

The Duke Chronicle

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Thursday, March 6, 1969



Photo by Jesse Venable

At last night's rally, left to right: Howard Fuller, an unidentified reporter from National Educational Television's "Black Journal," Duke student J.R. High, chairman of the rally, and James Potter, director of the United Organizations for Community Improvement.

Blacks may leave if committee not revised

By Jim Pou
Staff writer

The Afro-American Society gave the administration until Monday night to meet two new demands last night, and there were hints that Duke's black students may leave the university if the demands are not met.

Mike McBride, president of the Afro-American society, told about 700 students in Baldwin Auditorium last night that the new demands were for the abolition of the faculty supervisory committee of the Afro-American studies program, and that a committee of five black students and five faculty replace it.

The new committee, McBride insisted, should be charged with

financial and administrative responsibilities for the black studies program.

The supervisory committee was provided for in a report given to the Provost Tuesday, calling for an interdepartmental major in Afro-American studies. The supervisory committee called for in that report would consist only of faculty members.

"If the administration does not respond by Monday night," McBride said "further action will be taken." He did not say what that further action would be.

However, later in the meeting, Howard Fuller, Durham black community organizer, told the audience that "The administration has until Monday. Duke University has to decide if it wants to have black students or not."

Some observers interpreted that to be a hint that the black students might quite Duke if the program is not revised to allow their participation in it.

Other speakers at the rally included Wade Norris, ASDU

president, James Potter, president of United Organizations for Community Improvement, and Howard Clement, chairman of the Black Solidarity Committee.

Vaughn Clapion, voicing the Afro's objections to the Kerckhoff Committee's progress report, released Tuesday, said "There is more interest in shifting existing courses at Duke, North Carolina College and the University of North Carolina than in creating meaningful courses for black students at Duke."

The blacks are "thoroughly dissatisfied" with the retreat last weekend, involving black students, faculty members and outside consultants, he said.

Blacks "could not communicate with the Proctor Committee (faculty group, headed by Harris Proctor of political science) because it had already decided on the basic structure of the black studies program before entering the retreat," he said.

Fuller expressed the blacks
(Continued on Page 2)

Blacks are charged; trials could begin in two weeks

By John Howell
Policy reporter

Charges have now been preferred upon twenty-five black students accused of participating in the Allen Building take-over on February 13.

Dr. August K. Pye, chairman of the five-man hearing board that will try the case, now estimates that the

trials may begin sometime during the week of March 17.

The charges, prepared by the university legal advisor, are signed by Professor Frederick C. Joerg, assistant dean of arts and sciences. Under the administrative set-up, it is the responsibility of either Joerg or William J. Griffith, also an assistant dean of arts and sciences,

to initiate charges under the provisions of the Pickets and Protest Policy.

Joerg, whose primary work in the university is concerned with budgetary problems, did not participate in the actual drawing up of the charges. He did check, however, to make sure that they were "reasonable." Joerg will not take part in the trial.

According to Pye, dean of the law school, the problems of setting an acceptable date for the trial have arisen from the many obligations of the five members. In addition, a date must be set that will be acceptable to the counsels of the two parties.

Besides Pye, the other professors on the hearing board are Edward E. Jones of psychology and Hans J. Hillerbrand of history. Charles Williams, chairman of the Men's Judicial Board, represents male students. A woman representative will also serve.

Black studies major called for

A Committee headed by Dr. J. Harris Proctor of political science recommended Tuesday that a program in African and Afro-American studies be established here "as soon as possible."

The recommendation was included in a report by the committee to Marcus Hobbs, provost of the University. The report was made public yesterday. (It is reprinted on page 8).

The committee report said that such a program was not only necessary, but that it would also be "desirable and feasible."

One member of the 11-man committee, Dr. James Graham of history, dissented from the committee report, calling for a more far-reaching and autonomous Department of Afro-American Studies.

The Proctor committee report called only for an interdepartmental major in African and Afro-American Studies. It recommended that the program begin in September.

What action will be taken now on the report is unclear. Dr. Proctor was himself not sure last night whether the Provost would decide on the report or pass it on to another body, such as the Undergraduate Faculty Council.

The interdepartmental major was one of ten "concrete recommendations which the committee submitted as the 'basis' for an Afro-American Studies program.

Another key recommendation called for an interdepartmental Supervisory Committee, whose first order of business would be to "consider the role and position of black students in the decision-making function."

"We believe that black students have special needs and concerns that warrant this special attention to the problem," the report said.

Student participation, the report said, "is of extreme concern to the student affected and is of great importance to the proper functioning of the program."

(Continued on page 2)

Scott acts to keep order at UNC-CH

According to reliable sources, the National Guard has been called up and put on alert to deal with any possible disturbances at UNC today, with cafeterias intending to open and operate.

In the wake of disruption which has occurred in the UNC cafeterias, North Carolina Governor Bob Scott has instructed University officials to take the necessary steps to insure that food service will continue uninterrupted.

A strike of food service employees at Chapel Hill has been

going on for 11 days. Student supporters have attempted to disrupt service in Lenor Dining Hall by deliberately delaying in the serving line. Monday, fighting broke out between the disrupters and students attempting to get served, causing at least one injury. There were no incidents Tuesday.

Scott also assured the UNC administration that "the law enforcement resources of the state will be available if needed to maintain the normal operation of campus activity."

Executive committee of trustees meets today

By Ralph Karpinos
Policy reporter

The Executive Committee of the Board of Trustees meets today prior to Friday's meeting of the full Board.

According to Rufus Powell, Secretary of the University, these eleven trustees will examine a long list of "technical" items.

Powell explained last night that the Executive Committee meets much more often than the full board and is concerned with the "month to month" operation of the University, while the entire board convenes three times a year.

The agenda for Friday's meeting

of the full board was released to the Chronicle yesterday on the authorization of President Knight.

The first item on the agenda is the nomination of alumni trustees. This is in connection with new membership procedures adopted by the Board at their meeting in December, which allowed alumni to select some trustees.

This will be followed by a report from President Douglas M. Knight, Provost Marcus Hobbs, and the Vice-President for Business and Finance, Frank Huestis. This report is a regular business item of trustee meetings and will cover University events since their last meeting.

Other business includes a proposal for ratification of the action taken by the Executive Committee concerning changes in investment policy and in procedures of the investment committee.

Further issues scheduled include an amendment to the University by-laws in regard to the composition of the Executive committee.

The special trustee committee on residential life at Duke will also present its report and explain the outcome of its meeting with the Student-Faculty Committee on Residential Life, chaired by Howard Strobel.

Rally

There will be a rally tonight at 8 p.m. to show support for the Afro-American Society's demands to the trustees and the administration. It will be held on the main quad of West Campus.



While President Nixon addresses welcoming crowd at Andrews AFB last Sunday, the Vice President holds handkerchief to his nose, injured when he slipped and fell while inspecting troops with the Chief Executive.

