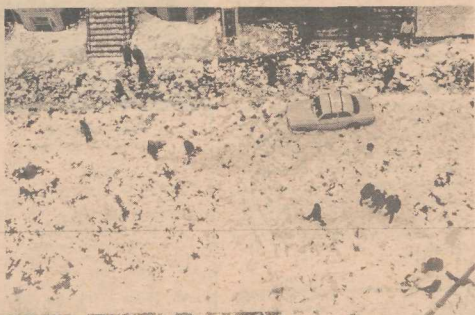


# The Duke Chronicle

Volume 64, Number 85

Duke University, Durham, N.C.

Tuesday, Feb. 18, 1969



Students created the peaceful illusion of snow at Sir George Williams University by tossing thousands of computer cards out the window of the computer center they were occupying last week.

## BSC boycott ends

By Betty Baxt  
Staff writer

Ben Ruffin of the Black Solidarity Committee (BSC) announced Sunday the cessation of the BSC-sponsored boycott of selected Durham merchants.

He cited the "good faith" shown by the Durham Merchants Association (DMC) and the Chamber of Commerce in an effort to seek solutions to black grievances in Durham as reason for the halt of the 29 week boycott.

In a conference with the presidents of the merchants association and the Chamber of Commerce, Ruffin said that "negotiations with the Durham Merchants Association and the Durham Chamber of Commerce have been effective to a point that we believe these organizations are sincere in their efforts to aid in the alleviation of all the stated grievances of the black community."

After Ruffin declared the moratorium on the boycott, he was joined by William Burns of the DMA and Floyd Fletcher of Chamber of Commerce in announcing that six joint committees will be set up to resolve the problems confronting the black community of Durham.

According to Ruffin, the committees will be appointed with two members, from each of the white organizations and four from the BSC.

The committees will direct their attention to the areas of welfare, education, public and private housing, recreation, employment,

the Human Relations Commission, equal justice, and board representation, such as on the Durham Housing Authority.

With chairmen appointed by all three groups, the committees will deal with the grievances of the black community as outlined in the 15-page memorandum released at the beginning of the boycott 29 weeks ago.

Ruffin said "it is hoped that the committees will begin functioning immediately after they are announced."

Each of the organizations made statements expressing the hope that the committees would be able to help in finding solutions for black grievances.

In addition to citing the "good faith" shown by the DMA and the chamber, Ruffin said that although the BSC has not reached all its goals, "there have been significant gains."

Burns said the DMA said that in order to make Durham a better place to live for all its citizens "every effort should be made to bring all citizens of Durham into the mainstream of community affairs."

Fletcher said the chamber pledges its "best efforts toward the common goal of making our democratic system equally applicable to all citizens."

As a result of prior negotiations, the merchants association and the chamber drew up a list of about 70 job openings in Durham and presented the list to the BSC at the meeting Sunday.

everyone and to underscore their potentially disastrous effects.

Many students have lost faith in the administration because of what they term its "incompetent" handling of the crisis as it developed. To many of those who were being gassed and clubbed by the police for almost an hour and a half, it seemed inconceivable that the administration could not contact those in charge and order the police off the campus.

There is also a feeling on the part of a significant number of students that the administration "must" now realize that major changes in the decision-making structures are the only real guarantee against future recurrence

## Free Academic Senate asks decision reform

By Gary Wein

Assistant Managing Editor

"The faculty must constitute an essential element in basic decision-making within this University. We must be dedicated to the clarification and implementation of such structural changes within the University as shall prove necessary to prevent a reenactment of Thursday's tragedy," said Professor Frederick Krantz, president of the newly formed Free Academic Senate.

Formed in response both to the "sense of outrage produced by the majority faculty vote of support for the Administration's resort to police force in Thursday's crisis, and to the evident need for major structural changes in the faculty's position insofar as decision-making with Duke University is concerned," the FAS unanimously passed two resolutions at its

organizational meeting February 14.

These resolutions include a condemnation of the University's decision to bring police on campus and demands for complete amnesty for Duke's black students as well as a declaration of support for the student strike supporting amnesty.

Originally consisting of 35 faculty drawn from all departmental levels, the group has now grown to 45 and continues to increase.

FAS, Krantz said, is a "democratic body," allowing full representation of the entire faculty with voting privileges extended to all members, including teaching and graduate assistants, and instructors who are not allowed this privilege in the present Academic Council.

The Academic Council allows only those ranked at assistant professor and above to vote.

According to Krantz, the present Academic Council "tends to mirror the faculty establishment and does not lend itself to the necessary task of redefining the nature of the University purpose."

The FAS, on the other hand, Krantz contends, being a group which is "different in composition and purpose from the Academic Council" and perhaps being more "credible to students," hopes to lead to a reform in the structure of the decision-making process, and by doing so, "to invigorate the importance of the Academic Council itself."

While not trying to supplant the Academic Council, Krantz added, the FAS hopes to develop "a Council more broadly representative and central to University decision-making processes."

