

Muscatine, Harris End Symposium

By PAM GRAVES
JIM McCULLOUGH

Symposium panelists fielded questions ranging from the place of student government in the university to discrimination in university employment policies in Tuesday's open forum.

Both David Harris, Stanford student body president, and Dr. Charles Muscatine of Berkeley criticized the present government of student government "the problem is really in the students," Muscatine said that in most cases student government "is just playing house. It's what they call at Berkeley 'sand box government.'" He added that there is some value in it as a "continuous dialogue" between students and administration.

Questioned about a special social reorganization problem in southern schools, Dr. Goodman responded "Perhaps the southern students are more naive and honorable than their northern counterparts." He

charged that northern liberals have given the southern liberals the "most raw deal possible" by failing to use such tools as the barring of graduate students from such schools as Ole Miss.

When told of a building guarded by armed soldiers on the University campus, Goodman asked "Why hasn't there been a picket line in front of that building for months and months?"

He stressed student influence again in the question of women's hours, stating "The deans will be influenced when you boycott the hours." Dr. Williamson, a key figure in abolishing women's hours at Minnesota, promised his support. He added, "Try it . . . I'll gladly come without fee."

Harris held that the university should protect the freedom of its students. He suggested that registration should be required of those whose tuitions

are paid by agencies such as the C.I.A. and the Food and Drug Administration in return for information.

The residential college philosophy was criticized by Goodman as "a mistake in social psychology." It was held that a college should be residential on a voluntary basis; that if students are forced to live on a campus it takes on the aspect of a penitentiary.

Dr. Williamson disagreed. He classified students as "members of a community which has the right to set standards for you. You must live with them or modify them."

"Duke is a healthy institution," concluded Williamson. "You've got far more freedom than you realize. This isn't a democracy. It's a corporation."

Dr. Muscatine closed the forum: "If this is a university, violence won't be necessary."

An enthusiastic audience greeted Mr. David Harris and

Dr. Charles Muscatine as they addressed themselves to the role of the university in society, in the final night of Symposium '66.

"The university has an obligation to all humanity, rather than to any society," stated Mr. Harris. "A university speaks to society and does not try to carry on certain traditions that it should disagree with," he added.

He noted that a university speaks to society both in the content of its understanding and the form of its understanding. "The voice of the university can be contradicted by the form it chooses," he declared with reference to segregation policies just recently changed in many schools.

Speaking to the problem of war in today's world, he stated that "if universities really believe that the human mind can improve and understand, then they must be non-violent by def-

inition. Instead, they have courses to train men to lead in war and cooperate with the selective service."

Dr. Muscatine began by assessing the recent events at Berkeley. "What happened at Berkeley was a symptom showing that something was very wrong. It can't be written off as the actions of a few people with beards, because they were backed by too many clean-shaven types," he stated.

He noted some of the causes for the failure of the modern university, including the huge increase in the number of students, the "definitive emergence of the idea that 'knowledge is power,' 'the knowledge explosion, the revolution in communications, and the new generation of professors."

"Facts are no longer salable," he stated, "the curriculum of the future will probably be problem oriented, not survey oriented."

"We will have to do away with the notion that classroom hours equals teaching. Most teachers grossly overestimate the need for their presence," he declared.

He continued by saying that universities must guide and counsel more and have less indoctrination. "They must also give up the imprisoning system of grades," he said.

"Ninety percent of what is wrong with universities today can be traced, not to overburdened administrators, but to the faculty, who are quite happy for the administration to take the rap," he continued.

"The student movement knows something is wrong, but are weak ideologically and in leadership," he noted. "What is needed, if I may borrow a phrase, is a 'quiet revolution' of students and administrators pushing the faculty."

"It will be hard, because professors are people," he concluded, "but I am optimistic, since professors really love students."

Following a standing ovation given Dr. Muscatine, a panel discussion was held, moderated by Dr. Richard White of the Botany Department.

The questions ranged over topics such as the use of power, debating of the self by working for the modern war machine, and the "selfishness" of today's student.

Dr. Williamson felt that the Free Speech Movement at Berkeley was good in that "they raised enough hell so that a problem was recognized."

When asked for practical ways of changing a university, Dr. Muscatine recommended that the faculty form a group that would have power to innovate and that the students "be like Mr. Harris."

To the same question Mr. Harris recommended that students first get rid of their II-S deferments and then confront the university with the problems they wanted worked upon.

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The Chronicle invites comment on Symposium '66 from undergraduate and graduate students, faculty and administration.

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Thursday, November 10, 1966

NSGA Council's Referendum Set On Hanes Dance

The Executive Council of the Nursing Student Government Association passed two resolutions Monday night which concern the scheduling of social functions at segregated facilities. Both resolutions are being submitted to a referendum of all nurses being held last night and tonight. Results of the referendum and their information will be in Saturday's Chronicle.

The two resolutions follow:

- 1) "The Executive Council brings to the four classes for decision the question of having the Christmas dance at Hope Valley County Club."
- 2) "In the future, NSGA social functions will not be held at any establishment which enforces discriminatory policies."



FOR THE HUNGRY (or thirsty?) men on West Campus, the Housing Bureau has bought and installed 458 refrigerators. L. W. Smith Jr. of the Bureau said that of the 464 bought, all but 37 arrived in working order. The ailing machines will be repaired and given to the first six students on the waiting list, which now has 45 signatures. No more units will be bought until the dorm assignments are reshuffled when the new dorms are opened.

Election News Analysis

Republicans Make Major Gains

By KEITH BELL
CHUCK INGRAHAM

The national elections Tuesday, which upset a lopsided Democratic Congressional majority, may impede the passage of President Johnson's Great Society legislation.

Currents behind the election raised questions of overriding issues and biases which may have affected the election leaving Republicans in control of 27 statehouses and an additional 45 seats in the House.