-Blacks demand changes-

(Continued from page 1)
dissatisfaction with the program's current decision-making structure. "They tell us 'you can take part on the sub-committee—but you can't take part in the committee that does anything.' We've been told that all our lives."

He (Knight) says 'have faith,' and I say, 'in who.' You are asking us to have faith in people who have already betrayed us."

Fuller then referred to Knight's failure to appear at the February 16th meeting in Page Auditorium and to statements released by the University which stated that "no concessions" had been made to the blacks.

Fuller said that "the administration is not willing to grant the black demands because

they are worried about W - H - I - T - E S - T - U - D - E - N - T - S," (spelling out the words). "The problem is not the black students, the problem is that the white students will start asking for things too." He called on white students to "examine the system and make decisions yourself." "Be prepared to stay 'upright' because the battle is here and it's going to stay."

Norris belittled the discussions that took place last weekend, saying "this sort of family chat is extremely old-fashioned and will not work. A major restructuring of the university government is needed."

He proposed that a committee be formed including trustees, administrators, faculty members, and students, and that "this committee be given appropriate

powers to initiate wide-ranging reforms."

Earlier in the day, the SLF released a flyer explaining the reasons that black students want student power and claiming that the problems of black students are white students' problems, too.

The flyer explained that after watching the way Duke is run, "blacks have no reason to believe that Duke is now committed to helping them work with their people."

According to SLF, the blacks actually "have every reason to believe that Duke would like to prepare them to abandon their people and enter the white world."

Therefore, black students feel they must share with the faculty in forming the Black Studies Program so that it will more readily serve their needs.

-Afro-American studies-

(Continued from page 1)

Hobbs, in a letter Tuesday to Mike McBride, president of Duke's Afro-American Society, asking three black students to meet with two members of the administration to suggest members for the Supervisory Committee.

The administrators will be Harold Lewis, dean of arts and sciences, and Joel Colton, chairman of the history department and chairman of the Undergraduate Faculty Council's Committee on Committees.

The five-man group will form a consultation committee, according to Hobbs' letter, to suggest membership of the Supervisory Committee.

Lewis will make the final appointments from among members of the UFC.

The Proctor Committee also recommended:

"New courses and 'learning experiences' in African and Afro-American Studies" in various departments.

"An interdisciplinary course or seminar in African and Afro-American Studies, to be offered each year.

"More vigorous efforts on the part of departments to recruit additional faculty members 'competent to teach courses in the program.'"

"That students be 'more adequately informed' of courses in African and Afro-American studies at the University of North Carolina at Chapel Hill and at North Carolina College in Durham. Students 'should be assisted in making use' of those courses, the report said.

"Inviting outstanding authorities in the field to Duke each year for public lectures and brief visits.

"Increase in the 'already substantial' holdings in African and Afro-American materials in the Perkins Library and the designation of a member of the library staff as 'Bibliographer-Collector for such materials.'"

"Additional funds for faculty members and student assistants engaged in African and Afro-American Studies research.

"That 'The Supervisory Committee and its various subcommittees should proceed promptly to plan the details of the Program so that it can become operational next year.'"

In his dissent, Graham asserted that "the main educational purpose of a program in Afro-American Studies is to achieve a critical understanding of racism and to explore paths which can lead to true equality and dignity for all

men."

He made three proposals. They were:

"To provide an autonomous department of Afro-American Studies within three years, and to expand the existing undergraduate curriculum so that an interdepartmental major in Afro-American Studies can be established by September, 1969.

"To insure that students and faculty share the responsibility, at all levels, for making decisions in such a department."

"To attempt to integrate course work with community service; readings, with practical research; and classroom discussions with existential aspects of the black experience."

Graham defended his more radical proposals on the ground that "these proposals constitute the most conservative approach toward achieving a liberal education and deeper understanding in the long run."

"If black students are now denied access to effective participation in a Black Studies program, how many more crises and committees will it require before Duke's faculty realize that its students will no longer tolerate 'niggerhood'?", Graham concluded his dissent.

Graham expressed disappointment last night in the report and said that he sees "no hope that Duke will change."

"What is indicated from what transpired this weekend is that even in the face of crisis, the liberal segments of the Duke faculty are

reluctant to consider any basic structural changes in the traditional educational structure," he said.

The black studies program would have been an ideal place to innovate, he said, and added that it was "very discouraging" that no structural innovation was attempted.

He pointed out, however, that "we don't want to reject this traditional approach." "We were asking them to make room for new ideas," he said.

Dr. Proctor declined to comment last night on Graham's criticism of the report.

"The report stands for itself," he said.

The Proctor committee was appointed November 4, 1968, by R. Taylor Cole, then provost of the university.

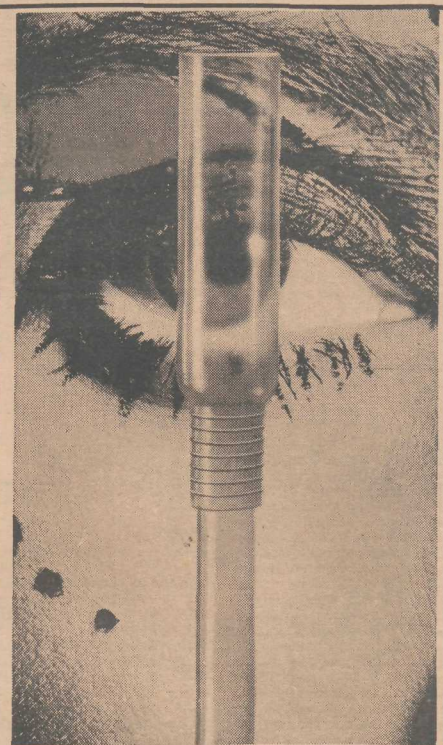
It was set up as an "informal, ad hoc committee" to consider "the desirability of developing" a program in African and Afro-American studies.

Duke committed itself in principle to the establishment of a Black Studies program February 15, in the aftermath of the black occupation of Allen Building two days earlier.

No other southern university has made a commitment to a Black Studies program. Several northern universities, the most recent of which was Harvard, has established such programs.

Harvard, whose report was expected to be a pacesetter in the field, announced early this year they were establishing a full, degree-granting program in Afro-American Studies.

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ACC championships open today

Duke plays Va. at 1:30

By Bob Switzer

Duke plays the Virginia Cavaliers in the first round of the tournament of the 'ridiculous', the ACC Championships. The game between the Devils and the Cavs has to be considered a 'must' game for both teams, for in single elimination play when and if a team loses their first game, they can just pack up their sneakers and call it a season.

Now Duke has played Virginia twice in a regular season play. The first encounter between the two teams was played at Charlottesville before Christmas. Although Duke managed to shoot 63% for the floor in that game, they still managed to lose by six, 81-75. The frustrating factors in that meeting were that the Devils only garnered 23 rebounds in the game compared to Virginia's 41, and the Devils had the audacity that night to commit 26 turnovers.

