indirectly, playing before home crowds.

DEVONSHIRE VS. MALLORY

Who won the duel in Duke Stadium (the pair did not meet in high school)? It's difficult to make a comparison, since Mallory was converted to primarily defensive duties after arriving at the Mountaineer's Morgantown campus. The reader will recall that from his left cornerback spot he stole a pair of Al Woodall passes Saturday.

The line-crushing Devonshire, of course, simply picked up where an injury left him last season and blasted for a tidy 80 yards on 19 carries. Ironically, Jake did not score, while Mallory's only offensive effort of the day was an embarrassingly easy 55-yard pass reception and run worth 6 points.

Recalling the Mountaineer's early lead Saturday compels your writer into some varied observations on Duke football at this stage in the fall of 1966. It is apparent that the Devils' traditionally porous pass defense still needs work. The cheap play on which Mallory scored would be completely inexcusable were the season not so young.

To the credit of the Duke aerial defenders (safeties Mike Shasby and Mark Telge and cornerbacks Art Vann and Andy Beath) it should be pointed out, however, that Mountaineer quarterbacks Digon and Zambo gained only 54 yards through the air in the game's "final" 58 minutes.

GARRETT FORD STOPPED

Surely there can be little but applause for the way junior defensive linemen Bob Lasky (6'3", 235), Bob Foyle (6'2", 211), and Robin Bodkin (6'2", 230) crammed a bundle of press clippings down the throat of Garrett Ford. The opponents' much-ballyhooed tailback met his only success rushing in attempts to go wide. Even here, defensive ends Bruce Wieslev and Roger Hayes were sufficiently effective to force West Virginia's Jim Carlen into substituting soph Steve Edwards for Galaxie Garrett. Ford's brute power wasn't getting the job done, so more speed was in order.

VARIETY OF HARP'S ATTACK

Probably the most striking aspect of Saturday's game was the evident alacrity with which Duke coach Tom Harp uses variety and experimentation in his attack. Under the more conventional Bill Murray "I" formations and pro three-end alignments were simply not seen. Designations like "wingback" and "tailback" were unknown, and who can imagine a sophomore quarterback scoring from midfield off an option with Murray in charge?

Harp's willingness to employ fully the varied talents of athletes like Andy Beath (both ways Saturday) is refreshing. Like Vic Bubas, he apparently believes in molding the style of play around the available talent, rather the talent around the style.

WANTED: SPORTS WRITERS

This column is in search of freshmen and upper-classmen who like sports and are willing to try their hands at writing about the subject.

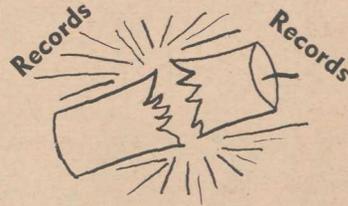
EAST CAMPUS INVITED

Of special need by the sports page are photographers and co-eds (or is it "co-ords"?). The former need is fairly self-explanatory; pictures save me many, many words and generally make a more exciting page.

Not only would the addition to the staff of this page of several East Campus and Hanes residents make my work more pleasant, but, speaking quite seriously, would also lend sports reporting at Duke a refreshing new perspective. Besides, I like to have the page read on East.

Also of special need by the sports staff are writers with interests in any of the so-called "minor" sports here at Duke (soccer and cross country this fall).

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Folk Singer Displays A Savage Objective

By MARK PINSKY

Phil Ochs in Concert. Electra Records, available at the Record Bar.

Phil Ochs is an unconventional folk singer. He writes, plays and sings his own excellent songs. Nothing unconventional about that. He also has a relatively good voice. Well, that may be uncommon, but certainly not unique. In addition to all this, Phil Ochs has a potent sense of humor and is politically unredictable.

In *Phil Ochs in Concert*, his third album, this young man exhibits talents which have earned him both critical acclaim and commercial success. He is the composer of the hit song, "There But for Fortune," recorded by Joan Baez, or, as Ochs calls her, "St. Joan, Our Lady of the Hootenanv."

Ochs has never been a darling of either the ethnic folk hippies or the doctrinaire New Left. Despite the generally New Left tone of his politically oriented songs,

he displays a savage, though erratic objectivity, which makes him unacceptable to such Liberal idealogues. This objectivity is evidenced by Ochs' hyper-caustic "Love Me, Love Me, Love Me, I'm a Liberal."

This album was recorded in concerts given in Boston and New York during 1965-66. Several of his introductions and prologues, notably the cast of characters in his "cinematic" song, "The Ringing of Revolution," are riotously funny. (e.g., "Senator Carl Hayden plays Ho Chi Minh...")