The GOP made a partial comeback from the major defeat it took across the country in the 1964 election. The House and governorship victories were significant gains. The Senate gain of three seats were less important.

The anti-LBJ reaction did not have a big impact. Mr. Johnson

might in fact have favorably influenced the races in Oregon, Tennessee, Illinois and Idaho if he had visited those states before the election as he had planned.

The issue of the war in Viet Nam held a less prominent role in most of the races than expected. In Oregon, New Hampshire, and several others, however, the issue was raised. The administration's policy was generally endorsed.

The influence of 'white backlash' seems to have been just as nebulous in '66 as it was in '64. In the races which gave the governorship of Arkansas to Winthrop Rockefeller, and in Maryland in which Spiro Agnew gained the governor's chair, the expected backlash did not have major affect.

Post-Symposium Retreat Slated

A Post-Symposium Retreat will be held Sunday at Spruce Pines Lodge from 3—9 p.m.

Transportation to the retreat will leave from the circles on East and West campuses at 3 p.m.

The letter inviting faculty, students and administration to the retreat commented that "Symposium '66 has been a dynamic, challenging and exciting experience for the Duke community. It would be indeed unfortunate if the dialogue initiated there was to be concluded now that the speakers have gone. Hopefully this will prove to be only the beginning of our discussion of the concepts of the University."

The \$75 charge for the retreat will include supper.

The implications of Claude Kirk's victory in Florida on the strength of the two party system in the South cannot be fully explored now. This race and others show, however, that some Republicans can win in the South without the help of a national sweep.

The 1966 elections may have changed the 1968 presidential picture. The Johnson-Humphrey ticket may not change, partly because neither Humphrey nor Robert Kennedy actively supported a winning candidate. The election may have heightened the changes of Romney of Michigan, Percy of Illinois, Reagan of California, and Rockefeller of New York.

In local North Carolina elections, Democrat Harold Cooley was soundly defeated by James Gardner. Senator B. Everett Jordan won a comfortable victory over Republican John Shallcross. Jordan took 56% of the vote. The 44 showing by Shallcross was considered remarkable, however, as evidence of the strong Republican surge across the state.

That surge was trounced in Duke's representative district, however, as University Professor Nick Gallianakis defeated Fred Steele Jr. for the Fifth District seat in the House.

PEP RALLY

"The team needs your support," exhorts Tom Gibson, Pep Board Rallys Committee Chairman.

To give them that support, there will be a Pep Rally at 6:15 p.m. today outside the West Campus cafeteria.

Said Gibson, "This is to send the Devils to Notre Dame this weekend. Remember, we BEAT NAVY last weekend."

Professors Should Prove . . .

. . . Relevance Of Material

Muscatine Stresses Faculty Role In Academic Reform

Following are excerpts from the address of Dr. Charles Muscatine at the final formal session of Symposium '66, Tuesday night.

What happened at Berkeley . . . is a symptom rather than being the final show that something is very wrong with the great educational establishment we have created . . . The reformers . . . sense better than most of us older something massively wrong. They want what we should really as faculty and human beings want for them. They want an education that is more self-liberating, more self-educating, more interesting, more relevant, more lasting, more self-disciplining even, as long as it's self-disciplining . . . The basic causes of the relative failure of the American universities can all be traced, I suppose, to a failure to adapt to change with the increasing rapidity of change in our lives.

Some of the causes for the backwardness of the universities are pretty easy to identify. Obviously the rise in the educational expectations of the American people, the fact that almost half of the high school

graduates will be expected to enter one college or another . . . is certainly among the massive difficulties in the universities today. This massive increase in numbers is also attended by a marked change in the quality and character of the student body . . . You are a new generation of students. Some of you derive at least from the fact that the university is drawing from a much larger segment of the population, from people who have different aspirations, different insights, different attitudes, different chances than the typical college generation of 50 or 30 years ago . . .

Another aspect that seems to contribute to the backwardness of universities is that they have not kept up with what we can roughly call the communications revolution . . . Some of you are aware of more quickly than your elders that the world is now inescapably one and that we forget that fact at our peril . . . You were born in a world that was big, and global and instant and intimate and this has profound effect on what your curriculum should be . . .

Another factor that's changing the situation with the university is the definitive emergence of the concept that knowledge is power in the modern world . . . And this is having a profound effect on the importance of the university in society. We might just as well say, perhaps a little grandiloquently, that the universities or at least the centers of knowledge are now fast approaching the centrality of power in the world and that whoever captures the university will indeed have captured the world . . .

In this connection, then, we have not only a new generation of students and a new generation of universities but a new generation of professors. The university has not been very good at adapting itself to the new situation of a professor. . . The professor finds himself as a potential instrument of power in much more important a social position . . . he ever found himself before . . . His socially legitimate activities as a professor are infinitely greater now than they were a generation ago . . .

If then we have a race of professors who in some ways know more about their world, and have a greater grip on the realities of civilization and of humanity, it follows that by the same token that they have less time, literally less time, to spend in teaching, and teaching has suffered . . . To get this man back to the classroom you're going to have to get him

DAVE HARRIS, held his Symposium seminar Monday afternoon on the Main Quad beneath the statue of James B. Duke.

(Photo by Steve Conaway)



back on terms that are still as meaningful and exciting to him as his service to the public.

Another tremendous factor, of course, in the difficulties of the university is the so-called knowledge explosion and the definitive emergence of another truth, that obsolescence is one of the greatest enemies of any agency that presumes to teach . . . Now the notion that you should teach principles rather than facts . . . hasn't paid off, because until very recently facts have been salable. You could get a good factual education and go out and get a job.

What's happening now, however, is that facts are really beginning to lose their sales value. Not only is it true that any course you take now of a factual or technical nature, where all the facts will probably be obsolete by the time you graduate, but it's also probably true that half the professors in factual and technical disciplines are themselves obsolete.