In the second clash between the two in the Indoor Stadium, Duke beat Virginia by a convincing 100-81 score. The Devils reversed their early bad tendencies against the Cavs and actually outrebounded the Cavs 51-47. Plus which, the Blue Duke only had 11 turnovers in the game, a substantial improvement in the number of miscues. Moreover, the Devils shot an excellent 51.4% from the floor and hounded Virginia with a tough man-to-man defense.

Still even with their recent convincing triumph over the Cavs the Devils should not enter the game with a feeling of complacency. As the Cavaliers clearly showed at Charlottesville, if the Devils do not hustle, Virginia can beat Duke.

The Cavaliers will probably go with Norm Carmichael, John Gidding, Chip Case, Tony Kinn, and Mike Wilkes. Virginia, not being a fast team, likes to play a control game working the ball around, looking for the open man. John Gidding is especially tough under the boards and given Tony Kinn the open shot from the outside and it's an automatic two.

The best way to beat Virginia is with the fast break. DeVenzo should be in top form for this one, leading the Devils fast break. Coach Bunas in order to sustain the momentum from the Carolina game, will probably start the same five, Lind, DeVenzo, Vandenburg, Denton, and Golden from that game. The Devils will probably play a man-to-man defense against the Cavs until they get into foul trouble.

In short this could be Bunas' last game but it shouldn't be.



Blue Imps drop 4th

By Case E. Elton

The Blue Imps did it again. They lost their fourth straight of the season to the Tar Babies in the Big four Freshman basketball tourney at Fayetteville, 86-59.

Dennis Wuycik and Bill Chamberlain were once again the big guns for Carolina, scoring 23 and 19 respectively. The Tar Babies, who shot an incredible 74.1 per cent in the second half and 57.1 per cent for the game, led by 30 points once in the final period.

Don Blackman was the big man for Duke with 19 points. Stu Yarbrough had 14 points in the losing effort. The loss boasts the Blue Imps seasonal record to 5 wins and 12 defeats.



The probable starting lineup for Duke against Virginia: from the top, senior forward Steve Vandenburg, soph guard Dick DeVenzo, soph center Randy Denton, senior forward Fred Lind, and senior guard Dave Golden.

Carolina favored in one game season

By Joe Hoyle

The exhibition season is over in the Atlantic Coast Conference and it is time to get down to regular season play. For some teams, the regular season will last for only one game. Yes, sports fans, its tournament time once again in the ACC.

It's certainly a strange way to run things—play a 25-game schedule and then throw the results out the window for a three day, winner-take-all tournament. It's strange but it does have one good point—it gives Duke another chance to make up for its poor season.

UNC Still Favorite

Up until last Saturday, North Carolina had to be the odds on favorite in the tournament with South Carolina the only other real contender but Duke's win over the Tar Heels and South Carolina's defeat at the hands of the N.C. State team throws the tournament wide open again. Both Duke and State along with the sporadic Wake Forest Demon Deacons must now be considered a threat.

Despite Saturday's loss, Carolina still has to be the team to beat. They have the qualities that it takes to make a tournament winner: talent, depth, experience, and rebounding. In regular season play talent and rebounding win ball games, but come March and it's a team's depth and experience that produces a tournament winner and the Tar Heels have big edges in both departments.

As most people undoubtedly know, the ACC tournament is a three day affair with only the strongest players going three straight games at top performance. North Carolina will rely heavily on its bench of Lee Dedmon, Joe Brown, Gerald Tuttle, and Jim Delaney to keep their starters fresh. South Carolina on the other hand has absolutely no bench and this could lead to its downfall. If the Gamecocks have a rough opener, they could have to go three games without substitution. This would be nearly impossible especially for the big men—Tom Owens and John Robcock—but if there's one thing coach Frank McGuire is known for, it is doing the impossible.

The other three contenders for the throne all have adequate although not exceptional bench strength. Their main problem may be in over relying on one or two men. Take away Duke's DeVenzo, State's Williford, or Wake's Davis and each team too often seems to fold up. If any of these men get in foul trouble against UNC or USC, it could be all over till next season.

In the experience department, Carolina has an even bigger edge. While Duke, USC, and Wake rely heavily on sophomores playing in their first tournament, the Heels will have five starters who have played in the final round of the NCAA tournament at least once (three of the starters have played there twice).

What are Duke's chances of winning the tournament? It is a hard prediction to make. The Devils have not played two consecutive good games in an entire three month season and now they must play three great games in three straight nights. Of course, the Dukes have the added incentive of

winning this one for the departing coach Vic Bunas, but do not expect any miracles. With a good knee, Chip Case and the Virginia Cavaliers could give the Devils a rough time in the opener this afternoon, but even if the Dukes get by them, they would probably have to play South Carolina and UNC on back-to-back nights. It will be Duke's last chance to prove themselves and if they can take both the Gamecocks and the Heels, they will have definitely proven worthy of a trip to the Eastern Regionals.

To win the tournament, the Devils will need to produce the qualities that beat UNC last Saturday: defense, rebounding, and fewer turn-overs. Against the Tar Heels, Duke's 2-3 zone completely stifled Carolina's inside attack forcing the Heels to shoot many more outside shots than usual. The Devils also controlled both boards and made few bad passes.

In Duke's bad performances this season (e.g. N.C. State and East Tennessee), Duke's rebounding and defense have been almost nonexistent and the passing has been atrocious. If the Devils can keep their heads, watch their passing and defense, and really hit those boards (Duke's front line is bigger than most NBA front lines and should have the best board work South of Boston); the Devils can win the tournament. But if the Devils return to the form of the last State game, they'll be watching the Eastern Regionals on the tube.

Trustee-student dinner

Twenty-two members of the Board will be arriving on campus Thursday to attend a dinner with students, faculty members, and administrators tonight.

The dinner tonight, an event arranged through the Student-Trustee Liaison Committee will allow open discussion with the trustees.

Approximately 20 students representing a "cross-section of ideologies" will attend the dinner, according to Becky Bogard, WSGA president. The students were selected by Wade Norris, ASDU president.

Six administrators, the deans of the colleges, and 15 faculty members, chosen by the Academic Council to represent faculty opinion, will also attend the dinner and discussions beginning at 6 p.m. in the East Campus Union.

Those attending will sit at tables of six, but will switch groups occasionally to allow greater communication.

Y-elections on Friday

YMCA and YWCA elections will be held Friday. West campus balloting will be held on the main quad from 9 a.m. to 7 p.m., while on East voting will occur in the dormitories from 4 p.m. to 7 p.m.

MOVIES

RIALTO THEATER

"JOANNA"

CENTER THEATER

"Romeo and Juliet"

But Professor,
If what you teach is the "Bold New"
But old to me,
You had best stick to the filigree.
At least on that we can agree.

Pickwick Restaurant

113 N. Columbia St. (Off the Square)
CHAPEL HILL, N. C.

The Duke Chronicle

The Student Press of Duke University
Founded in 1905

Today is Thursday, March 6, 1969.

