

# The Duke Chronicle

Volume 64, Number 81

Duke University, Durham, N. C.

Friday, Feb. 14, 1969

## University in turmoil: students confront administration, police

### Students ask amnesty, strike

By Richard Smurthwaite  
and Heloise Merrill

Over 1000 students and faculty members voted in Page Auditorium last night to conduct a three day boycott of classes in support of the Afro-Americans' call for immediate amnesty for students who occupied Allen Building yesterday morning, and the re-instatement of blacks who were forced to leave because of their academic standing last semester.

#### Free university

Those attending the assembly elected to establish a "free university" to operate during the duration of the boycott, which shall last through Monday. The free university, with the aid of a group of faculty members supporting the black demands and the student boycott, is aimed at providing "relevant discussion" on the issues facing Duke.

Dr. Thomas Rainey of the History department, speaking at the outset of the meeting, emphatically "put the blame [for the Blacks' actions] where it really belongs—on the trustees and administration."

According to Rainey, the problem is not really with the attitudes of the "grits and rednecks." He was given a standing ovation as he concluded that the greater sin was that of the faculty who "sold out and gave Knight a blank check to bring the pigs down on us."

Chuck Hopkins, leader of the Campus Afro-American Society, outlined his group's basic attitude towards the administration and their unsuccessful attempts to negotiate the situation.

#### 'Only one hour'

Hopkins pointed out that "the blacks had spent 2½ years just smiling over the Trustee's table...and not once did the white pigs direct themselves to the Black demands." Hopkins went on to ironically question: "Why did they

give us only a one hour ultimatum after we had given them 2½ years?"

Hopkins called the occupation and subsequent events "just one battle in our struggle to gain our humanity at this university." He reaffirmed the thirteen demands, and said that "although we left Allen Building, our main aim now is to intensify the struggle."

Hopkins pleaded for better future understanding among all facets of the University and the Blacks: "Students and faculty must re-evaluate, sit down and consider all the issues of today."

Dr. Donald Ginter of the History department was also deeply bitter about faculty attitude.

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Photo by Scott Sørensen  
Helmated policemen ready themselves for action before their confrontation with students

### Blacks leave peacefully

The Afro-Americans' occupation of Allen Building ended peacefully late last afternoon, nearly ten hours after it began.

Shortly afterwards, police began teargassing a milling crowd of over 1,000 students and faculty on the main quad. Some students retaliated by smashing a police car.

The blacks' departure came after two ultimatums from the administration and just as police were coming on campus to forcibly evict them from the building.

Two attempts during the day to bring the opposing sides together over a table failed. One was made by the administration and rejected by the Afros; the other was made by the Afros, but rejected by the

president and the provost.

The occupation began about 8 a.m. yesterday, when over 70 of Duke's black students took over the Central Records office on the first floor of Allen Building. Mrs. Seabolt, the recorder, had just opened the vault with University records in it.

Within a few minutes, the blacks had boarded the wooden doors on one end of the hall, and roped the glass doors on the other end. They also piled two couches in front of the glass doors.

First contact with the black students was made about 8:15 a.m. They presented a list of 11 demands, later amplified to 13, which they wanted settled before they left.

They threatened that "if they try and come in after us, these records are going to go."

Later, they specifically threatened to burn the records in case of a bust, but they later withdrew that threat.

The first meeting between the blacks and the administration came during the late morning, after the administrators had been meeting for about three hours.

Marcus Hobbs, the provost, talked with a spokesman for the students in the building through a back window. He offered to meet five black students with five administrators, on the second floor of Allen Building.

The Afros rejected the idea, even when Hobbs guaranteed re-access to the first floor to the five.

In rejecting Hobbs' idea that they "chat across the table," the Afros spokesman charged that "We've been chatting across the table for two and one-half years."

The first administration ultimatum came in the early afternoon, Hobbs, in a prepared statement which had taken hours to iron out, told the students to leave

(Continued on Page 6)

## Editorial: the demands

After the action taken by the administration yesterday, it seems almost trivial to argue about the validity or invalidity of the demands presented by the black students. The blacks were orderly throughout the day. They did not destroy the University records. They left the building peacefully before the riot squad arrived. But the police still came.

Then the tear gas came.

The officers of the law, ordered on campus by President Douglas Knight in conjunction with Charles Wade and other trustees, even entered the Chapel with their portable tear gas machine. According to Provost Marcus Hobbs, the police had to protect themselves once they were on campus. In the Chapel?