This suggests then that principles rather than facts, or some version of that idea, will have to really take over, for on it is the education of the future. I like in this regard, particularly Mr. Goodman's notion of apprenticeship, the sense that the way to learn is to get next to a man who can do it and watch him, and it seems to me that in some respects one of the solutions to this problem of obsolescence will be an orientation in which the student learns to understand the mode of life, the mode of operations of a man who knows how . . .

What I'm suggesting then is the curriculum of the future, other things being equal, will reject the smorgasboard survey orientation in preference for a problem orientation and a kind of situation in which the master and the disciple are together working on something real. This will have the advantage, too, of presenting to the student a kind of answer he deserves to the question "Why should I learn this or that?"

Universities have been terrible in their gross neglect of what we know about human growth and human development . . . I don't feel that any university can survive much longer unless it begins to take into account what a young student is, in terms of his growth and development, and begins to make realistic allowances for that fact and for the fact that young people are different from each other.

In the same vein the university will simply have to face up to the desire for candor and for realism which is no more than to say the desire for a kind of moral honesty that we're beginning to hear louder and louder in the new students. Translating this into curricular terms, various innovations in the university seem to me to be highly desirable. One of the ones we're fooling with at Berkeley is what we call "field study" which means that . . . students will be allowed to move out into the field, that is, out into the world and check what he sees against reality. Among these activities, I personally see envisage and I hope the faculty will authorize various forms of public service, preferably as teacher for academic credit, for it's one of the truisms of the university that one of the best ways to learn is to teach . . .

But a more profound approach to this problem means that the answer for realism requires a much more vigorous rethinking of the whole universe of discourse that the university should be concerned with. I'm particularly touched by the lack of realistic balance between our interest in what we might call the Western world and that of the Eastern world, the terrible imbalance in our teaching of the white world as opposed to our knowledge and our teaching of the non-white world. And our terrible imbalance still in teaching a humanities that does not take into consideration seriously science and technology and a science and technology that still does not take seriously into consideration humanities. A history that is still the history of the West-

ern world rather than of the human race — these things must be radically rethought before we can have a university.

In the same vein it seems to me that not only what we teach but the ways we teach will have to be modernized. There'll have to be a new kind of flexibility and a new kind of economy too in the methods of learning and the methods of teaching we involve. The first thing I know, if we're going to have a grown-up and a realistic and an economical university system is that we'll have to get rid of that stupid counting game. We'll have to get rid of that ridiculous notion that contact hours equals education. We'll even have to get over the stupid notion that teaching equals education . . . We'll have

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-Symposium-

(Continued from Page 2)

at the same time to make the curriculum as personal as possible . . . This of course will mean that the university will have to become much more of a guidance and counseling center, although I hate to use that phrase. It will have . . . to give up a lot of the courses it's giving now merely for factual coverage and put that faculty energy into guiding individual students . . . If we want the evaluation among people that should go on among people because we feel that the discrimination of values is a central human activity which no one should be denied and which students want, we'll have to face the fact that to be mature, it will have to be done on a deep, or a personal basis, it cannot be done mechanically, it cannot be done relentlessly. In practical terms, you can't evaluate and grade a student fairly unless you know him and unless you watch his work and have a sense of its context and a sense of where it's going and a sense of how it's coming off. This means of course that if you are going to evaluate you can only evaluate in small groups . . .

We should also, in order to fill in for the tremendous demand of teaching and for advising expand, greatly our notion of who can teach . . . If we stop thinking of the University as a teaching place and think of it as a learning place, where students learn with as much help as the faculty can give them, we will solve the problem of numbers.

Students have a tremendous amount of teaching power . . . There is no reason why the University cannot embrace this tremendous teaching power in many many different intermediate forms, in the forms of tutorials, forms of seminars, and all kinds of arrangements which an imaginative faculty could devise.

In large college communities there are often citizens of all kinds of great intelligence, of good will, of cultivation, whose lives would be immeasurably enriched if they could be brought into the University and taught about it, and asked to contribute what they could contribute to the teaching or the advising functions. And of course the future will see a certain amount of technological assistance to teaching . . .

Lets turn now to a subject perhaps closer to the winds of controversy here, and ask ourselves about the government of the University. Here I'll take a kind of idealistic view and say that whoever governs the University that survives will be the person not who seizes it, but the person who creates it.

Here we have to ask seriously whether there is any real promise in the fact that the students will create the University of the future. In asking myself this question many, many times it seems to me that in the first place it is true that students themselves do not know where they stand in envisioning the struggle for the University. It seems to me that the general face-off between students vs. Administration is actually contrary to the realities of the situation . . . It is not students versus administration at bottom, but whether they know it or not it is students, and very often students and administration against the faculty.

I think 90% of what is wrong with the modern American University is the responsibility, not of the Administration, but of the

faculty. By-in-large Administrators who have taken one of God's most difficult and horrible jobs are too busy trying to keep the faculty and students together in the same place against an environment which often does not understand, or is positively and ferociously hostile and almost invariably light-fisted . . . Meanwhile the faculty sits quietly with its little smile, and lets the administration take the rap.

The faculty is at fault because at least in the better Uni-

versities, and I assume this is one, the faculty has been given the primary responsibility for education in the University . . . I think it is right that the faculty should have this crucial balancing position in the University, because what it takes to have this kind of responsibility is a quality of continuity which the faculty really has to a superior degree . . . The student movements it seems to me, exist and have been drawn into existence by an intellectual and sometimes a moral vacuum cre-

ated by faculties.

But student movements have some inherent defects . . . A major defect . . . is their lack of continuity . . . Another defect . . . is that student movements generally speaking are weak ideologically. They are much better at designating the symptoms than at figuring out the cures . . .

Furthermore, with a few exceptions, student movements lack the kind of strong and consistent leadership which promise any long-term results . . .