Emphasizing the fact that FAS has no delusions about power, Krantz said, "We are not terribly interested in power as it is defined on this campus. We don't set ourselves in direct opposition to the Academic Council, but feel that our role in helping to redefine the decision-making process will fruitfully influence the Academic Council."

(Continued on Page 8)

## Chancellor to meet with blacks at UNC

Black students at the University of North Carolina at Chapel Hill yesterday won an agreement with Carlyle Sitterson, the chancellor, to discuss their demands with them within the next 10 days.

The agreement came at a meeting between Sitterson and four representatives of the Southern Student Organizing Committee (SSOC) and the Black Student Movement (BSM).

200 wait

While the meeting was taking place in South Hall, the University's administration building, 200 students waited in Gerard Hall, next to it, for the results.

The meeting which Sitterson promised will include not only himself but William Friday, president of the Consolidated University of North Carolina, and other top UNC-CH officials.

Mickey Lewis, one of the four students who met with Sitterson, threatened the UNC-CH officials with the same type of action black students at Duke took last week in winning agreement to their demands.

"Up against the wall"

"At Duke, they backed the Man up against the wall," Lewis said. "He had to come through or lose his position. I think that is what we are going to have to do here—we are going to have to rap Sitterson hard to get anything from him," he added.

A leaflet which the BSM handed out before the meeting declared that "power concedes nothing without a demand and struggle."

"Our education is racist, in form and content," it said. "Our education attempts to control us."

It charged that "For the administration, rational discourse is their method of keeping the same people in power."

## ACLU Inquiry

The North Carolina A.C.L.U. is holding hearings concerning the events of last Thursday at Duke. Its report will be published and will be sent to the President's Commission on Violence.

Members of the committee will be interviewing those who have "a relatively coherent recollection of what transpired" in 304B Flowers from 12:30 to 2 p.m. each day this week.

Anyone who has photographs or would like to make a written statement is urged to submit such material to the committee. Anonymity will be provided if desired.

## Communication gap revealed during crisis

By Tom Campbell  
Executive Editor

If for no other reason, the recently passed crisis has been of value in exposing the large communication and credibility gaps that have existed on this campus.

### News analysis

These gaps have contributed to unrest and dissatisfaction among all groups of the University community at one time or another. But it took the chaotic events of Thursday through Saturday to make them at least dimly visible to

everyone and to underscore their potentially disastrous effects.

Many students have lost faith in the administration because of what they term its "incompetent" handling of the crisis as it developed. To many of those who were being gassed and clubbed by the police for almost an hour and a half, it seemed inconceivable that the administration could not contact those in charge and order the police off the campus.

There is also a feeling on the part of a significant number of students that the administration "must" now realize that major changes in the decision-making structures are the only real guarantee against future recurrence

of the type of confrontation just experienced.

In Sunday's gathering in Page Auditorium, Dr. Kerckhoff was repeatedly questioned about the possibilities for student participation in decision-making. One student's analysis that the events of the past two days had shown that "the root problem here is that we've got to change the god-damn structure" (to allow for increased student power) was greeted by long and sustained applause. Howard Fuller stated the same idea somewhat differently when he said that "white students have to realize that they're getting 'messed over' too." The widespread positive reaction to statements like

these indicates that last week's activities increased student realization of the basic problems that can lead to such disorders.

It seems likely that only a few administrators have come to this kind of a realization. Throughout the crisis, the administration evidenced a great hesitancy to engage in the open, public discussion that was needed to resolve the unrest. President Knight cancelled his scheduled Saturday afternoon convocation, and instead met for an hour and a half in the Social Sciences Building with a small, selected group of students—the housemasters and undergraduate residential staff. Not a black person was present. Out of

this meeting came the idea for an early evening radio broadcast, and the housemasters recommended that it be some sort of round-table discussion between administration and students. Most of those present at the meeting afterwards believed that this was the course that President Knight would follow.

After 800 or so students marched to Knight's house and conducted a short discussion with him there, a group of undergraduate deans who had gathered on the first floor of Allen Building learned that Knight had changed his plans. He then intended to issue a statement over WDBS and he Durham radio stations aimed at (Continued on Page 2)



# -Communications gap exposed-

(Continued from Page 1)  
explaining his actions to the entire North Carolina Community. The deans individually contacted the president's home and informed him that they thought this would be a grave error, and that he needed to address himself to the concerns of the students more than to any other group.

The deans then learned that Knight planned to cancel the radio broadcast entirely, since he felt he had already communicated his feelings to the students that had gathered at his home. Once more the deans made their disapproval known through phone calls.

Next, Knight decided to broadcast only the tape of the exchange with students that had occurred in front of the University House. Again, the deans insisted that something more than this was needed.

Finally, Knight decided to read a statement and to broadcast the tape.