The police were nothing more than robots; they performed an inhuman act at the bidding of the administration. The administration took this action against students who are trying to create a more human place for themselves amidst the great machinery of this university. The number or practicality of their demands is less important than

their frustration after patiently trying to satisfy these demands through "proper" channels, receiving repeated delays and little sympathy. The administration failed Duke's black students, and these students then took a justified action to correct this failure and handled themselves with dignity. And when the police came, the administration failed us all.

However, the University may still be able to save itself. The first step is to grant the demands of the blacks. Even though the administration doesn't really deserve it, the demands are reasonable.

The most far-reaching of these requests is for the establishment of an African and Afro-American Studies Department, as outlined in the proposal printed on the opposite page. Duke—as well as the South in general—is notably lacking in aspects of the academic curriculum which provide direct contact with the problems confronting society today. An Afro-American Studies Department would do this while at the same time providing an academic exploration of black traditions.

(Continued on Page 3)

## Police and students clash on main quad

Durham city and county police confronted about 1500 Duke students with tear gas in the main quad yesterday after the black students had voluntarily vacated Allen Building.

As the black students marched down Campus Drive carrying a sign worded "Malcolm X Liberation School," followed by a crowd of interested observers, the police moved in toward Allen Building during their assembly point in the Duke Gardens and began to surround the building.

By this time, the crowd had

turned around and was proceeding toward the main quad, chanting "It ain't over yet!" as they went. Several police cars drove through the crowd, and angered students banged on the cars as they did so. At least one person, a girl, was reportedly knocked down by a police car.

As the police stood at the doors of Allen, a crowd of supporters of the black demands and others formed. Some angry students shouted at the police.

A loud noise, presumably that of a tear gas gun, was suddenly heard,

and the police opened up with a barrage of tear gas and then proceeded to march into the crowds.

The students ran back in several directions, toward the dorms and the chapel, seeking refuge from the acrid clouds of tear gas. The police retreated toward Allen Building, and the crowds of students followed at a distance. The police charged again, and the crowd retreated again. The police retreated again, and the crowd moved in again. This process was repeated several times.

Finally the police tired of this action. They charged until the students went inside Flowers, the religion building, and the chapel, and even sprayed the tear gas into the buildings until the students managed to close the doors.

It was reported that a number of students were injured in the melee, most of them either inhaling the gas or stumbling and being trampled in the rush.

45 people were reported to have been treated at the Emergency Room of the hospital, two of them policemen.

Finally the police did retreat into Allen to remain. A crowd of students, numbering between 500 and 1000, remained outside, some of them taunting the police.

Dr. Thomas Rainey of the history department was finally able to arrange some sort of truce between the students and the police inside.

Rainey, who was in contact with the men inside Allen finally reached an agreement with them by which the students would be able to hold a meeting in Page and the police would depart through the rear



# Knight explains use of police

By Alan Ray  
Editor

President Douglas M. Knight explained his decision to call in the police in an interview last night. "When people drive other people to the wall then they must act," he said. "I put the freedom of the University above the force used by the black students."

Knight was obviously tired and depressed by confrontation between students and administration. He explained that he agreed with the goals of the students but not the means.

He declared that the administration all along had refused to negotiate but wanted to "engage in mutual discussion to clarify the issues." Our position was that the black students must leave the building before there could be substantive discussion of the issues.

"If this group can win by this means, what about the far right? Look at the Nazis in Germany. We may not give that weight because we feel this cause has merit. But we are trying our honest best to work it out. It's a matter of precedent. We cannot open the door to this kind of tactic."

He continued, "You can't use

the wrong means to accomplish right ends. If we do, then evil men are going to use the same means for wrong ends. Tomorrow the forces of the far right will be telling the University what it should do. This is the big issue and the tragic issue. I can't put it strongly enough to you."

Knight bowed his head frequently to gather his thoughts. "Columbia, Berkeley, and Wisconsin have abridged our freedom to act," he said. "They have created an impression on the country as a whole. We must inhabit the middle and determine if we can, with this constant abridgement of freedom, to move to keep freedom and order."

I asked him if the trustees would have removed him had he failed to call the police. He answered "Yes, I would have been removed, but no one ever discussed it."

Knight also said that Ben Roney, an assistant in Governor Scott's office, had called him today. Roney told him, "If one University gives in to a set of demands, within 24 hours demands appear on other campuses."

Knight said, "the administrations of other universities are concerned about what happens here."



Tear gas engulfs Allen Building as students look on and police react.

## Whites help blacks in Allen

By David Smallen

After long discussion yesterday afternoon, approximately 400 white students decided to surround Allen Building to protect the blacks who were inside the building. The students surrounded the building at 3:30 p.m. to wait for the police.