What most universities need today is a quiet revolution from within that will answer, and give leadership, and take your students where they want to go. And I think frankly that it is the primary responsibility of the faculty to take this leadership.

Now what are the possibilities that any faculty even if it wanted to could take this leadership and create a University? There will be tremendous pressures against innovation from outside the walls. And the protection of

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The advertisement displays several clothing items: a plaid dress with a large bow, a plaid jacket, a plaid suit, a plaid sweater, a plaid skirt, a plaid hat, and a plaid bag. It also features holiday-themed illustrations: a snowflake, a globe, a gift box, a Christmas tree, and a bowl of fruit. The text 'All prices are "about."' is visible at the bottom right.



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The Duke Chronicle

FOUNDED IN 1905

The opinions expressed on these pages are not necessarily those of the University.

Unconscienceness

The Nurses will complete voting tonight on whether or not to hold their Christmas Dance at the segregated Hope Valley Country Club. If they decide to hold the dance there it will reflect on the entire University. Meanwhile, other elements in the University are directly or indirectly supporting segregation through association with discriminatory organizations.

Various living groups still use segregated facilities for parties. The policy of a Durham church, with a large number of University faculty and staff in its congregation, has been called into question by a recent incident. An alumni association dinner open to "all alumni and friends of Duke" is scheduled to be held at Hope Valley. President Knight and a number of faculty and staff of the University are still members of Hope Valley.

The MSGA is now revising the list of approved places for off-campus functions to eliminate those with discriminatory policies. We wonder what other members of the community are doing to disassociate themselves and the University from organizations with such policies and to have those policies changed.

A university is the last place one would expect to find support for discriminatory practices. Obviously, however, we have yet to bring our public pronouncements and our private practices into line. Our conscience has yet to catch up with our public relations.

'Education'

Dave Harris has presented an ideal and Dr. Charles Muscatine a model for a very interesting concept of a university.

Education, according to Harris, is a highly personal process which is most exciting and successful when it is on that level. The fact that many students find that so much of their education comes outside the classroom would indicate that the ideal is not approximated in the classroom.

Muscatine suggests that Harris' ideal is best served where there is an emphasis on small tutorials, faculty guidance and counseling of students, and students learning by watching and helping faculty perform the tasks of their profession.

In only one respect was Symposium '66 a disappointment and it had something to do with this idea of education. Rather than being available to talk to students, the participants were repeatedly spirited off to banquets or late evening, in-group discussions off-campus.

On Sorority Rush

Reform Decisions Due

By ANN DODDS

President of Panhellenic Council

A major decision faces sorority women at this time. One part of this decision concerns their policy on the timing and make-up of rush. This, in turn, is linked with a decision of attitude. Will sorority women present a defensive attitude in their thinking about rush, or will they try to open their minds to the alternatives which other factions of the University Community so strongly urge?

Examining the results of a questionnaire sent to all freshmen and transfers participating in this year's rush schedule, I feel I must urge the latter course of action. This is not to say that I am in favor of rush at any one time. Rather, I stand for an intelligent probing of each proposed time change—rush at semester break, at the beginning of the second semester, during the first three weeks of school, and at the beginning of the sophomore year.

The results of the questionnaire, as well as some latent discontent within the sorority system, point in this direction. Although russees commented 2 to 1 that they felt that their studies would be more greatly damaged by a later rushing period, ap-

proximately the same proportion expressed their desire to see some sort of change in the rush schedule. There is an ambivalence here.

Stated one freshman in Hanes who did not pledge, "... Please have rush later in the year and give freshmen a chance to make an intelligent decision... we don't know what college life is going to be like."

On the other hand, an East campus pledge felt that "Rush took a great deal of time but came before the work began piling up... and what about friendships formed after a semester of dorm life, were rush deferred?"

The dean's staff, Panhellenic Council, and the Sorority Presidents' Board are continually endeavoring to view next year's rush in a new light. Sorority women have unofficially expressed their desire to:

- A. delete "preferential parties" until the last night of rush
- B. change the atmosphere of the parties—specifically the first set, the trend being toward informality and away from mime—consuming decorations, name tags, and favors
- C. delete the "voluntary parties"

For some unknown reason, the Duke student who makes a sincere effort to get to know a faculty member as a person rather than as a lecturing machine is regarded by his peer group as having (1) a hopefully idealistic point of view, (2) an emotional problem, (3) a social maladjustment, or, most likely, (4) a grade average in that man's course so low that it can't be improved in any other way. And so it goes. And while we continue to ridicule the possibility that a professor or instructor might also be a very worthwhile and interesting friend, we put the finishing touches on a gaping cavity, right where one of the most enjoyable and even profitable experiences of our college life should be.

Let me ask you why you spend enormous sums of money to get a 2.6 at Duke when each of you could have gone to Podunk State U. for at least \$1000 a year less, had a 4.0 for four years running, dated every night to boot and still have stepped into a decent job or graduate school. Is it for the superior facilities, the friendly student body, the free campus buses or the delicious Union food that Duke offers? Most likely not. Your probable response will be either (a) Duke's excellent faculty (b) Duke's atmosphere for education or (c) Duke's reputation. However, it seems clear that the latter two reasons are directly contingent upon the existence of an outstanding faculty—a faculty with which we come in only indirect contact for a maximum of

one-eighth of the week! And we readily admit that just as much could be gained from careful textbook perusal as from many of our lectures. Put yourself in your professor's place—where is he most likely to communicate his education, rather than his schooling—on a coldly formal 3-hour a week basis or on a personal friendly level over lunch, between classes, or some evening? If lectures were all we came to Duke for, we could save a lot of money by spending 40 hours a week in a good library!