One hundred and two years ago, today, the United States Supreme Court announced its decision on the case of one Dred Scott. Ruling against the run-away slave, the Court stated that black people "had no rights which the white man was bound to respect."

Begging to differ, this is the dreadnaught Duke Chronicle, Volume 64, Number 97, published at Duke in Durham, North Carolina. News: Ext. 2563. Business: Ext. 6588.

A community?

Winston Churchill once observed that people have a remarkable ability to stumble over the truth at least once in their lives and then pick themselves up and proceed as if nothing had happened.

Duke, we are afraid, has been the victim of this common human foible for years. The problem here has been stated in many forms: a credibility gap, a communication gap, a loyalty gap, etc., ad nauseum. Our basic difficulty, in plain language, is that we don't know each other.

This seems strange on a campus noted by nearly all visitors for its admirably compact size. The *Charlotte Observer* recently called it "a campus where two squirrels chasing their tails draw a crowd."

For all this geographical closeness, Duke has never been a community, and, to judge by what's been done about it, no one has ever realized the problem existed.

We do, in fact, have today a series of disparate groups: senior faculty and younger faculty, black students, trustees, white liberal student and white conservative students, black non-academic employees and white non-academic employees, and a beleaguered and split administration. Many of these groups have no mechanism through which they can focus their discontent other than petition and, eventually, disruption.

If we are ever to become a community, we must develop means by which these groups can argue their interests rationally and publicly with assurance they will receive immediate attention.

Moderate to radical students now are usually calling for "student power" or "control over decisions which affect our own lives." This is only natural, since students are the group allowed to participate least in University governance. However, what most of them envision is a different system which represents community interests wherever possible, rather than the present one which emphasizes ultimate trustee control, administrative caretakerism, faculty control over curriculum, and student control over nothing.

Even to survive in a time when universities are the focal point for the turmoil in our society, Duke must have a system of government which emphasizes cooperation rather than individual prerogative and exclusiveness. To flourish, Duke needs a community government.

The ultimate governing board of the University should be made up of those who live within it and those who are affected by it. Thus, there must be students, faculty, non-academic employees, and members of the outside community sitting on it. All decisions within the University community should be made by those who will be affected by those decisions. Thus, investment policy, decided by the governing board, should be ultimately controlled by all groups in the University. Curriculum policy should be decided jointly by students and faculty within departments. The emphasis should be on a community of interests.

Community governance must come about gradually, but it is inevitable. A university with leaders of vision would insure that it come about rationally, without strife by studying and thus anticipating the form it will take. We hope the University will not react with its usual inflexibility to the prospect of necessary but sweeping change but will instead set up the appropriate mechanisms to guarantee it.

More plain talk

With Chaplain Wilkinson's sermon this past Sunday, it appears that the University has an 'official' analysis of the causes and effects of Black Thursday.

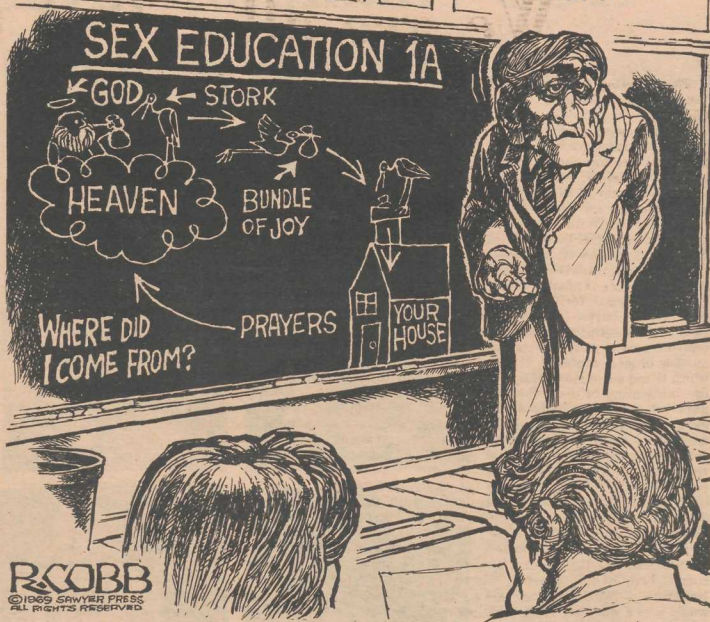
Despite the Chaplain's disclaimer that "my remarks will represent no one but myself," in that the remarks reached the University community from the pulpit of the University Chapel, the Durham community over WDC radio and are being prepared to reach the alumni community through a mail-out of 1500 mimeographed copies, the sermon "Plain Talk About Our University" might be titled with equal accuracy "Plain Talk From Our University."

Attributing the upheaval to "a nation-wide group of dedicated anarchists," those who "distort" the truth and create "slanderous impressions" and sincere, but misguided Blacks, the Chaplain's superficial analysis echoes that given representatives of the national Blacks, the Chaplain's superficial analysis echoes that given representatives of the national press by Dr. Knight.

A black student who had been inside Allen Building on Black Thursday, out on the quad that evening and later arrested by Durham Police on an obviously trumped up charge, was reading a mimeographed copy of the sermon in the Cambridge Inn the other night. Chuckling as he read, he finished, looked up and said somewhat philosophically, "Well, it's always good to know where the Church stands."

That's a little harsh, considering another sermon preached in the University sometime back and reprinted on the page opposite. And do consider it.

ARE THERE
ANY QUESTIONS
SO FAR?



Nixon's military

By James Reston—

(C) 1969 N.Y. Times News Service

NEW YORK—The really important thing in Washington today is not what President Nixon has said on television about his European tour, but what he has done privately to bring about a fundamental reappraisal of America's Military expenditures, manpower and bases overseas.

Before he went to Europe, President Nixon ordered a review of the nation's world strategy, its security policies and priorities—and this is now going forward quietly under the direction of Secretary of State Rogers, Deputy Secretary of Defense David R. Packard, and Nixon's White House Security Aide, Dr. Henry A. Kissinger.

The questions before these men and their aides make the recent publicity about the European trip sound like a series of diplomatic and social notes.

How, Nixon is asking his aides, can the nation get enough funds to deal with its social and economic problems at home unless it can get an accommodation on Vietnam, a safe reduction in the military budget and an arms control arrangement with the Soviet Union?

Even if it cannot get an honorable peace in Vietnam and a military arms agreement with Moscow, can it not make substantial savings on military men and bases overseas without taking unacceptable military risks?

There has been a fundamental difference of opinion about these questions for years—the argument over the vast costs of the antiballistic missile system is only the latest case in point—and it still exists under President Nixon. The new point is that Nixon is now forcing a major review of the big

questions, and insisting that, even if the big questions about ending the Vietnam War and reaching an agreement with the Soviets on the control of military arms cannot be resolved, it is still important to eliminate unnecessary overseas military manpower and bases.