The discussion started as a "Sympathy School" in Allen Building classrooms yesterday morning. These small discussions led to a demand for a general meeting which was held at 2:30 p.m. in the Chapel. At this meeting the decision was made to surround Allen Building.

Throughout the day, two divergent opinions were apparent. One, emphasizing the threat of police action, wished to establish physical solidarity with the blacks by occupying another part of the Allen Building area. The other faction wished to avoid the immediate emotional upsurge and

prepare for long range commitment to achieve the thirteen demands of the blacks.

Opinion was finally swayed by the arrival of information that a one hour ultimatum had been given to the occupying blacks and police were on the way. The question was raised as to what course of action the blacks wished their sympathizers to follow. Contact was made with the blacks who said that they wanted wet towels because "the man is coming with gas" and they would like to be protected by white students. The meeting was ended and the students left for Allen Building.

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'Takeover unnecessary'

# Students respond to action by blacks

By Bob Switzer

Student reaction to the takeover of the central records portion of Allen Building by black students ranged from "happiness and exuberance...I think it's a great thing" to "the University should forcibly eject the blacks and kick them out of school."

The general consensus of the students was that "they agreed with the most of the black demands, though they deemed the takeover unnecessary."

Black students who were not in Allen Building in general had no comment. "It is better that some things are left unsaid," one black said.

Some students feared that the takeover would lead to polarization of the views towards the blacks and their proposals. Others feared that if the takeover was carried out over a period of time that the polarization of views would lead to violence. Most students hoped that the University would exercise moderation.

Tom Scrivener said, "I think the whole thing is extremely unfortunate. This could lead to a polarization of the campus. I hope that no heavy handed tactics come

from the trustees. They may overreact...If the takeover drags on, I am afraid violence will occur."

Another student said, "This takeover is good for Duke. It's the natural course of events for this thing to happen, but it could easily lead to polarization on campus."

Other students took the view of ambivalence. One student said, "I agree with most of the demands but I do not agree with the takeover." This seemed to be the most prevalent attitude on campus.

Still others disagreed with the takeover on the grounds that it would undo all the good things accomplished during Black Week.

Hugh Stevens said, "I think it was a rash and premature decision. It will do more harm than good. It will undo all the good aspects of Black Week, and it will polarize the campus." Many students concurred with this view.

Other students agreed entirely with the takeover and the proposals of the blacks. Don Brodsky said, "My only emotions are happiness and exuberance. This is a more viable method for confrontation between black and whites. An overwhelming number of the blacks are frustrated and this is a

manifestation of their frustration."

Jeff Gold agreed. He said, "I agree with it (the takeover) completely. This is a racist administration and there is blatant oppression against the blacks. This should wake the campus up."

Another student said that he thought it was a pretty good thing. "I agree with black demands. I am just wary of the polarization of the campus which might arise from this confrontation."

Bruce Fishelman said, "I believe that the black students are correct in their actions because of the recalcitrance of the administration in their ability to negotiate with the blacks and the dismissal of the black students."

Another student said, "I think the blacks are 90% right. Duke, right now, is not an adequate place for blacks."

A small minority of the students disagreed entirely with the takeover. Gordon Dupuy said, "I think they ought to ride all the niggers and the liberals out on a rail. I disagree with the black demands. Other students storm Allen Building in the interest of the University."

Thorny Hoelle said, "They should throw them out of school. Some of their demands are good and they have been pushed for a long time but they should not try to overcome this way. One cannot dictate morality...The demands now are irrelevant."

Another students said he

thought the takeover was ridiculous. "The blacks have no right," he said, "to take over Allen Building. They should be thrown out of school."

Meanwhile in the afternoon some students displayed the Confederate flag and others played 'Dixie' in obvious disapproval of the takeover and the black demands.

At night, however, when the police started to gas the crowd after no provocation, student opinion almost unanimously was against the police. They felt that this was an unwarranted intrusion onto private University property.

## -The demands-

(Continued from Page 1)

Duke desperately needs this, and the establishment of such a program would benefit whites as much as blacks, the society as much as the school. In addition, an established department which covers many different academic areas and which is controlled by a committee made up of both students and faculty could become an experimental ground for new methods of study and organization.

The requests made by the Afro-Americans for reinstatement of blacks who have failed academically and for "financial reassurance" against scholarship cuts are also reasonable, if viewed with the same perspective which is used for persons on athletic scholarship. Blacks, like athletes, are actively recruited for entrance to Duke. We believe, therefore, that when they are unable to succeed academically, for whatever reason, they should at least be placed for a semester in a less competitive school, if not allowed another chance here.

The assurance of this and a guarantee against "fatal" scholarship cuts—could free a student from the fear of imminent failure, not to mention the draft. Hopefully, if the summer program for entering freshmen is established, and if an advisor is obtained, the need to place or readmit students would substantially decrease.