I'm not advocating a false, insincere contact—this is worse than nothing. However, why can't we be sincere in an interest which we must feel, else we're wasting a lot of our money? Is there any reason why we shouldn't exhibit some initiative to reciprocate a learned man or woman's interest in us? At worst, we just might learn something, have some fun, make a prof's job a little easier, make the faculty more aware of what the "student" thinks and what our needs are, and develop lasting friendships which we can look back on for years to come. All we need is a little initiative. Think about it.

Inspiring Ideal In New College

By EDIE KELMAN

A not-so-surprisingly increasing number of bright people are finding themselves questioning the actual value and effectiveness of contemporary American college education. They are frequently confronted with the fact that their once-enthusiastic aspirations toward the ideals of education have been beaten down to the level of realistic pragmatism which of necessity drives out many of the beauties of learning to become fulfilled, wise, forward-projecting individuals. Instead they are forced to become predominantly sensitive to the pressures of career-oriented programs, of monetary concerns, and of prefabricated moral, social, and intellectual systems to which they must compromise their yet untested, and incomplete, but nonetheless compelling personal hypotheses.

In order to 'get anywhere in this world' as it overwhelmingly is, these exciting and motivating attitudes have to be given to the gobbling gastro-intestinal system of practical existence where they become so transmuted by the action of speedy enzymes, etc., that the resulting product has lost its color and vitality, if not its identity altogether, and takes on a character of somewhat fecal quality. Of course pragmatism has its place, but its incessant persistence cannot be so necessary as to offer such resistance to the development of the unique individual.

To the point then... For those whose present state of mind, especially concerning education, is in need of some inspiring ideal of relatively uninhibited, genuine personal development, don't give up all hope. New College in Sarasota, Florida, is a reality, the embodiment of an educational system in its most beautiful realization in the United States: no grading system per se, no imposed course structure, study programs tailored to the individual, emphasis on the self-realization and 'self-overcoming,' instructors living with students, an extremely impressive administration and faculty, and a good deal more... all of which combine to enable (one wonders if almost least of all) the achievement of an A.B. degree in three years, though this time span too is flexible. The emphasis is on knowledge and understanding of concepts and conceptual relationships, on the attainment of wisdom employable in all aspects of life rather than on collections of automatic, scope-limited facts. The hope of New College is the development of potential leaders with wisdom and foresight in a world whose dire lack of such denizens becomes increasingly frightening.

If only to restore hope in possibilities for the future, one should attempt to discover more information about New College. The reference room in the West Campus Library houses some small, glowing pamphlets on New College, a wonderful piece of elevating faith in the future and the value of man.

308-A

Lancaster house gave just \$25 to the Symposium Committee this year, as compared to the \$50 they donated last year. They evidently didn't think they were getting their money's worth because one of the participants was only a student. Another reason for the decreased contribution from Lancaster and other living groups was the feeling of some students that the topic, "Concepts of A University," was not relevant or interesting to enough students.

* * * * *

QUESTION OF THE WEEK: Is the University run the same way that the Duke tobacco empire was built?

D. hold an informal Spring Rush this year for the small sororities which did not take their quota

There also have been a dozen rush rule changes proposed, as well as a revision of the format of the rush rules. Sorority women have been quite responsive to the plea for new ideas in this respect.

However, few are willing to consider changing the timing of rush. Many of the reasons for this opposition are valid. A few are a result of habit. The question should be "Which is best for the freshman and for all parties concerned? Would a semester of deferred rushing be more ter of deferred rushing be more 'cruel' to those freshmen not being rushed, living in a mixed-classes dorm? Would the sororities feel, as the fraternities on West do, that with a deferred rush, they were spending one semester solely in perpetuating themselves?"

The challenge is for creative thinking. This is what sorority women are being asked to do. And, whatever stand we make must be judged as mature in the eyes of the University community.

Letters To The Editor

Move To Remove Discrimination

Editor, The Chronicle:

As a student of Trinity College I find it deplorable that the School of Nursing could even consider holding a social function which would discriminate against some of my fellow students. It is unfortunate that the nurses, quite unknowingly it seems, have planned a party at a segregated country club. The consideration that a change in place at this late time would effect some inconvenience is understandable; but the principle involved here clearly outweighs this factor.

This situation does not involve solely the Nursing School. It denies the right of certain men on this campus to escort nurses to this function because of their race. It is therefore an affront to the entire University and the concept that there is no room for prejudice in the outlook of educated people — especially within a community of scholars. This action would also tend to support an institution which is totally segregated.

NSGA should exhaust every possibility to see that this function is held at a place where no member of the Duke community is barred because of his race.

There is currently legislation being drawn up by several MSGA senators which would strike all segregated establishments from the list of those approved for registered social functions. It seems most appropriate that this legislation be passed by the Senate as quickly as possible.

Bob Creamer '69

York House Not Local Frat

Editor, The Chronicle:

I would like to reply to statements made about York House in Mark Pinsky's column on "Independent Independents."

Mr. Pinsky is mistaken in likening us to a local fraternity. We resemble a fraternity only in that one of our goals is to provide a cohesive living group and one of its many programs is an active social schedule. His assessment of us is superficial and he obviously has no knowledge of the real nature of the house or of the rest of its programs. If he had taken the time to get to know us, he would have found that the very basis of the house is diversity and individual accomplishment.

In regard to the composition of the house, we reject selectivity and all the pretense that it involves as much as possible. Our selections committee has two purposes: to remove those who have been a negative influence

(not those who are "different"); and to fill the few vacancies on an objective basis. Mr. Pinsky may be able to point to a stereotype of particular fraternities, but I challenge him to pick a typical York man — it cannot be done.

Kelly Jon Morris, '68
President, York House

Deans Thwart Self-Fulfillment

Editor, The Chronicle:

Once again the "campus tower of thought and action" has managed to represent the views of the deans. This time, however, it has also managed to misrepresent the views of the students involved.