This has been obvious for a long time. The United States now has about 3,450,000 men under arms. About half of them—a little more than 1.5 million—are overseas: in the Vietnam War area, about 616,000; in the support areas of Okinawa, Japan, the Philippines, Formosa, South Korea, Guam and the other Pacific Islands, about 280,000 men; and in Europe, more than 320,000, about 250,000 of them in Germany.

But outside these critical areas, including the sixth fleet in the Mediterranean, there are literally hundreds of bases that were important and even essential 10 or 15 years ago and go on using men and money though the reasons for their existence no longer exist.

A great many of these bases were created to deal with international political problems and technological requirements of 20 years ago, most of them connected with the limitations of airplanes of that period. For example, Washington needed the Azores as a ferry base in the last war for aircraft of limited range; it needs the Azores no longer, but the old arrangements go on.

The U.S. needed the nuclear submarine and aircraft bases in the Iberian Peninsula when it had missiles of a range limited to about 1,200 miles, but as it brought in new and longer range missiles, the problem of the Spanish bases changed.

Similarly, Washington has a

communications system today based on the technology of a decade or two ago. Now, for its open propaganda and its sophisticated secret communications with their codes and "scramblers," it can send stronger signals on more modern equipment much farther than before. If no longer needs the same network of bases, all of which, incidentally, create political problems.

Yet most of these obsolete or obsolescent bases go on, costing money and in many places creating resentment. The most dramatic of these now are in Spain, where the Franco government is trying to prove that U.S. bases there are not only essential but more valuable to us than ever before, whereas modern submarine, missile, and communications technology has reduced their former utility.

This is the sort of thing the European and Asian ambassadors in Washington are really interested in this week. We doubt they watched President Nixon's report on the European trip, but it is the movement of American policy, and power, and technology that really commands their attention, for they are interested in what he will do with power in the future, rather than in what he did with words in Europe last week.

Biafra relief asked

Money for non-political relief organizations in Biafra and Nigeria is being collected this week on the main quad. No money will go to the military of either side.

By Elmer Hall

We are all called to freedom

The following is a sermon delivered by the Reverend Elmer O. Hall, Assistant Chaplain to the University, in the University Chapel on January 19.

"For freedom, Christ has set us free. Stand fast therefore and do not submit again to a yoke of slavery." (Galatians 5:1)

On Wednesday of this week, I was riding a bus through the bleak, brown hills of North Georgia returning from a conference of campus ministers from the Southeastern part of this country. It was a meeting that crossed denominational lines bringing together Roman Catholic, and Protestant campus clergyman for the first time in this part of our country.

It was a meeting to which many people went with many great expectations. It was a meeting of great confusion. It was a meeting which talked about many of the issues of the day using many of the code words that are part of the university situation: the generation gap, student revolution, the multiversity, the military-industrial-academic complex, etc., etc. There was an attempt to try to find out what it means to be Christian community in the midst of all the complexity, change and apparent destruction that seems to be going on in the university scene.

I am not sure even now what was accomplished by the meeting. Most of us coming back to this university and to the University of North Carolina agreed that it would take a while before we could begin to fit together what happened there. At least we met. I think I realize now what Paul Goodman meant when he said, that perhaps the most useful role of university chaplains is to provide centers for some kind of necessary confusion to express itself. Certainly we seem to be adept at doing this at times.

As I came back on Wednesday evening, I began to think not only of what was going to happen here this morning but again to ponder my own personal fascination, disillusionment, hatred and love of the university, of this university. It was almost like some bizarre parody of Freudian analysis. The University is both the mother that you want to love and the father that you want to kill. And I thought again, with all that is happening here that I can't understand how can I come to grips with it in such a way as to justify to myself, to those with whom I work, and before God, my presence here as a chaplain?

Simple rejection—the answer which is chosen by many who we know in the university—really doesn't work for me. It doesn't work, first of all, for the reason that no simple rejection ever works the way we want it to. It doesn't make the object of one's rejection stop existing. Rejection simply doesn't put away a situation or a person or an institution that bothers us. The story is told once of a very enthusiastic student that went to Lord Russell, Professor of Philosophy, and cried out, "Sir Bertrand, I finally can accept the universe." To which Lord Russell dryly replied, "Yes, and you'd damned well better."

Despite the defiant condemnation that we see around us in our country, despite the fawning admiration we see around this university, the university, probably like the little ladies in gray who always manage somehow to show up when you are in the hospital, is going to go on for a good long time twitting its slogan and performing some of its bad and enlightening acts long after most of the old and new rebels are no longer on the scene.

If rejection is a puzzle to me, adjustment to what the university is seems likewise an impossibility—not because of any courage most of us possess or any incorruptibility or bravery, but merely through the old primal instinct that most of us know and live out of, survival. If one adjusts to this institution as it is, we are wise enough to know that one just does not survive long as a human being. Dr. Carlyle Marney, many of you know quite well, gave a speech at a church convention once that impressed many people. One of his older friends came up afterwards and said to him, "they'll get you, Carlyle, if you keep on like that, they'll get

you—oh, not the bloody way; they'll make you a president of something."

Most of us when we are honest and not trying to be witty or theologically profound, I suppose, like some of the things that are here and are deeply disturbed by others. Somehow all of us—whether we be ministers or teachers, or students or outsiders, have to winnow through these things in order to stay on in the university with integrity and with hope. Perhaps we can begin by thanking God that history and the events of our life today do much toward shaping the kind of world and creating the kind of conditions for the university that both set its limits and determine part of its responsibility.

One of the troubling things that emerged for many people at the Atlanta conference was the opinion that in almost all of the traditional institutions of our society, particularly the university, there is a problem that is increasingly felt by those who are most concerned about it. That problem is the question of viability. Can the university really make it in relation to what it claims to be and to do?

Again and again as one talked to the ministers and the students who were there, one got the impression that for too many students there were two choices awaiting them as they moved through those fast moving years as an undergraduate. They were harsh choices: to drop out physically or mentally, or secondly, to become processed by a system they saw as increasingly breeding obedience, frustration, dependence and fear, a kind of emasculation and enslavement of the Spirit and particularly of youth.

You don't have to look very far to see some of the symptoms of this kind of feeling, this kind of experience that so many students acknowledge today. There is a college within easy driving distance of this university where I recently spoke at a student forum. In the course of the day and evening I was struck by the number of students who, out of a moral sensitivity which had been given to them in this culture, by family and church and their college experience, were extremely upset by what is going on particularly as it began to impinge on their life in terms of Vietnam and the draft. These were students who intellectually wanted to oppose the draft but morally lacked the courage or the strength to say no. They were trapped men.

They had been taught for sixteen years in our educational system. They had tried to learn what they were taught and they had been taught to be good. They were taught to obey their conscience and at the same time they were taught the consequences of going against a very important part of the system which most of the society affirmed. Now, on the step of adulthood, maturity and responsibility facing an obligation given to them by their society, they suddenly found they could not believe in a part of the institution they had been brought up to accept. But they could not trust themselves and their moral impulse so they were trapped and caught in a position of devastating moral impotence. As they talked there was evident a feeling of depression and resentment, a feeling of self-hatred, a sense of shame and of pain.