Not only was the upper

administration hesitant to work through open discussion, but those in power did not seem to recognize the need to measure student opinion and to bring students in on the important decisions that were being made. Throughout Thursday afternoon's deliberations, only two students—SFAC Chairman Steve Johnston and ASDU President Wade Norris—were contacted and asked to contribute. Members of the undergraduate dean's staff, who probably were best equipped to gauge the mood of both the black and white students, were noticeably absent from the consultations.

These same undergraduate deans had probably the best knowledge of how to set up effective communication lines. By Friday afternoon, they had independently organized a fairly effective rumor control apparatus.

So both in idealistic and practical terms, the crisis pointed out the wide credibility gaps that

exist between the students and the upper-level administrators. In part, this is due to the great mistrust and misunderstanding that has long characterized the relationships between these two groups. In an interview with *New York Times* and *Washington Post* reporters Saturday night, Knight said that recent events had been sparked by "the small group that runs the Chronicle," by "both secular and religious left-wing organizations," and by the young faculty. He claimed that these groups had been using the causes of the black students to further their own power. These small groups have claimed that the trustees worsened the confrontation by using their power only to keep themselves in power rather than by meaningfully

trying to implement the desires of the students.

Throughout the crisis, the upper-level administrators conferred only among themselves, with the Executive Committee of the Academic Council, and with the trustees. In fact, the faculty was powerless to influence the final decision to call in the police. The on-hour ultimatum followed by the arrival of the police was all part of a contingency plan that had been adopted by the Board of Trustees last August, at the same meeting in which they finalized the Pickets and Protest Policy. Because of incidents like this, two important members of the senior faculty have said privately that they would favor the abolishment of the Board of Trustees.

Published every Tuesday, Wednesday, Thursday, Friday, and Saturday of the University year except during University holiday and exam periods by the students of Duke University, Durham, N.C. Second class postage paid at Durham, N.C. Delivered by mail at \$10.00 per year. Subscriptions, letters, and other inquiries should be mailed to Box 4696, Duke Station, Durham, N.C. 27706.



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# Flight to an Asylum

By Dave Smullen

Asst. Entertainment Editor

"Who's Afraid of Virginia Woolf?" is set in a small college town in New England and has a cast of four, all of whom are drunk for the entire picture. It is comparable to Harold Pinter's "Accident" which described an English academic community. But the difference is this: In "Accident" there is a sense of vitality, a feeling that there is nothing basically wrong with the lives that are depicted. The people involved can control their own lives and destinies. In "Virginia Woolf," probably a better film, there is a sense of bleakness and a hopelessness that is not overcome until the end. All sense of life and control of destiny is missing; one of the characters even hopes for death. Martha and George attempt to draw a new couple, one that has life in terms of the real world, into their swamp. Nick and Honey react to the situation in two different ways; Nick attempts to use it while Honey withdraws by becoming totally loaded. It is only through the assertion of the strong, controlling personality of George that the mood can be changed.

Richard Burton dominates all that surrounds him by the sheer power of his personality and ability. Thus, "Who's Afraid of Virginia Woolf?" depends on Burton's magnificent portrayal of George for most of its strength. All the other characters are secondary; their only importance lies in their relationship to the middle-aged professor. Burton so dominates that he overcomes the failures of the other actors to make the film a success.

Elizabeth Taylor, as Martha, should share the spotlight with Burton. But her numerous bitch portrayals have so immunized the viewer that he can expect nothing more from her. However, in the last half hour, she displays a femininity that has not been present previously. The picture takes on an added dimension when Martha reveals that George is the only man that ever made her happy. With this scene, and the closing scene of the mother bearing the death of her son, "Who's Afraid of Virginia Woolf?" becomes more than an excellent, tragi-comic characterization and reaches the full emotional intensity that Edward Albee intended for it.

Nick and Honey are a quiet, apparently naive midwestern couple forced to become involved in the evening's "fun and games." George Segal is well cast as the young biology teacher with a great deal of deserved self-esteem. Because of the dullness of the character he can do little to affect the main feature. Director Mike Nichols has foreshadowed "The Graduate," (which he also directed) but this one has decided on a career. The best that can be said for Sandy Dennis is that she is atrocious as the "frail" wife.

The focus of the story is the battle between Martha and George, with Nick attempting to use the combatants and being used in turn. An important part of the play has been deleted, hiding the true relationship between the characters until the end. In the play, it is revealed that Martha goes to bed with Nick to spite George, but the movie never makes this clear until Martha says that she is punishing George for loving her. The mocking of Nick tells him what he has ventured to for the night. It is not merely a corrupted academic world consisting of a professor who failed and turned to drink along with his spoiled wife. It is a life based on an illusionary son who represents a retreat from the failures of the

outside world. Both George and Martha fight for their child, his love and even his looks. George thinks that he is being punished for having killed his parents. He says he is in an insane asylum where he has not uttered a sound for thirty years. Martha is his punishment his guilt feeling causes him to try to help Nick despite the other's rebuffs.