We of HH No. 1 wish to make it clear that we disassociate ourselves from the opinions expressed about us by Mr. Shaeffer and Mr. Pinsky. The deans have not made any decision on our position, as Mr. Pinsky stated they had, and the central question is not, as one would gather from the articles, one of the existence of house government, or of membership in AIH.

Rather, the immediate question is whether the deans should force us to collect five times as much dues as necessary. We accept an assessment of \$2 per member. We resent having to spend the other \$8 of the present mandatory yearly assessment to provide for activities which we do not want.

Beyond the question of dues lies our basic difference with the deans. We do not wish to be forced to conform to the mold of other socially active houses. We wish to be allowed to form the type of house we wish to form; a house in which each member would have the opportunity and the responsibility to seek his own self-fulfillment in the way he sees fit.

Howard M. DuBose, Jr.
John W. Coogan, Jr.
Gary Feichtinger

Responsibility Not To Business

Editor, The Chronicle:

From time to time the lethargy of a graduate student evaporates and he is stimulated to pronounce an oracular evaluation of the surrounding scene. A few days ago, the morning paper carried a story concerning our beloved President Knight and his remarks to "fifty Durham businessmen." He said that Duke was more than a filter for some \$70 million a year; indeed, Duke is full of so many "creative and exciting people" that Durham is "justified" on this alone to take an interest in the University.

So as not to allow any misunderstanding concerning the nature of these creative and in-

teresting people, Dr. Knight told his "amused audience" that they really shouldn't take any notice of Duke's "occasional eccentrics" and "occasional beards" for they are not the "heart of the University."

The heart, I suspect is the \$70 million sum.

Perhaps this is premature. But what does President Knight mean by suggesting that Durham and its fifty businessmen are "justified" in taking an interest in Duke? Since when has creative and exciting Duke sought justification in the eyes of fifty Durham businessmen? Since when, in fact, has a real academic institution sought to justify its existence at all? Even James B. in his endowment spoke of founding Duke "as an institution of learning according to the true intent thereof." And the true intent of an academic institution is hardly to seek accord with fifty Durham businessmen at the expense of our "occasional eccentrics" and "occasional beards."

It is one thing to create synapses with the surrounding environment. It is quite another to compromise in the interests of comfort, and then rationalize in the name of prudence.

Rather than seek to amuse fifty Durham businessmen at the expense of exciting and creative Duke's occasional eccentrics and occasional beards, Dr. Knight would do well to meditate on his beloved Dante. May we suggest:

One, yet a babbler, loves
and listens to
His mother; but no sooner
hath free use
Of speech, than he doth
wish her in her grave.
(Divina Commedia,
Paradiso, Canto XVII)
F. Barry Cooper

Symposium

(Continued from Page 3)

The University from this kind of thing will be the primary responsibility of the administration. There is even greater opposition, however, in my experience, from within, and this is the joint responsibility of the students and the faculty.

What are the chances that here or anywhere else the faculty will be willing to take the leadership that it should take?

I am still optimistic. Professors are really people who love students and... this gives students a terrific leverage on them. The fact is that if they are scholars at all, whether they are historians or scientists, their stock in trade as scholars is the appreciation of change...

Now any University that can get its faculty to be scholars... about the University itself will be well on the way to surviving as a University, and I commend you all to this task.

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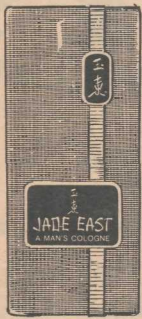
A TOWER'S A LONELY PLACE TO BE
EVEN THOUGH IT BE MADE OF IVORY



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Hence, to zlupf is to err.

What is zlupfing?



Zlupfing is to drinking what smacking one's lips is to eating.

It's the staccato buzz you make when draining the last few deliciously tangy drops of Sprite from the bottle with a straw.

Zzzzzlupf!

It's completely uncalled for. Frowned upon in polite society. And not appreciated on campus either.

But, if zlupfing Sprite is absolutely essential to your enjoyment: if a good healthy zlupf is your idea of heaven, well... all right.

But have a heart. With a drink as noisy as Sprite, a little zlupf goes a long, long way.

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Speech To Cover Need For Unions

Paul Swaity, Vice - President and Southern Regional Director of the Textile Workers Union of America, AFL-CIO, will speak on "Why Unions are Needed in the South" Friday at 8 p.m. in the Methodist Center.

Swaity's speech will serve as the first in a series of talks on the labor problems of the South, sponsored in part by the Methodist Center and Local 77 of the American Federation of State, County and Municipal Employees.

Swaity, a Canadian by birth, joined the TWUA as an organizer in 1949. Prior to taking his position as Southern Regional Director, he served the Union in various regions of the United States and Canada.

In 1947, Swaity came to the United States with a view toward furthering his education; instead he decided to teach at the School for Workers at the University of Wisconsin, and later became Assistant Director of the St. Louis Education Project.

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ALL ALONE near the finish, brilliant Devil harrier ED STENBERG completes a 4-mile jaunt last Friday against Carolina. His winning time was another record for the Duke course.

(Photo by Dick Miller)

SPORTS

Booters Split Pair

By STEVE WORFUL

Road trips north bore different fruits for the Duke soccer team during the last week.

The first foray saw the Devils climb above the .500 mark by defeating the University of Virginia 3-1 last Thursday at Charlottesville, but the second, Monday, brought them only a 4-0 setback at the hands of the University of Maryland.

The split gave the team a 4-4 record with two home games remaining, and Duke fans will be able to see the team close out its season with games against Springfield College Saturday at 2:00, and against the University of North Carolina next Wednesday at 3:00.

Springfield, perennially one of New England's stronger teams, and UNC, which again has a

a powerhouse with all of last year's starters back, constitute opposition that will make a winning season no small achievement for the Blue Devils.

Last month the Tarheels outplayed Maryland before finally losing 2-1.