Obviously this is not an experience of all young men facing the draft but an increasing segment of our student population find themselves close to this kind of immobility of spirit. Their spirits break against an impulse to do what they see is right in a structure of society that has been set up to process their lives that the question of morality is not a question that can be asked or even be dealt with. This is a condition that was bred in our society and in part in our university and in our schools.

Many of the prophets of our time are saying that the present methods of our system of political life, education life, and of religious life breathes into those who are growing into adulthood in our society a kind of gentle violence that usually turns in on itself. There, I think, is a condition of pain among many of the young in this nation. It is more a psychologist I might be tempted to say we are close to a mass neurosis. It is clear

that increasingly on the campus you find a lack of faith in oneself, a vacuum of spirit into which authority or institutions can quickly move and establish their hegemony over the life of an individual—a dependency upon which they then feed and control.

A statement from a campus newspaper points at this crisis. A coed writes: "What we all lack is some guiding passion, some moral vision if you will. We are unable to wind the loose threads of our experience into some larger pattern, and we know it. We write to please this authority or that professor while the universe skids about under our feet. We profess to disbelieve everything partially because, at heart, we do not yet believe in ourselves. If our revolt seems chaotic, it is because we have not found anything to promote or give ourselves to."

What we do in our schools, we realize, is deeply connected to what we do in all our culture and our society. What has happened to some students, we realize, is simply one manifestation of what we have done to black men, to the poor, and the Vietnam. That is, we don't teach hate in any school in this nation or any church. We don't teach murder but we do isolate the individual. We empty him of spirit by ignoring or suppressing his impulses toward life, and freedom. We breed into him a lack of respect for life, a kind of a loss of love and thus we produce a nation of gently "good" but threatened men. Men who will kill without passion, out of duty and out of obedience. Men who have in themselves little sense of the vivid life that is being lost nor the moral strength to refuse what it is that they are asked to do. Increasingly rigidity and stillness are mistaken for order, and order as we know is increasingly becoming in this country understood as the absence of vital and free life. We try to preserve and create an order which depends upon the destruction of both inside and out.

And yet we have heard words from another tradition today, a Biblical word that says that the end of learning is wisdom and wisdom is defined in Hebrew as intelligent activity—the gracious wedding of idea and act, goodness and truth. It demands a merging of those polarities between self and society; between subjectivity and objectivity; between order and energy. We have allowed them to become polar opposites, antitheses and we force the young in this nation to choose one or the other. It is not surprising then that they have turned against this kind of choice with a vengeance and shout as they did at Columbia, "Kill all adults—never trust anyone over 30!" They must choose one pole because there is no synthesis of idea and act, of conscience and politics as they see it. Thus many have allied themselves with rough energy against reason, balance and moderation, those virtues which we liberals have worked so hard to institutionalize and preserve in our universities and in our churches.

We should not be surprised because we have forced them to that choice. It is simply that many have chosen what we have always held to be the devil's side of the choice. If, as so many voices are now contending, our institutions of learning and worship are the means by which we deprive youth of their manhood, that is, the right to self-identity and self-determination which is youth's inheritance, then we must not be surprised when they seek that freedom in ways which of necessity must be violent and childish in our eyes.

The choice between mindless violence and mindless authority is one which we can no longer afford in this civilization. Anarchy and chaos on one side and tyranny and oppression on the other are both unacceptable choices if we are to have a future and a society. I admit that this deeply troubles me for there seems to be increasingly little choice between mindless violence and mindless authority in this country. I am just enough of an academic to want to preserve much of what will be lost in the kind of rebellion or apocalypse that so many people see approaching.

Yet the rapidity of events leaves me with

no clear idea, no solution, no sense of what will be an adequate change from the situation in which we now find ourselves. There is no way of knowing, there no longer seems to be any way of estimating what is necessary or what will work. I only know that the problem now seems to be that our response to crisis is to move away or back rather than forward, and that we will surely, for the sake of some imagined order, increase in number and pressure the very approaches that have brought us to the edge of this confusion. I do not know.

I believe that the young and the old must have values of course, must be responsible, must care. I know too that most of the violence I have seen done to the young, to the black, to the poor, to the third world; has been done in the name of value, and that well-meaning people who have been so dead set on making things right have had a hand in bringing us to where we now are.

The paradox is a deep and troubling one for me and I would assume for many of you here. I no longer know if change can be accomplished for the young or for any of us without the apocalyptic fury that seems almost upon us. The crisis of youth and of education and their relationship in this country is symptomatic of some larger and deeper fault that seems to run through our cities, our churches and our individual lives. Perhaps nothing can be done consciously in those areas until the air itself is violently cleared one way or another.

So I have no easy solution, no conclusions, no startling synthesis, only a kind of hoping. Perhaps the only reasonable hope is a pattern which yields no answers, but which points to a course to be followed in the absence of answers. It may be, given that, the best thing is simply to close with an unfinished fragment which I try to catch for myself the hint of an alternative...I am trying to surround you, I see that, I am trying to make with these words and these feelings a kind of city so natural and so familiar, that the other world, the one that appears to be, will look by comparison absurd, flat, limited and utterly unnecessary.

What I am after is liberation, not my own, which comes often enough these days in solitude, or sex, but yours, and that is arrogant, isn't it, that is presumptuous, and yet that is a function of religion and of art, to set you free, to be a man, to find an identity, to determine what your future will be. It is that too which is the end of education; a liberation from childhood and what holds us there, a kind of midwifery, as if the nation itself were in labor and one wanted to save both the future and the past, for we are both. We are the thin bridge swinging between them. We are the missing link. To tear one from the other means a tearing of ourselves and a partial death. It may be that that rending is inevitable. It may be...Any yet one still seeks another way, something less (or is it more) apocalyptic, a way in which the past becomes the future in ourselves, in which we become the active builders of what is to be.

Unless from us the future takes place, we are Death only, said Lawrence. Paul said it for the Christian in a different way pointing to the same existential truth: For freedom, Christ has set us free; stand fast therefore and do not submit again to a yoke of slavery. Return, return and think again what I have asked of you: to follow justice, and love mercy, and give me the worship of your heart and therein you will find the freedom to experience as joy what you are given to do, thus saith the Lord of our faith.

Perhaps this is what is asked.

Let us pray: Help us O God to meet the conditions of freedom in our lives and in our institutions. Teach us the sheer delight of energetic and confused dishevelment. Teach us to be free men, to embrace lived values, diverse styles and loving conflicts. Grant us peace with deep restlessness, courage for the struggles that lie ahead, and love to heal the necessary wounds, through Jesus, who lived and died and lived again, cutting through the verbiage of explanation in the loving gesture of Himself. Amen.