A mood of depression pervades "Who's Afraid of Virginia Woolf?" right from the beginning. It is a story of corruptness, decadence and illusion that appears to be complete. After a night in which it appears that the marriage has "snapped" as Martha put it, George creates his own game which succeeds in destroying the other games. The pictures closes with a symbolic dawn during which the illusions are excoriated and the marriage will have a new beginning as Martha is forced to face the real world. At the same time, Nick and Honey drop their nocturnal masquerades and return to New Carthage, to resume their former roles. George is the priest, burying the child and the illusions.

By Diane Weddington

# The Tour flops

The Magical Mystery Tour seemed to have been nothing more than a bad trip. In fact, the quality of the movie was so poor that viewers, who are inclined to beg the movie industry to "Have mercy," were begging "Let Mercy have it" (bad pun notwithstanding).

One would think that the music was crucified in this venture. Of course the theme "Magical Mystery Tour" was included, and the words promised that the Tour was "dying to take you away." This could be one reason most were dying to be taken away before half an hour had elapsed. "Fool on the Hill" seemed appropriate enough for those who chose balcony seats. "Blue Jay Way" urged "please don't be so long" so redundantly that the audience was inclined to take up the chorus and beg for the conclusion of the Tour. "Your Mother Should Know" provoked some disagreement. Most thought no one should have to know about such a film. "I Am the Walrus" repeatedly stated "I'm crying," which at this point most of the audience was.

The story of the film itself is summed up quite well in the comic book included in the "Magical Mystery Tour" album. The story does not even bear repeating for those who saw the film, but would perhaps give some pleasure to those who did not, and who thus escaped the maze in which the production wandered.

There seems to be nothing worthwhile to say about such a film. It was termed "A colour film for television," and at this point, one almost wishes that it had been televised. It would have been convenient to turn the button on the control panel off, but it is extremely awkward to walk out of a movie where everyone is trying to wisely perceive some hidden meaning in four performers cavorting and laughing at the audience who paid money to see an hour and a half of nonsense.

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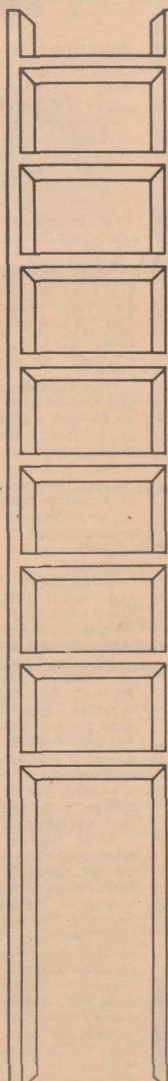
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Student Union — BROADWAY AT DUKE



# The Duke Chronicle

The Student Press of Duke University

Founded in 1905

Today is Tuesday, February 18, 1969.

The "New York Times" man left yesterday. So did the "Washington Post" guy. Soon things will be back to normal.

In the vanguard—as always—this is the back to normal Duke Chronicle, Volume 64, Number 85, published at Duke in Durham, North Carolina. News: Ext. 2663. Business: 6588.

## Nature of the crisis

Everybody here used to talk about the "crisis in American higher education" as if it were some ephemeral plague that could not be seen or touched.

But Duke finally witnessed it this week, and it was inescapably bizarre and illuminating.

It was perhaps inevitable that the struggle of most other major Universities in the country would eventually be Duke's struggle. And so our crisis must be understood in a national context, not as an isolated phenomenon that can be solved by piecemeal concessions.

Demands at Wisconsin, at Berkeley, at Chicago, and at Duke often take the same forms, in that they usually point to a specific need in a specific area. At Duke and Wisconsin, black students insisted on a black studies program controlled by black students. At Chicago, whites demanded the rehiring of a teacher they liked. In these, as in other situations, students are really demanding a share of the power.

It does not matter whether an administration is intransigent or acquiescent in regard to each specific demand. All demands are only steps toward full student participation in the running of American universities. Students will inevitably become frustrated after hours of negotiation with administration and faculty officials, if negotiation does not lead to a regular and systematic entry of the student into decision-making.

And then students will use the only power they have: the power to disrupt by strikes, picketing, or other means. The occupation of a building is sometimes the most effective mechanism, however, because an administration is liable to respond with overwhelming police power and demonstrate to the more apathetic students the totality of the control which a small group of men exercises over America's universities.

Thus, if confrontation is to be avoided, we have only one course. Trustees, administrators, and faculties must seek with students ways in which students can have an equal share in all aspects of university governance. That is the goal toward which all universities must move, if they are to avoid polarization and its inevitable consequences. No fundamental change can take place in any university until that is an accomplished fact.

American universities are today undergoing a great transformation. Right now on this campus student demands extend only to student participation in social regulations and in departmental decision-making.

However, controversy will arise soon concerning University expansion into the Durham slums, investments, administrative secrecy, classified research, and possibly other issues. If it is possible to settle these questions with full student participation, then there will be no confrontation, but instead rational discourse and study.

As the American university becomes the storm center of society, we must remember that Duke and many other schools can become the greatest force for morality in our nation. We must somehow save them from their present corruption.