The odds against a 6-4 final record grow a little longer when taken in the light of the two relatively poor Duke performances of late. Against Virginia the Devils played poorly in the first half, though holding the Cavaliers to a 1-1 score on a goal by Gordon Snyder, but picked up in the last two periods to come away with a 3-1 win.

At College Park obvious defensive mistakes gave the Terps two goals, and Duke missed several scoring chances of its own to effect its own defeat.

Falcone: "We Can Win. Maybe"

Devils To Face Pro-Like Irish

By JACK FLEET

Ever since his freshman year at Duke, Blue Devil linebacker Bob Matheson has always wanted to play in the N.F.L. This Saturday Matheson gets his first taste of N.F.L. competition when Duke takes on Notre Dame's top ranked Irishmen at South Bend, Indiana, in the Irish's homecoming game.

The Blue Devils will be facing what could be one of the greatest college teams ever assembled. Already the pro scouts are drooling over nine of Notre Dame's first 22 men! In their seven games this season, the undefeated Irish have scored a lopsided 237 points to their opponents' 28.

Of the 28 points given up, 21 came in the Irish's first two games. In their last five outings, the fantastic Notre Dame defense, under Coach John Ray, has yet to yield a score, although last week Navy did manage a TD off the kicking unit by falling on a blocked punt in the Notre Dame end-zone.

Defensive Line Averages 240
Notre Dame's defense will throw a five man line at Duke weighing an average of 240 pounds per man. At ends, Alan Page (6'5", 238 pounds) and Tom Rhoads (6'2", 220 pounds) are bruisers who excel in defending against the type of sprint out passing and running that Duke quarterback Larry Davis has found so successful this year.

At tackle, Pete Duranko (235 pounds) and Kevin Hardy (6'5", 270 pounds), everyone's sure All-America, will certainly pose a problem to Duke's hard running backs Jay Calabrese, Jake Devonshire, and Frank Ryan. In addition, Tom Regner (245 pounds) helps to bolster the Irishmen's defensive line.

Notre Dame, in addition to their extraordinary defensive line, has one of the quickest and strongest secondaries in the country. Captain Jim Lynch (225 pounds) is another sure All-America at the linebacker position.

"Baby Bombers"

Notre Dame's high scoring offense is the other nearly insurmountable problem the Dukes must face. The "Baby Bombers," quarterback Terry Hanratty and 6'5" end Jim Seymour, both only teenagers, have set the sports world afire with exciting play. In his first four games, Hanratty threw for more yards than George Gipp, Harry Stuhldreher, Marcy Schwartz, Bill Shakespeare, Johnny Lujack, Frank Tripucka and Daryle Lamonica did in their best seasons!

In his first two games, Seymour caught more passes for more yardage than Leon Hart did the year he won the Heisman Trophy.

Against Oklahoma, a previously undefeated team which Notre Dame annihilated 38-0, Seymour injured the instep of his foot and has not played in the two games since. Unfortunately, he is well rested now and is expected to return to action against the Blue Devils.

Nick Eddy at halfback and Larry Conjar at fullback team up with Hanratty to give the Irishmen one of the most powerful backfields in college football today. Eddy is lightning fast while Conjar has brutal strength.

In describing the Irishmen's front four on defense, Duke scout Carmon Falcone said that they looked more like six men. But he stated,

"If we get all the breaks, it's possible, there's a chance, that we can win. Maybe."

In a philosophic vein Falcone also remarked,

"They wear their pants the same way we do. Of course, their's are a lot bigger pants."

Falcone also pointed out the great job that Hanratty does of taking and keeping the ball on roll-outs. Notre Dame is a well-drilled team that at all times knows what it is doing. In their first eleven plays against Oklahoma, the Irishmen ran from nine different offensive formations.

Fifth String Tackle Slow

Asked for any possible weakness on the Notre Dame team,

Duke head coach Tom Harp said that the Irish's fifth string tackle seemed a little slow in breaking from the huddles.

Duke fans have recently held great hope that Notre Dame might be looking ahead to their upcoming game with second-ranked Michigan State when the Irish play the Dukes. Coach Harp dispels all such fond dreams by pointing out that Notre Dame has only the number one spot in the national wire service polls to shoot for (being an independent that does not play bowl games). Thus, they feel compelled to run-up the score to the best of their ability to secure their high ranking.

Last week against Pittsburgh, the Irish didn't pull out their first strings until after the score was set at a cushioned 40-0 margin. Throughout that game the stadium announcer stressed Michigan State's 56-7 lead over out-manned Iowa, egging the Irish to surpass that score.

For the Blue Devils, Larry Davis appears to have the starting quarterback assignment sewed up. Harp was very pleased with Davis' performance against Navy. Al Woodall again reinjured his ankle and will not make the trip with the team. Todd Orvald has recovered from his shoulder injury and may see action.

Mike Murphy's replacement at center, Bucky Fondren, and tackle Mike Renneker were banged up against Navy and will not play. George Joseph, a 180 pound center, will start for Duke.

Frank Ryan will run in the backfield more this week in a slot and tailback position.

Incidentally, Duke fans can proudly point to Duke's having won half of all the games that ACC teams have won against outside conference opponents this year. Of 27 outside games, the AC has managed only six victories with Duke accounting for three of these.

The Notre Dame game will be retecast over Channel 11 at 11:15 p.m., Saturday night.

'Wrong Box' Depends For Effect On Style

By ADEN FIELD

THE WRONG BOX, A British film distributed by Columbia pictures, directed by Bryan Forbes. With John Mills, Ralph Richardson, Michael Caine, Peter Sellers, Nanette Newman, and others. In color, at the Rialto Theatre.

THE WRONG BOX is an interesting film, though certainly not a remarkable one. Its intention is modest and well-executed, for it is a thoroughly entertaining narrative film mainly devoted to telling a diverting tale. In terms of such an intention, it is a polished, skilled work which adds another good film to the already rich array of British comedies that specialize in madcap plots and a style of disarming understatement.