Epworth's 'Mirabile Dictu' a multi-faceted success

By John Hand
Staff reviewer

While many at Duke only stammer about living and learning, the fifty-one girls in Epworth are making it work. Last Sunday night they pushed the furniture out of their lounge, invited some friends, and held a program featuring their own work under the title "Mirabile Dictu"—glorious to say.

Coordinated by Gail MacMurray, the program featured presentations in a sort of mixed media by all five arts groups within the house. The room was wired for lighting like a stage in the round, only the audience was in the middle and much of the action took place around the perimeter.

First came a cutting of Miller's *The Crucible* presented by Doria Howe's drama group. As Wendy Salinger later put it, "It established a scream rapport from which everything else followed." Although it was not done particularly well, the players were zealous and exhibited a familiarity with the play that only English I could foster.

The drama group was followed by coalition of both the dance and the visual arts groups in a bacchanal or rite of Spring complete with

ultraviolet foliage growing as it was drawn on the backdrop. The dancers writhed especially well; and, although much of the flora was drawn in chalk that did not respond to the UV lamp, the presentation was lusty.

Wendy Salinger's literature group, responsible in the past for several poetry reading programs, assembled next in a circle to read a collage of selections revolving around the theme of Spring. Each girl chose several verses of her favorite poems which included works by Lorca, Cummings, and Eliot. The atmosphere was especially heightened by gentle changes in the lighting with a predominance of green and gold.

The final presentation was perhaps the most amazing of all both in the way of innovation and impact. Vera Szary's music group combined occasional words and phrases of recitation with bombardment of pitch and syllable in a revolving saturation of the senses. Inspired probably by McCluhan's definition of electric media, the effect was overpowering.

Sunday night's program was just one manifestation of Epworth's dedication to making dorm life a

learning experience. In addition to displaying their own concentrations, the girls also entertain speakers and have a house course entitled *Religious Values in Contemporary Drama*. They are about to publish another edition of their house magazine entitled *nothing but what is* (all in small letters I was told emphatically), and are busy planning a reception for Dr. Earls who will display some of his contemporary music and ritual that revitalize custom-killed wedding ceremony.

Epworth is a house with spirit. As one girl put it, "We like to have girls who want to do things more than girls who think they're creative geniuses." Girls interested in joining should apply before March 14; men should keep an eye out for announcements of programs to come—who knows what the girls might be able to accomplish?

Blues 'out of sight' for white and black

By Steve Emerson
Staff writer

"The blues is a new thing for the young musicians to do and a lot of them are doing it very well. These young kids are beautiful. I don't think color has anything to do with it. Everybody's got soul. Whites should be doin' it, blacks should be doin' it. Everybody should be singin' the blues. Whatever you feel, you should play it." These were the words of personable James Cotton, who has played the blues professionally for twenty years all around the country. He was speaking of the rebirth and popularization of blues, begun by white artists, which has in turn benefited black bluesmen also. "Thank God for the Beatles and the Rolling Stones," he continued.

Among Cotton's more notable achievements is teaching Paul Butterfield how to play harmonica. "A whole lot us us used to hang around together and jam. Me and Butterfield, Michael Bloomfield, Nick Gravenites (formerly of the Electric Flag), and Elvin Bishop (formerly with Butterfield's band)."

Cotton himself learned harmonica from the immortal Sonny Boy Williamson. He played with Muddy Waters' band for twelve years before forming his own group a few years ago.

considers the phenomenal B.B. King the best of the blues guitarists. "A whole lot of people are doin' it well. I think Mike Bloomfield is out of sight guitar player. Clapton too. I've jammed with both of them. B.B. is just a little more advanced than anyone else."

Guitarist Luther Tucker has also had an impressive career. He has played blues guitar for about sixteen years. He has worked, among others, with Junior Wells, the great harmonica player, with Little Walter Jacobs for seven years, with Muddy Waters, Otis Rush, and Sunny Land Slim. Of guitarists, Tucker said, "B.B. King, he a hard cat to beat. I also dig Wes (Montgomery), Albert King, Buddy Guy, Otis Rush, Elvin Bishop, they're good too. I think Mike Bloomfield is out of sight. Eric Clapton? Oh, man, he's a groovy cat."

Concerning the future of his band, Cotton said he hoped to get a piano player, his old one having jumped to the jazz field, and another horn.

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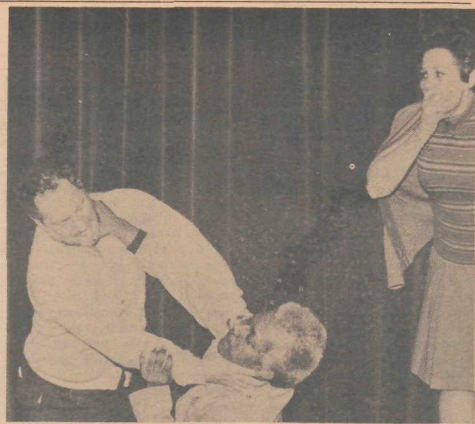
Tickets are now on sale for the presentation of the Alwin Nikolais Dance Company, Tuesday, April 29, in Page Auditorium. The troupe combines contemporary music and lighting effects with avant garde motion to create a total theatre experience. The New York says, "This is the new theatre and Alwin Nikolais is its prophet."

Matuzewski arrives

Wojciech Matuzewski, Polish pianist who will visit the Duke University campus late this week, will play a second public appearance during his stay at 2 p.m. Friday in 208 Asbury Building. At that time he will play Chopin's Twenty-Four Preludes, Op. 28, which were originally scheduled to be heard that evening at University House. The latter musicale and reception will not be held.

Matuzewski's first Duke appearance will take place at 2 p.m. Thursday in the East Duke Music Room, at which time his program will be divided between the writings of Chopin and Liszt. Both appearances are open to the public without charge.

The 28-year-old pianist has won five international competitions, and late this month will depart for a concert tour of Australia.



SCENE FROM "THE SLAVE"—Robert Kennedy, left, and Walter Norfleet, center, quarrel in a scene from the North Carolina College production of "The Slave" by Le Roi Jones. An alarmed Betty Setzer, right, watches the quarrel between her husband and ex-husband. The play will be presented at 8:15 p.m. Wednesday and Thursday, March 5 and 6, in NCC's B.N. Duke auditorium. Mrs. Norma Sutton Brown is directing the play. Also on the bill will be another play by the same author, "The Baptism," directed by Ohkon Cho.

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S. State Legislature: 'unconventional'

By Gary Minter
Feature Staff Writer

Conventions may not be anything new for a good share of Duke University students (remember Chicago?), but last Saturday's convening of the North Carolina State Student Legislature in Raleigh offered a few surprises for Duke's 18-man delegation.

The major surprise of the SSL—which had representatives from more than 20 state colleges and universities—was the election of Kelvin McSwain, the first black ever to win the SSL presidency.

"Although much else was accomplished, I think that the election of an Afro-American as SSL President was by far the most significant event of the convention," Junior Jack Burwell, chairman of the Duke delegation, said. "I am especially encouraged by the atmosphere of good will in which the decision took place."