## Force

From the New York Times:

Durham, N.C. Feb. 15—This afternoon, Knight said he had "no intention of bringing force onto this campus unless force is unleashed instead of it."

"If violence is provoked and we can't control it," he added, "we'll have to call on the mayor and the governor for help."

Thus far in the three days of tension at Duke, the only violence has been that involving the police. Although they are now involved in a boycott of classes, white students have been peaceful.

The Times' perceptive reporter might also be interested in another of Dr. Knight's quotes: "It is now clear to the entire University community that decisions cannot be based on ultimatums...rather than on the basis of principle" (November 16, 1967).

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

OH...HAVEN'T YOU HEARD?—  
THE INDUSTRIAL REVOLUTION  
IS OVER... WE WON....



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R COBB

—the pinsky commission report—

## Together

By Mark Pinsky



"We've got ourselves together," blacks have been telling sympathetic whites for the last week. "If you want to get anything done for us or for yourselves, you've just got to get your selves together."

Together-ness, that is, the new together-ness—much like the new politics—is a concept essential to any understanding of race in America today.

Since it is such a visceral and complex phenomenon, an example of a together person might explain the concept better than any detailed analysis.

Howard Fuller is a together person.

Undoubtedly, he is the individual most personally responsible for carrying off whatever (if indeed anything) was carried off this past weekend.

Mistaking the style of Fuller for his content must be avoided. Physically, he is big and black and beautiful. On the stage and on the quad he is a charismatic speaker. But neither of these are indicative of any conscious personal development.

Reading one of his speeches, however, in the quiet of an empty room is so indicative.

Being together first involves determining who you are and what you are about. It next involves determining where your basic interests lie, the manner in which you must deal with serving those basic interests and how you must prepare yourself personally to participate in that struggle.

Fuller has most, if not all of the white man's traditional credentials: college athlete, B.A., M.A., teaching appointments as an "expert" in his field, VISTA instructor—the whole thing—yet he has testified repeatedly to the near bankruptcy of both the existing educational and sociological systems.

What he has learned in the Academy of the Street is far more relevant to what has happened to him and what happened at Duke than what he has accepted from the Academy of the Academy.

Speaking to a seminar of blacks and whites in Page on February 6, Fuller suggested:

"Our success is found in the contributions we make to the Black man's quest for survival in this society. We must disavow all the old ideas of career; the idea of retiring with a gold watch for long years with the company."

"Our career must be fighting for our dignity, and if this conflicts with the present job, then the alternative is clear—dignity and power must stand before job."

"This is a difficult move, because one of the stoppers to the movements for dignity is the use of well defined jobs within the system—jobs that give good rewards in terms of money and status."

"For years, white have used these jobs to neutralize Blacks. The new Black must define his efforts in terms of the contributions it makes to Blacks regardless of the effects it has on the job or other assignments."

Discussing education later in his speech, Fuller was somewhat prophetic:

"Black people must re-define educational goals and objectives from a black base; and along with the re-definition of the goals we must also develop and educational process that speaks to the needs of blacks."

"We must be prepared to do this with limited funds and with a great deal of retaliation (firings, dismissal of students) from...Boards of Trustees..."

"The development of Afro-Studies programs at white institutions like this one are a must for you brothers and sisters who are

enrolled here.

"The survival of our people is heavily dependent on the salvation of black minds, particularly young black minds that are now being destroyed by the so-called educational process."

The effect of a man as together as Howard Fuller is inestimable. One need not wait for his infant son to grow up. Or for the thousands of black boys growing up from one end of the state to the other with him as their model. One can look at this campus and see a man like Chuck Hopkins who, living in Durham for four years with the example of someone like Howard Fuller becomes a together enough person to answer the 'one-hour' ultimatum carrying all the accumulated power of Duke University by shouting through the Allen Building window "We've given you two and a half years to clean up this racist institution and now you're giving us one hour? Never!"

Who can say how many black Duke students have learned from the example of Chuck the same thing he learned from the example of Howard Fuller?

Getting yourself together is really street talk for the greatest identity crisis of them all. It's impossible to overestimate the value, in terms of influence, of even one really together person.

One evening before things broke open at Duke, Hopkins sat in a car and talked about how literally vicarious it was to be together—once the power structure realized what was happening. And that, if you were as together as Howard Fuller was, staying alive in North Carolina was something of a revolutionary act in itself.

"But if anything ever happened to him, man," Chuck predicted bitterly, "this whole state would burn."





In the nation

# Students are telling us something

By Tom Wicker

(C) 1969 N.Y. Times News Service  
WASHINGTON—These are unquestionably times to try the souls of men who have to deal with students—and of many others, too, including parents who are footing college bills only to find that their sons and daughters are either striking, sitting in, demonstrating or having their education disrupted by more activist students.

But that is precisely the challenge of all the trouble and

troublemakers—at Wisconsin, at Duke, at Chicago, at City College of New York, at Brandeis.