The request for a black dormitory, we feel, needs further clarification. It is obvious that the system now existing is discriminatory. However, the creation of a dorm that would be just like an independent or fraternity house for black students would serve only to further entrench the problem. The entire living system needs revision, but if this is not possible, then the blacks should certainly be allowed to escape from the present system.

Finally, the request for a black population of 29% at Duke may be somewhat high. It is true that Duke serves the Southeast, but it is a national school as well. The percentage of Blacks now is certainly too low, however, and a figure of 15-20% may be more reasonable to both sides. Whether 15 c. 29 per cent, this university has to have more blacks. There are now only 100 black students in a total student population of almost 8000. There are only two black professors.

The demands are valid from any argumentative standpoint. They are reasonable. They must be met. But the administration, after stalling on these and other requests for over two years and after refusing to go into the occupied area to talk with the students, gave the students one hour to clear out. And the students left peacefully. But the police still came.

## Forum debates black action

By Boo Bronson  
Staff writer

"These guys went into a building to tell us something. If we don't listen now, we won't have any excuse later."

This statement by Dr. Andy Feenberg of the philosophy department set the tone of the forum held on the main quad Thursday morning at 11:30.

About a dozen speakers, students and faculty members, spoke concerning the occupation of the first floor of Allen Building by Afro-American students.

Mark Pinsky, a Chronicle writer, (Continued on Page 6)

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# The Duke Chronicle

The Student Press of Duke University

Founded in 1905

Today is Friday, February 14, 1969.

Today is also Valentine's day. Yesterday was Saint Valentine's Day. Tomorrow? Who knows.

But anyway, this is the Duke Chronicle. Volume 64, Number 81, published at Duke in Durham, North Carolina. News: Ext. 2663. Business: Ext. 6588.

## The invasion

Last night the police of the friendly city of Durham rampaged over our campus, turning tear gas and clubs on students and spraying gas into the University Chapel.

They were called on campus to do whatever was necessary to put down the rebellion of black students in Allen Building. But when they arrived, they conquered only an empty building. Out of their frustration at not finding any black heads to crack, and apparently completely out of the control of everyone in authority, they turned their ire on the white students who taunted them. They created a situation that only narrowly missed provoking a riot.

The consequences of police action on this campus are bound to be far-reaching and destructive to the purposes of an academic community. But blame for their action must be laid, not on the police themselves—they are really not prepared for an intelligent reaction to such a contingency as the one they faced—but on those who called them onto the campus.

In terms that perhaps the administrative officials are now capable of understanding, the introduction of police onto the campus at this juncture in the confrontation was stupid in the extreme. Such action, while it may have temporarily placated Gov. Bob Scott and other right-wingers who demanded it, was guaranteed from the start to polarize the University community to the administration's disadvantage.

In terms that the administrative officials will probably never be capable of understanding, the introduction of police onto the campus was reprehensible and immoral.

None of us who had even the slightest faith in the decency and the at least partially good intentions of the administration ever dreamed that such action would even be contemplated on the first day of a confrontation.

But how wrong we were. The men who ordered the attack on the demonstrators betrayed what little faith we had remaining in them. They responded to a peaceful, non-destructive sit-in, a sit-in which posed no immediate threat to any person, with an action that they knew would lead to both physical violence and property damage. They responded at the first opportunity they had, overlooking the efforts of the black students to negotiate, ignoring the efforts of white students to conciliate. They allowed onto the campus, police over whom they now admit they had no control, apparently disinterested in the well-nigh inevitability of police over-reaction.

In short, the credo of the University administration as it was shown by the events of yesterday is this: property rights over human rights; violence over peace; massive retaliation over reasoned reconciliation.

We learned yesterday that they are determined to keep us down, by any means necessary. But it just may not work out that way.

We want an explanation, now, from those who yesterday turned rampaging police, armed with tear gas, clubs, and guns, on the peaceful students of this University. We want an explanation from those faculty members who voted blindly to support whatever the administration did.

We demand an explanation from all who perpetrated or acquiesced to this immoral action as to why they think they have any right to remain connected with Duke University.

As for the future, perhaps the power structure here got a taste of things to come when hundreds of students put their bodies on the line to secure Allen Building from the police, when students responded angrily to the rampaging police, when students rallied to support new and militant action.

They have cast the first stone. Whether students can find a way to respond and retain their dignity without destroying much of this University is now a matter of serious question. But one thing is clear: those in power have done their best to wreck the University. Now the rest of us have to try to save it.

As the Rascals sing:

"See that train over there?

That's the train of freedom.