Lately, however, Ochs has begun to move away from topical material. "Changes," also included in this album, is one of the most beautiful contemporary folk songs.

Even if you do not agree with what Ochs sings, which this reviewer regularly does not, you cannot help admiring the provocative way he sings his views. He possesses the rare quality (rarer yet among folk singers) of challenging without necessarily insulting.



Phil Ochs

SPECTRUM

Sartre's 'No Exit'

Duke Players' Production Lacks Intensity, Complexity

By ADEN FIELD

NO EXIT, by Jean-Paul Sartre. A Duke Players production directed by Tom Riggs. With Steve Tice, Lynne Garner, Jo Ann Green, and Randy Shannon. At Baldwin Auditorium last Saturday.

No Exit is a vision of Hell. Hell, as one of the characters says, is just other people. So, *No Exit*, finally, is a drama about society, about the brutal terror and loneliness in the gut of social man. Sartre's Hell then turns out to be a place where every ugly flavor of human relation is cruelly intensified and publicly exposed, where pride and fear rebuff every charitable gesture, where the hellish torments work like worms inside the human imagination.

The particular dramatic Hell that Sartre makes is just one room inside a vast rabbit's warren of passages and chambers. Three people are brought together there, and little by little they realize that Hell for each is the presence and never-blinking eyes of the other two. Cradeau, a Nazi collaborator, lacerates himself for his guilt and cowardice. Inez, a maliciously cold and proud Lesbian, suffers endless desire. Estelle, so ironically named, is a narcissistic woman who desperately requires constant admiration. Each exposes his own sins, and then finds himself further flayed by the cruel intuitions of the others.

The characters realize that their torture, in a trap where the imagination swings between guilty memories and fruitless desires, will go on forever. Deceptions are useless; charity is impossible; hope is pointless pain. The play ends in the midst of a conversation that can only repeat itself endlessly.

A production of *No Exit* must be filled with electric intensity for it to capture Sartre's harsh vision. The script can carry any company a long way—the situation is certainly provocative and morbidly fascinating. But the actors and director have a great responsibility to plumb the intricate subtleties of relationship which the script implies. The three chief characters abrade each other most horribly, until at last raw flesh and defenseless nerves assault the audience with immense pain.

Accordingly, seen with the ideal vision, the Duke Players production was deeply disappointing, for the intense pain of Sartre's vision was incompletely realized. The production had a flaccidity of conception and execution which canceled many of the possibilities inherent in the play. A drama of varied, complex emotional col-

ors became monochromatic, and very nearly monotonous.

But it is a real credit to the persons involved that the play was not entirely emaculated, for the company worked under distressing rehearsal conditions. They had only four days to bring alive on stage the play they had spent the summer studying. Since acting is so much the discovery and cultivation of a new set of voice and body habits for each production, it would have been amazing for the group to manage even one quarter of the coherence they achieved.

Tom Riggs' direction, commendable in its general lines, did not overcome the problems it faced. The direction must take the chief blame for the troublesome lack of intensity that appeared in low-keyed readings of important lines, in the sometimes repetitive blocking, in the near absence of gesture, in the poor voice projection of the actors, and in the lack of dramatic build within scenes. At one point Cradeau breaks out of a hot embrace with Estelle because he thinks suddenly of his awful guilt. Properly done, the scene might be one of sharp horror. But in this production, it drew laughter, and created an awkward moment between audience and players.

Steve Tice, as Cradeau, never succeeded in conveying the inner life of a self-lacerated man. In certain moments his face was singularly expressive, and sometimes his understated readings were poignantly appropriate. Yet the tough reality of suffering, the pain of self-doubt and self-hatred, never appeared so strongly as to move my compassion.

Lynne Garner, as the Lesbian Inez, displayed commendable control. Her movements and voice were often exactly right, especially when she was expressing tight, proud withdrawal. But she had little voice color, little emotional range, and so could not fully convey the hard, threatening creature her role demanded.

Jo Ann Green's Estelle was often somewhat superficial. She was perhaps most effective of the three in stage movement, but she did not manage to convey the magnetic sexuality which is the central quality of her role. The long monologue in the latter part of the play was especially weak, since it demanded intense and disciplined involvement, a quality sadly lacking in all the players.

Randy Shannon's bit part as the bellboy was consistent with the play's level tone. His readings were bland but quite adequate.

Disappointing though this production was, it showed the dedication and capacities under pressure of some people from whom, hopefully, much better work can be expected.

MOVIES

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