No one suggests that college officials should give in to any and all demands. When black militants at Wisconsin demand an autonomous black studies department with the black students and the black faculty having the power to hire and fire all administrators having anything to do with black students, they are

proposing something unwise in principle and unworkable in practice, to which university officials have no choice but to say "no."

At each of the troubled universities, moreover, the circumstances obviously vary; some of the administrations have responded less reasonably than others, some have been quicker than others to call in police or other armed assistance, and some have had to suffer more intransigent militance. It is not possible, therefore to make general comment on the specifics of these midwinter troubles.

At the least, however, as suggested this week by Dr. James E. Allen, Jr., soon to be the U. S. Commissioner of Education, college trustees and officials should not dismiss the disturbances as nothing but the work of small activist groups; this would be merely a collegiate version of the fatuous outcry against "agitators" that is to be heard in the South on the civil rights question.

Nor is there any sensible point in legislating, as the New York State Senate has just done, against student activism. That body's plan to bar state aid to students found guilty of virtually any unlawful activity on a college campus could only make matters worse—not least because it is precisely the kind of blind, angry and punitive response too many students have learned to expect from the older generation.

Rather, Dr. Allen said, trustees and officials ought to take the students seriously "and listen to them and treat them as adults." He was echoed, at an educational gathering in New York, by Stephen K. Bailey of Syracuse, who said of the current student generation: "The best of them are trying to tell

us something."

Bailey put his finger on the connecting link between the disorders, whatever their degree of justification and however widespread they may be on any one campus. His own generation, he said, had not created all the world's ugliness and injustice but "we have perpetuated much of it, and we have been uncommonly slow to recognize and to ameliorate the most subtle indignities and tyrannies of our culture."

This is the reality that will not go away, despite all the talk about tiny minorities, outrageous demands, irresponsible activities, etc. A generation is coming of age after an entire lifetime spent in the wealthiest society history has known, in an era of technology so astounding that its agents can reach for the moon and destroy the earth, at the culmination of two centuries of American self-congratulation on democracy and justice and plenty for all.

This is a brilliantly informed generation that sees with youth's harsh clarity how the wealth and technology of America could make

the reality of its life conform far more nearly to its ancient boast. But it is also a generation that in the black experience, in the long struggle over the Vietnam war, in the disillusionments of politics in 1968 and after, has lost most of its faith in reasoned discourse, orderly debate and established political processes.

Thus, for example, this generation does not find it unreasonable to demand, say, a huge increase in one year in the number of black students at a given university; it is only impatient at protests of administrative difficulties, problems of finding qualified candidates, and various political ramifications. These excuses are just red tape and prevarication, as students see it, to avoid the kind of action that might actually achieve social gains.

This is, in short, a generation with little respect for its elders and less patience for those ordinary "facts of life" that men reared in less affluent and knowledgeable times are apt to accept with varying degrees of cynicism or sadness. It takes little exposure to today's

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young people to see that there is in them little of the tragic sense of life and not much comprehension of that long history of struggle and failure and renewal that is the history of mankind.

Yet, in their outrage and contempt as well as in their vision, the best of them really are trying to tell us something—that we are not living up to the best that is in us. If older and sadder persons know that men seldom do, it is still a message that palpably and shamefully has seldom been so true as in today's myopic and contorted America.



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## Campus newsbriefs

Dr. Thomas E. McCollough, associate professor of religion, will present his "last Lecture" at 8:15 Tuesday evening in the Music Room at East Duke. The title of his lecture is "The Non-hero as an Ethical Model."

A panel discussion entitled "Aspects of the Academic Crisis: Implications for Duke" has been planned by the Duke chapter of the American Association of University Professors.

The panelists and their topics include Jane Philpott, Dean of Undergraduate Instruction in the Woman's College, who will speak "On the question of 'relevancy' with respect to curriculum at

Duke."

James L. Meriam, Dean of the School of Engineering, will give his "Perspectives on University Freedom." Dr. Jack J. Preiss, Associate Professor in the Sociology Department, will talk about "The role of Duke University in Durham."

Finally, Assistant Professor of History Thomas B. Rainey will address the group on "Traditionalism and activism at Duke: on modernizing the structure of this University."

All faculty members have been invited to attend the open meeting-panel discussion, which will be held at 8:15 p.m. on Tuesday, March 4, in the Moot Court Room of the Law School.

## Local 77 plans meeting with administration soon

By Gordon Stevenson

The administration will not meet with the Non-Academic Employees Council today as previously planned. The confrontation has been postponed until Thursday. Some allusion has been made to the events of the past few days as a reason for the postponement.

The Council will meet together tonight to determine policy for their meeting with the administration Thursday. Peter Brandon, Business Manager and spokesman for Local 77, said that a

time for Thursday's meeting, a format for it, and the right to take a consultant will be discussed tonight.