You know, it's been long, long overdue.

Look out now, 'cause it's coming on through."

Unsigned editorials represent the views of a majority of the editorial board. Signed columns represent the opinions of the author.

Editor, Alan Ray  
Business Manager, Bruce Vance

# Start from scratch

By Bob Entman  
News analysis

The Student Liberation Front, (SLF), the white activist group on campus which is sponsoring the "Liberation School" in Allen Building, is a relatively recent manifestation of Duke radicalism.

The seventy-member organization was formed in December, growing out of the frustration which many students felt at the ineffectiveness of previous radical groups.

Its purpose is two-fold: to "reform the University, and to educate the students," according to Mark Gibson, an officer.

Basically, the SLF feels that the university is "another arm of the controlling classes in American society." This means Gibson says, that it functions to "indoctrinate" its students in the "skills necessary for entry into the middle class."

The majority of students who come here are conditioned to this

middle class orientation and do not realize either their own position of impotence or the university's true role in our society.

Thus SLF sees as one of its primary missions the need to inform the student body of what the SLF regards as their real function and position in the university and in society.

Taking this analysis of "the basic impotence and repression of students by the society and its arm, the university," the second goal of the SLF is university reform, he said.

For them, a reformed university means one which is run by "participatory democracy" in which students take part in "decision making which affects themselves and the community."

The group hopes to present these analyses in a "rational way in order to awaken students." With the arousal of the students, the SLF hopes that the reforms which they

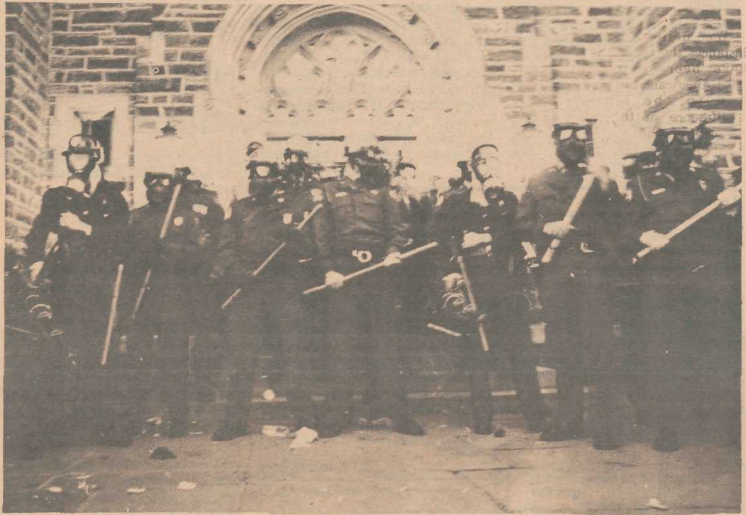
feel are necessary will become a reality.

The formation of the SLF was given its original impetus by the failure of the student-trustee confrontation of last December 7 to create a meaningful dialogue.

In the wake of this failure, a group of disoriented students committed to university reform met and formulated the plan for the organization which became the SLF.

It was felt that previous radical groups, like the Southern Students Organizing Committee, lacked sufficient organization and clarity to be effective, and this was illustrated in the December seventh debacle.

From this beginning, the SLF has now progressed to a viable, well-organized group which, one gathers from its leaders, takes itself and its goals seriously, and has the commitment to carry out its mission.



Duke University Today

Photo by Randy Teslik

## In support of Afros

# Faculty petition

We the undersigned, faculty members of Duke University, strongly support the general program of the Duke Afro-American Society. It is high time that this University, in line with action already taken by such institutions as Harvard, Cornell, and Columbia, began to implement a solid Afro-American Studies program and to recognize the very special needs, academic and environmental, of black students in a predominantly white University. We feel further that the regional

situation and commitment of Duke University further reinforces the need for immediate action.

As the events of Black Week at Duke have amply demonstrated, black people in America have a unique heritage and have made a unique contribution to American culture and history. The total absence of a black studies program here can no longer be tolerated, for it is intellectually as well as humanly indefensible, and constitutes an educational deficiency for both black and white

students. We must at the same time recognize and act upon our black students' special needs, ensuring for them a nurturing academic and social environment.

Thomas Rainey, History; Richard Arfinla, Philosophy; John Cell, History; Andrew Feenberg, Philosophy; Frederick Kranz, History; Allen Thier, Romance languages; Charles Sanford, Biochemistry; Charlotte Hogsett, Romance languages; Stephen Salchenberg, Romance languages; Sidney Nathans, History; Sta Chelling, Math; Jack Preiss, Sociology; Ward Hersor, Mathematics; John Buettner-Janusch, Anthropology-Sociology; D. E. Ginter, History.