It is bootless to summarize the plot of *The Wrong Box*, for its most salient characteristic is the abundance and confusion of its incidents. Besides, the central interest of the film (after one notes the mild pleasures of its plot and humor) is the director's handling of his materials.

Choosing a stylistic approach oddly similar to the one he uses in *King Rat*, Forbes isolates his characters and story inside a very formal world, which he then carefully arranges so as to make it the mirror and proper container for the personal styles of the characters. In *King Rat*, for example, the isolation is moral and psychological, since Forbes is depicting the desperate eccentricities of men isolated by war in a concentration camp. This becomes absolutely clear at the end of the film, when the rescuing paratrooper appears and shocks the audience into awareness of the mesmerizing unreality of the prison camp.

In *The Wrong Box*, Forbes depicts a Dickensian comic eccentricity isolated both inside a past time (Victorian England) and for the most part inside a tightly controlled visual style, which features not only a period decor but also a formal architectural setting, as well as other "theatrical" elements which subtly underscore the unreality of the film. It is important here to make clear that Forbes has not simply made a period film with convincing costumes and sets. Instead, he has used certain visual elements to achieve a period feeling inside a quite modern film.

However, since Forbes seems to be much more intrigued by the vagaries of character than by anything else, his use of a stylized isolation in *The Wrong Box* can be understood as merely the practical means of making an audience accept the preposterous eccentricities he offers them. They come so much alive precisely because they are made to seem entirely at home inside their own world. In this Forbes is aided handsomely by the arts of an outstanding cast.

Every character of the film is a more or less eccentric type, one very strongly marked by the stubborn persistence of his own narrow oddness. All of the principal roles are like silhouettes, drawn sharply in outline, but lacking detail. For example, Ralph Richardson's pompous, boring pedant is almost purely pedant and nothing else. John Mills creates a lively sketch in his irascible old apologetic, and Michael Caine throws his moon-eyed, silly young lover into clear relief against the ridiculous, airily romantic ingenuity of Nanette Newman. All of these roles (and most of the others) work through unified simplicity and comic exaggeration. And the final justification for such stylized characterization is that it makes believable the intricate complications of the plot, and allows the director to indulge his fondness for the sight-gag.

It is delightful, for example, to see Peter Sellers as the dirty old, venal Dr. Pratt. Sellers has to capture essentially very few colors in his character—an absent-minded vagueness, a nasty corruptness, an almost blood-curdling moral indifference. But Forbes never allows the character to become too serious. Surrounded by filth and literally dozens of cats, the doctor moves in a very funny and natural way through a series of visual gags. He dries his hands on a cat, but the cat turns out to be covered with dirt, which the doctor must wipe off on his filthy coat. He blots a signature on a document with the back of another cat. He finds cats in drawers, and so on.

What I am suggesting here is that the director has created a tight comic atmosphere that depends as much on style as on wit for its effect. By means of sight comedy, simple but exaggerated characters, and an intricate plot, all elements operating inside a subtly isolated visual setting, Forbes manages to make a comic film that analyzes some of the eccentric forms of human nature, and entertains its audience as well.

Campus Calendar

THURSDAY

4:45 p.m. Dr. John F. Oates, assistant professor of ancient history at Yale will speak on "Alexander the Great: the Historical Tradition" in room 130 of the Psychology Building.

5 p.m. The Auctioneers will assemble in the student lounge. This is a closed meeting.

6 p.m.—Steering Committee for Major Weekends will meet in 108 Flowers.

7 p.m. The Colloquium on the City and Urbanization will meet tonight in York Lounge. Dr. Joel Smith, department of sociology, will speak on "The City and its People." The public is invited.

7 p.m. Tryouts will be held for the production of the Family Reunion at the Episcopal Center. Dr. Jennings is director. All interested are invited.

7:30 p.m.—Pre-Med Society Meeting in Hospital Amphitheatre. Dr. Suydam Osterhout will speak on "The Changing Pattern of Infectious Diseases." Film: "Problems of Hospital Sepsis." Memberships will be accepted.

8 p.m. Art Films on Printmaking will be shown at the Ackland Art Center, UNC at Chapel Hill.

8 p.m. Oedipus Rex, the movie, to be presented in Carroll Hall UNC, by the Philosophy 142 Club. 75c admission.

SPECTRUM

Noted Lute Expert

Artists Series Schedules Bream

Julian Bream, world acclaimed specialist in the lute and classical guitar, will present a recital Tuesday at 8:15 p.m. in Page Auditorium.

Bream first toured America in 1958, and, he says, "The enthusiasm for the lute and guitar in America have been so stimulating that I have since then toured the country annually."

Born in England, he has appeared in most of the countries of Europe and has performed at the Holland Festival, Edinburgh, Berlin, and Leeds.

In 1946 he began a series of radio and television programs, which culminated in his first public appearance at a recital in Cheltenham, England, in 1947.

He will play music dating

from the seventeenth century on the lute. His selections include Francis Cutting's "The Woods So Wild," Anthony Holborne's "Galliard," and "Carmen's Whistle" by John Curnen.

Preceding Bream's performance a pre-Artists Series Symposium will be held at 7 p.m. in 208 Flowers. Participants in the lecture are Mrs. Eugenia Saville and Dr. David Lunney

Concert Planned

The Men's Glee Club and Women's Glee Club will hold a Joint Concert at 8:15 p.m. tomorrow in Page Auditorium.

The Women's Glee Club will appear first, singing eight religious and folk selections. The Men's group will follow with seven numbers.

The two groups will combine for the finale, "Te Deum Laudamus."

Paul Young will direct the program. Accompanist will be James Young.

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The second meeting of the Presidents' Council on Physical Fitness will take place at the usual time next Sunday in the Canterbury Hall Commons Room.

JCF

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