Brandon has previously mentioned that the union would like to see specific systems for granting promotions and wage increases, and for placing skill-workers in jobs appropriate to their training. Brandon said, "There are blacks with two or more years of college working under whites with only high school degrees."



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## Afro-American demands and the University's answers

Editor's note: the following is a list of the thirteen demands of the Afro-Americans and the University's response to each.

1. We want the establishment of a fully accredited department of Afro-American studies.

A faculty committee has designed the outlines of a program, and it has agreed to organize an intensive two- or three-day meeting involving some black students, faculty members, members of the Kerckhoff Committee, and outside consultants.

2. We want the right to establish a black dormitory on campus.

The decision has already been made to establish an African Studies living-learning unit on West Campus next fall. 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.

The University is committed to a significant increase in the number of black students on campus. Recruitment is continuing and the more active participation of black persons in the recruiting process will occur.

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.

A review of these students' cases is in process, and efforts are being made to involve as many of them as possible in the recently-announced summer program.

5. We want financial reassurance for black students. Decreased scholarships threaten to limit the number of students returning in the fall.

The administration had denied (before Dr. Kerckhoff's address on Sunday) that scholarships would be decreased.

6. We want a black advisor selected only by direct consultation with black students.

The University has made a commitment to employ such a person, who will be (must be) mutually acceptable to the students and the administration.

7. We want black students' fees which are presently paid to the student union to be earmarked for a black student union.

Dr. Kerckhoff, in his address, said that "Those of you who have supported their cause in the past are in a strong position to help bring about this possibility...my Committee would be happy to assist in the process of communication."

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.

Kerckhoff said, "The concern with admissions policy at Duke has revolved around the presumed use of the SAT scores of students as a basis of admissibility...it is generally true that admissions are only in part based on such scores. This is true for all students, not just black students."

9. We want the non-academic employees to have the power to determine that basis for their working conditions, rights, and other employment matters. Meetings are being held this week between the Personnel Policy Committee and the several Employees Councils.

10. We want an immediate end to tokenism of black representation in University power structures.

No (concrete) response as yet from the administration.

11. We want an immediate end to police harassment of black students and demand protection of all black students at Duke.

Dr. Kerckhoff said, "It is agreed that my Committee should act as a point of contact for filing documentation of any such incidents."

12. We demand the end of grading for black students. Kerckhoff commented, "the concern expressed about the grading of black students is viewed...as part of a more general problem relating to the general grading system at Duke...My Committee would be pleased to act as focal point for the meeting of minds on this issue."

13. We demand total amnesty for all black students involved. The University has already initiated due process under the Pickets and Protests regulations, and those involved have asked that the proceedings begin as soon as possible.

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# Concerned Divinity students form group

By Ed Harrison  
News editor

About fifty Divinity School students met on Saturday, February 15, to form an organization known as Concerned Students of Duke Divinity School

(CSDS) which stated its purpose and task in a resolution:

"Out of deep concern for our university and moved by our desire to speak in a way befitting church leaders, we concerned students of Duke Divinity School feel that we

should, by some act or word, communicate our concern to the members of our school, to the Afro-Americans on our campus and across the country, and to the administration and trustees of the university."

In addition, a statement of concern will be sent to the North Carolina Conference of the Methodist Church.

The group's first action was to call for a moratorium of all classes, which was called off upon the joint

statement of the Afro-American Society and Dr. Knight.

CSDS next recommended the formation of seminars to study certain areas of concern. These began at one p.m. on Monday and others will continue till five p.m. on Wednesday.

There are five areas of discussion: "Afros in Allen Building, and Amnesty; Police on Campus; Duke Disorders in the Parish; Knight and the Trustees; and, the Divinity School and Black Students."

Participants in the seminars have been asked to do research and analysis, with subsequent "consideration of a Christian response" and, hopefully, concrete results.

The seminars are open to all of the Divinity School, including faculty. Any other members of the Duke community who have free time and information to offer are welcome.

CSDS, which "makes no claim to be representative of all the students of the Divinity School," is tentatively planning a convocation for the entire School for Wednesday, February 19, at 2 p.m.

## Judi warning

The Men's Judicial Board has issued a warning that plagiarism remains a serious offense which cannot be tolerated at Duke.

A recent case heard before the Judi Board involved a first semester freshman who had copied an English paper from a critique by another author.

The student in question was suspended from the University for one year.

## Calendar

6:00 p.m. Religion majors and interested freshmen will meet in the Divinity School at the first floor lounge for planning of action within the department and for study groups.

8:00 p.m. Meeting of graduates and undergraduates in mathematics and natural sciences for purpose of organizing a union. 139 Social Sciences.

10:00 p.m. Meeting of graduates and undergraduates in psychology. 129 Sociology-Psychology.

## Tocqueville meeting set

The Tocqueville Society will discuss "The Meaning of a Liberal Education" at 7 p.m., Tuesday, February 18 in Room 101 of the Union. Groundwork for the discussion will be laid by a taped symposium with several professors and the director of the Edmond Burke Society of America.