This is a list of men who signed the petition at a meeting of the vestiges of the Concerned Faculty group that formed last year after the Vigil; the meeting was held in East Duke. The petition had not been circulated before the meeting; this then is but an initial listing of names and in no way is a final list of those who will sign the petition.

# Student petition

Concerned students endorse the demands of the black students now occupying Allen Building.

We recognize that Duke University has forced the black students into this action.

Black students have never been accorded their full rights at Duke University. They have exhausted

the established channels and had no choice but to pursue this course of action.

The demands are not just black demands. They concern all people who are interested in a free society.

We intend to actively support the black students until their demands are met.



# Proposal for a Black studies program

*Editor's note: The following is a proposal, made by the Afro-American society, for the establishment of an African-Afro-American Studies Department at Duke. It was released on Wednesday, before the occupation of Allen Building.*

## Purpose

Black students at Duke University in recognition of the rampant racism which rages throughout American society today, present this proposal to officials of the University for their acceptance and implementation. As Afro-Americans, it is clear to us that Duke University, though claiming to be one of the better institutions of higher learning in this nation, is markedly lacking in emphasis in the most critical area of conflict in the United States and the world.

We believe that in some instances the evils of racism which have been perpetuated upon Afro-Americans in this country are due to the ignorance and indifference of the overwhelming majority of white Americans to the true role of Black people in the building of this nation. Indeed, much of the blame for the misconceptions, distortions, stereotypes and indignities Black people have encountered throughout American society can be placed upon this widespread ignorance.

As an educational institution,

this university should have as its goal the best considerations and analyses it can provide of all aspects of the society. It should not consciously or unconsciously seek to emphasize one cultural value system over others, but should examine equally the cultures and their contributions from all groups which comprise the society.

We further believe that the generations of students who have completed their formal education and have moved on to positions of leadership, responsibility, and power with little or no knowledge and appreciation of the extent to which Black people have participated in and contributed to the building of this country have helped to create and maintain the dehumanizing pattern of racism which is interwoven throughout the society.

It is our belief, therefore, that not only is the establishment of an African-Afro-American studies department a necessity to aid the development of self-identity and pride among Black students, but it is also a necessity for white students to take part in such an educational experience if they are to avoid being infected by the ravaging evils of racism. We believe that all students have the right to know how Black people have directly and indirectly influenced the nature and structure of all institutions in American society and thereby influenced the making of American history.

Because Black people have been systematically excluded from participating in the basic institutions of this country, it has

been left to us to act as the ultimate judge of how well these institutions have measured up to the standards of the so-called

American democracy. We believe that the Black experience in America has much to say to all students who seek meaningful educations.

As Afro-Americans, we do not consider it to be enough to simply make people aware of the Black

experience; we believe that our education should also allow us to develop skills which will satisfy the needs of our people in the Black community. This idea is almost revolutionary in that few institutions in America have established systems of study to directly meet the needs of Black people. Because of the relative newness of this idea, we believe that in establishing a system of study geared toward the Black community, it will be necessary in some instances to abolish the conventional division of knowledge into certain disciplines.

It is our experience at Duke University that the taking of courses in the various departments (political science, sociology, psychology, etc.) have resulted in the removal of theory from practice and learning from life by isolating the classroom situation from the realities of life. We believe that some areas of study such as psychology and sociology will have to be consolidated in such a manner as to relate in a meaningful way in the Black community.

It is our belief also that such a system of study should not pretend to "objectively" encompass all knowledge in time and space beyond, but should consciously strive to provide students with the knowledge and skills to fulfill the present aspirations of the Black community.

A Black curriculum designed to serve the Black community, we think, would be an important movement towards solving some of the most critical problems facing the society. Such a curriculum would express itself in terms of the total Black community, rather than limiting its activities to the students who are participating on an academic level. This means that a carefully designed segment of the department should deal specifically with such areas as participation by students and staff in projects being carried on by schools, political organizations, businesses, churches, etc. in the Black community. The community, then, should become a crucial part of the department.

## Control

The Afro-American Society recognizes that control is a critical issue within the various departments; and within the University as a whole; we are, therefore, in favor of the creation of a student-faculty committee within the African-Afro-American Studies department which would make basic decisions and the creation of an administrative office headed by the Director of the African-Afro-American Studies department.

## Conclusion

It is our belief that the establishment of a program such as that outlined above would be an important step for Duke University toward providing a relevant education for all segments of the campus community. We do not intend that the subject matter outlined above should limit the subsequent implementation of this program. On the contrary, we expect additions to be made and some instances the regrouping of some topics; but we do expect the proper consideration of each topic outlined. It is the hope of the Afro-American Society that the African-Afro-American Studies department will contribute to the enrichment of the educational offerings at Duke University.

## Curriculum

I. Introduction to the Culture of African Peoples—Discussion of cultural themes in specific areas of the African world.

A. Black Religion

1. Ancestral worship in Africa
2. Religious movement in the Caribbean
3. Independent Black Church in America

B. Musical Tradition among African peoples

1. Blues in America
2. Calypso tradition in the West Indies
3. Musical tradition in Africa

C. Literary Tradition (Written and Oral)

1. Literature
2. Folklore

D. Art of African Peoples

II. Introduction to the History of African Peoples—History and analysis designed to develop the students' interpretive understanding of political developments in the African world.

A. The African World (Survey Course)

1. Americas
2. Caribbean
3. African Continent

B. Africa from 300 B.C. to 11th Century

1. Ancient civilization
2. Rise of Independent States

C. Great African Kingdoms (Kush, Egypt, Ghana, Mali, Songhay, etc.)

D. Great Rulers of African Past (Ahmose I and Queen Wefertiti, Phiankhi, Gongo Musa, Sundiata, Sunni Ali, Askia the Great)

E. Imperialism and Racism—The decline and fall of Independent African Nations and the coming of whites and enslavement.

F. Black Men and Women of Resistance (Toussaint L'Ouverture, Henri-Christophe, Armistad, Denmark Vessey, Gabriel Prosser, Nat Turner, Toure, Sojourner Truth, Harriet Tubman, Bibi Amima)

G. Black Nationalists (Marcus Garvey, Kwame Nkrumah, Dubois, F. Fanon, Carmichael, J. Forman, Shirley Graham, Malcolm X)

III. Political Movements of African Peoples—The exploration and development of social techniques in response to the situation of the African world.

A. Geo-politics (In-depth analysis of the political, economic, social aspects)

B. Developing Political Institutions of African Peoples

C. Comparative Survey of Political Organizations (Mississippi Freedom Democratic Party, Lowndes County Freedom Organization, Universal Negro Improvement Association, etc., African continent parties also.)

D. Rise of Political Nationalism (B.T. Washington, J. Nyere, M. Garvey, Nkrumah, Malcolm X)

E. Black Politics in Urban America

IV. The Natural Sciences—Historical survey of the general principles and uses of the sciences and introduction to practical application of these principles to the social life of the Black community.

A. Development of Land Resources in the African world (physical sciences)

B. Health Needs and Services in the Black Community (biological sciences)

C. The Black Community and Technology (math and computer sciences)

V. Languages of African Peoples—Courses should be designed to advance the concepts and applications of reading, writing and speech.

A. The role of Languages in African Society—a conceptual approach using no single language as the limiting criterion.

B. The Development of Communicative Skills

1. Swahili
2. Hausa
3. Arabic
4. Spanish
5. Kikuyu

VI. The Economics of the Ghetto—The course should include landlord-tenant, buyer-seller, lender-borrower relationships, rent ceilings, welfare and public assistance programs, and business and homeowned cooperatives as they apply to the economic life of the Black community.

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# Faculty divided, most support Knight

The University faculty last night passed a resolution supporting "the President and the Chairman of the Board of Trustees in this crisis."

The motion was approved overwhelmingly at a late afternoon meeting of the faculty called to discuss the Afro-American occupation of Allen Building.

Knight declared at the meeting that "I, in consultation with Charles Wade, issued the ultimatum" giving the blacks one hour to leave Allen Building. Many faculty present applauded.

The faculty meeting began heatedly. A number of faculty members insisted that the ultimatum be put off. Knight refused to allow such a motion. Angered by what they considered his stalling tactics, one made a motion for adjournment. When it failed, about 40 professors walked out.

Referring to the proposed

## Forum

(Continued from Page 3)

spoke first. He urged thoughtful moderation in dealing with the situation.

"This isn't San Francisco State," he said. "The people in Allen Building are your friends. They made a commitment."

Pinsky suggested that students and professors get together and talk over the larger issues which caused the takeover.

Dean William Griffith followed several speakers with an administration answer to the black students' demands. He said he wished to clear the air of much "misinformation that has been floating around."

motion of support for Knight, one faculty member persistently asked the President whether he would abide by the faculty's decision, whether positive or negative. Knight responded, "I consider myself bound to the decision that has been made. I am open to education by the faculty. But when the chairman of the board and I make a decision, I must follow that decision."

Frank deVyver, vice-provost, recounted the day's events,

including the Afro-American's rejection of talks with the administration. They had, he said, "hung up the phone on Provost Hobbs."