From there the discussion is expected to go on to an examination of the role of the student in the modern university and of academic freedom.

Member of the Society and all others wishing to participate will be given "Academic Freedom: Principles and Problems," a pamphlet by Richard Weaver, late professor of English at the University of Chicago. Those wishing a copy should contact Ken Kuehnle, ext. 3614, before the meeting.



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## ENGINEERS AND SCIENTISTS

# TRW CAMPUS INTERVIEWS

Tuesday, February 25

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Randy Dick DeVenzio goes up for a lay-up shot as a Virginia Cavalier attempts to stymie the Blue Devil ace. Skill, and our Devils, won out.

PHOTO BY BOB HELLER

# Sophs lead Duke to easy win over Virginia, 100-81

By Bob Heller

Led by a trio of sophomores—center Randy Denton, forward Rick Katherman, and guard Dick DeVenzio—Duke's basketball team hit the 100 point mark for the second time in five days in disposing of a pesky Virginia team, 100-81. The victory not only avenges an earlier setback at the hands of the Cavaliers, but moves Coach Vic Bubas' quintet into sole possession of third place in the Atlantic Coast Conference standing.

Just as in the Devils' 122 point performance against Wake Forest last Wednesday, the game started out quite slowly. It was

snip-and-tuck for much of the first half until Duke reeled off eight straight points, the last two of which were registered on a 15-footer by reserve Steve Vandenberg, giving the locals a 45-30 lead with 2:45 remaining in the initial period.

Though it appeared as if the Devils would blow the game wide open, such was not the case. In the waning seconds of the first half, the visitors cut the advantage to a 49-41 halftime score.

The second half began just as the first half had ended—with Virginia running the game. The Cavs started the action by exploding for eight straight points, knotting the score at

49, with 18:12 to play.

At this point the Devils, who in the words of Coach Bubas, "became self-satisfied after getting a lead," caught fire and pumped in the next eleven points, resulting in a 60-49 Duke advantage at the 14:25 mark.

This sudden spurt all but decided the final outcome of the contest, as playing out the remaining time was merely anti-climactic. The visitors tried to slow things down a bit which only resulted in sloppier play by both teams. Some of the action appeared so sluggish that many of the crowd of 7500 were wondering if Thursday night's tear gas had reached the rickety Indoor Stadium.

Duke dominated all aspects of the statistic department. The Bubasmen shot a sizzling 51 per cent, connecting on 37 of 72 floor shots, while Virginia found the range on 36 of their 79 attempts.

Duke has a one-half game lead over fourth place N. C. State, which is 6-5. The Devils are now 7-5 in conference play.

In the preliminary contest the Blue Imps posted win number five—just their second against ACC foes—in an upset victory over the Virginia frosh. The game was close all the way until the Imps pulled away at the end, winning by a 65-55 score. Stu Yarbrough's 24 points led the Duke attack.

## -Free Senate-

(Continued from Page 1)

Council."

Krantz added that members of the Academic Council are invited to attend FAS meetings.

FAS plans its second meeting for Wednesday at 4 p.m. in the Music Room, East Duke Building on East Campus. Topics to be discussed will range from Thursday's crisis and its implications to reports from representatives from the newly formed departmental major's unions.

All faculty and other members of the Duke community interested in seeing this group function and hopefully interested in joining it, said Krantz, are welcome to attend.

Below is a list of the initial members of the FAS:

R.A. Van Kluywe	Eng.
J.C. Crocker	Anthro.
Eleanor Crocker	Med. School
Richard Scoville	Math.
Paul C. Mohl	Med. Sci. Prog.
Peter Wilkins	Soc.
Olaf Stackelberg	Math.
L.C. Moore, Jr.	Math.
Peter Wilson	Phil.
Apostolos Condos	Econ.
Kirsten Beck	Phil.
Lawrence Ashley	Phil.
John Buettner-Janusch	Anatomy
James E. Hart	Polli. Sci.
Colin Cook	Physics
Robert Jackson	Rom. Lang.
Allen Thiher	Rom. Lang.
Huck Gutman	Eng.
S. Salchenberger	Rom. Lang.
John H. Park	Rom. Lang.
Richard E. Aquila	Phil.
William C. Kalke	Phil.
Conrad E. Sugar	Eng.
Donald E. Ginter	Hist.
Thomas A. Baylis	Polli. Sci.
Charles Tanford	Biochem.
Robert L. Spaulding	Educ.
Michael J. Hartley	Econ.
Andrew Feenberg	Phil.
Ernest W. Nelson	Hist. Emeritus
Sheldon Isenberg	Rel.
Birger A. Pearson	Rel.
Lyle Linder	Eng.
Charlotte Hogsett	Rom. Lang.
David A. Smith	Math.
C. Ward Henson	Math.
Sydney Nathans	Hist.
Thomas B. Rainey	Hist.
Samuel DuBois Cook	Polli. Sci.
Norman Budnitz	Zoo.
John W. Coll	Hist.
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