Midway through the meeting Knight announced that a phone call had come from a member of ASDU who said that the black students had decided to negotiate.

He declared, "We have now a chance for discussion rather than confrontation. If confrontation had taken place, it would not be as the

result of force imported by the University. It would be triggered by force exercised inside the University."

He was prevented from leaving by the queries and motions of a few faculty members. One asked him "not to negotiate until they leave the building. The question is: who runs the University, the faculty and the administration or the students?" Many faculty applauded.

Knight responded that he did

not intend to negotiate with the blacks until they left the building.

Responding to a question that the faculty was not consulted about the decision to call the police Knight declared, "naturally the police have been called. You knew that."

Knight later said, "If you think I don't regard this entire incident as tragic, then you are mistaken. Force takes many forms. If your research was in the building, you'd find it a threat."

## -Blacks leave Allen, demands unmet-

(Continued from Page 1)

the building within one hour.

The statement said that "President Knight has acknowledged our genuine concern that your legitimate needs in the University be met."

It added, however, that "The pursuit of these matters (the demands) in an orderly fashion can and will take place when you depart voluntarily from this building."

Hobbs asked the group to discuss the statement, then said "It is imperative...that your decision be reached within one hour."

The Afro spokesman demanded to know why they had a one hour ultimatum when "we've waited two and one-half years." Hobbs turned and walked away as the blacks pressed the question.

Nearly two hours passed before the administration issued their next ultimatum to the blacks, and they delivered it just as delicate negotiations looked like they might

effect a meeting between the two sides.

Hugh Hall, dean of freshmen and assistant dean of Trinity College, had succeeded in getting the blacks to agree to a meeting of three administrators and three of the students in the building.

The meeting was to be in Social Sciences Building and to be open. While Hall and William Griffith, assistant to the provost for student affairs, tried to talk Hobbs into accepting the agreement, the second ultimatum went into the building.

The ultimatum, from Hobbs, told the students that they were in violation of the pickets and protest policy, that they were "suspended pending due process" and that if they did not "vacate the building immediately" they would be subject to criminal charges for trespassing.

Only minutes after the ultimatum was delivered, Hall emerged and indicated that Hobbs

and President Knight, who had flown back to town, had not accepted the deal.

Knight pointed out later that the administration position throughout the day was that they could not negotiate with the students while they were still in the building.

He differentiated the offer by the administration for a meeting and the Afro's offer on that point. The first offer was to meet for clarification and the second was for negotiation.

While the first ultimatum was expiring, about 30 faculty members walked out of a faculty meeting in Baldwin Auditorium.

President Knight, who was chairing the meeting, ruled out of order a motion to delay the force of the ultimatum until today.

After some confusion on the floor, Dr. Tanford of biochemistry arose and moved for adjournment.

He complained that "all the decisions seem to have been made already."

The motion for adjournment was heavily defeated, and the faculty, mostly younger members, walked out and rushed to Allen Building.

The blacks began their march out of the building only minutes later, just as Durham police were coming on campus to throw them out.

As the blacks left, hundreds of students lining the sidewalk outside the Allen Building entrance shielded them to prevent anyone from knowing definitely who was inside the building.

The students in the building had police radio, according to several sources, and knew exactly when the police were coming.

## Blacks set demands

### Black Demands and Statements

1. We want the establishment of a fully accredited department of Afro-American studies.
2. We want the right to establish a black dormitory on campus.
3. Since Duke claims to be representative of the Southeast, and since the percentage of blacks in the area is 29 per cent, we want the black student population to reach that figure by the fall of 1973.
4. We want the reinstatement of black students who, because of the stifling social and educational environment at Duke, were unable to achieve the required academic standing and were forced to leave the University.
5. We want financial reassurance for black students. Decreased scholarships threaten to limit the number of students returning in the fall.
6. We want a black advisor selected only by direct consultation with black students.

7. We want black students' fees which are presently paid to the student union to be earmarked for a black student union.
8. We want academic achievement in high school to be the criterion for black students for admission to the University. We believe the criteria for entering black students are oriented toward white middle class students, and therefore are inadequate for determining academic potential.
9. We want the non-academic employees to have the power to determine the basis for their working conditions, rights, and other employment matters.
10. We want an immediate end to tokenism of black representation in University power structures.
11. We want an immediate end to police harassment of black students and demand protection of all black students at Duke.
12. We demand the end of grading for black students.
13. We demand total amnesty for all black students involved.



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Some of Pete's friends are in the photo above. Ironically, Pete isn't. He had to go to class. But Pete told us that it's not unusual for his friends to use his Eleven when he's gone. "They've kind of adopted it," he said.

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