Four Duke delegations. Duke actually had four delegations to the thrill-packed session, which ran from Wednesday, Feb. 26 through Saturday, March 1: men's House and Senate delegations, and women's House and Senate delegations. Those attending this year's SSL—selected by interview—were, for the men Junior Jack Burwell and Mike Ross and sophomores Jim Stewart and Clair White in the Senate, and senior Tom Parrott, juniors Bill Garrison, Tim Hubbard, and Bob Williams, sophomores Dave Erdman and Dick Gabriel, and freshmen Jim Horn and Gary Minter in the House.

Junior Taffy Cannon and sophomore Linda Gage represented Duke's femme fatales in the Senate, while senior Patty Jenkins, sophomore Dee Halle, and freshmen Beverly Mosher and Martha Wishon added a bit of sex appeal to the House. Each school was allowed two delegates and two alternates for the Senate; representation in the House was proportional to student body size.

Rooms? Although the official business of the convention—debating and voting on bills presented by the various schools—did not begin until Thursday at 8 a.m., delegates began

drifting into the lobby of the Sheraton Sir Walter Raleigh Hotel, convention headquarters, early Wednesday morning. Duke's problems began immediately—the women's delegation was left temporarily without a room, so a friendly UNC senior delegate kindly offered his quarters, anticipating some late-evening politicking and perhaps a little compromising of position. Indeed, during the duration of the convention, there was some doubt as to who should sleep where, and with whom.

Freshman delegate Gary Minter, stumbling up to his seventh-floor room at 6:30 Saturday morning, found—much to his annoyance—that he had been accidentally locked out. Fortunately, he was able to find lodging (and an hour's sleep) with two friendly UNC delegates across the hall who were conveniently lying outside their room discussing the merits of various delegates, bills, and drinks, having had ample experience with all three.

Although receptions, parties, and banquets were interspersed throughout the three days of SSL convention, a surprising amount of time was devoted to pure, unadulterated (in most cases) politics. The houses were in session a total of 23 hours during the convention, which spanned 55 hours from gavel to gavel. Immediately upon arrival at the hotel, delegates began seeking support for their bills and candidates.

Off with a bang Duke's prospects—at least in the house—got off to a bang when Patty Jenkins, after some frantic late-night campaigning, was elected Speaker. However, Madame



Photo by Mark Tager

"...Late-night caucuses and clandestine meetings..."

Chairman soon proved that no unfair advantages for Duke would accrue from her victory: she issued two official reprimands to the talkative Men's delegation: receiving three official reprimands would have automatically expelled the delegation from the convention.

Despite Patty's firm adherence to the rules, there was some confusion in the House, which was far larger, louder, and bawdier than the more sedate Senate. One delegate from A and T University, apparently determined to make a name for himself, fell into the habit of clapping slowly and protractedly—often by himself—after, and sometimes during, speeches. He reached his zenith, however, as he mounted the podium for his maiden speech and promptly tripped over the step, falling flat on his sunglasses. He did not make any more speeches after

that incident, although unaccompanied clapping was still heard.

The Senate, while lacking some of the colorful personalities in the House, nonetheless provided sufficient lively. Duke's blonde bombshell Taffy Cannon delivered a vitriolic diatribe against a "vile bill" sponsored by Greensboro College which threatened to eliminate brown-bagging by allowing liquor to be sold only by the drink in public places such as restaurants. In the House, the bill withstood a vicious onslaught by Catawba College's powerful delegation, including a self-proclaimed "serious drinker."

Attack This same Catawba delegate bitterly attacked Duke's bill, which provided for low-cost state auto insurance, mentioning that he had been involved in three separate major accidents and that the state would lose money on the payment of claims.

Jumping to the defense with facts and figures, Dave Erdman, who researched and wrote the bill, explained who a state auto insurance agency would help the state, the drivers, and even the insurance corporations, which must charge high premiums and screen policy candidates thoroughly in order to offset claims.

"Since all cars registered in North Carolina are required to carry a lot of expensive insurance, we thought that low-cost insurance would be of interest to both the poor North Carolinian and the poor college student," he later remarked.

Defeat

By noon Friday the bill had been narrowly defeated in the Senate and was being battered about in the House; during a short, futile discussion after lunch debate was shut off and Duke's proposal for low-cost auto insurance was crushed by a vote of 75 to 25. Only one consolation remained: the Catawba bill, which called for the establishment of county police departments, was ignominiously tabled without an audible dissenting vote.

Faring somewhat better than the Duke men and Catawba, the Duke women steamrollered their bill through the House and Senate with

the greatest of ease. Perhaps the nature of the proposal was especially attractive to college students (it amended state law to allow the sale of alcoholic beverages on college campuses); at any rate the bill was passed unanimously in both houses despite the fact that virtually no research had been done on it.

"Transplantation Act"

Other bills of interest to the students were "The North Carolina Anatomical Gift and Transplantation of Vital Organs Act" presented by East Carolina University, which won honors both as the "best delegation" and for the "best bill," and Meredith College's "An Act to Establish the Legal Paternity of a Child Conceived Through Artificial Insemination." These bills provided much opportunity for humorous comment both inside and outside the legislative chambers; almost as controversial was a proposal by Methodist College entitled "An Act to Require Motivation Analysis Testing in Secondary Schools."

Absentee voting, presidential primaries, voting machines, and higher education were also dealt with in various bills, including a 26-page epic by UNC providing for state aid to college students and a bill by A and T University establishing an Afro-American studies program in the secondary schools of the state. Although some of the proposals seemed somewhat ridiculous, especially when presented by an over-zealous sponsor, 46 percent of the bills considered by SSL in its 32-year history have been passed in some form by the state legislature.

Creativity

This excellent record emphasizes two aspects of the delegates who attend the State Student Legislature. The first is that a tremendous amount of creativity, foresight, and hard, often painstaking research goes into many of the bills. While one may criticize the attention to correctness of detail that is displayed in such proposals as UNC's mammoth undertaking, the value of thorough legal research cannot be denied. SSL has a well-deserved reputation for spawning state leaders.

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Photo by Mark Tager

Duke's female delegates plot steamroller tactics.

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Proctor report on Afro-American studies

Editor's note: This is the report of the faculty committee, chaired by Dr. J. Harris Proctor, concerned with developing an African and Afro-American Studies Program. The report was presented to University Provost Marcus Hobbs yesterday.

We were asked by your predecessor on November 4, 1968 to serve as an informal ad hoc committee to consider the desirability of developing a proposal for establishment of a program in African and Afro-American Studies at Duke University.

Since that date we have evaluated the arguments for the coordinated study of the Black experience in Africa and America, surveyed the faculty resources and course offerings—present and planned—which might support such an enterprise at Duke University, studied the programs in African and Afro-American studies which have been developed at other institutions, and exchanged views with representatives of the Duke Afro-American Society and with outside consultants at an intensive conference on March 1 and 2 organized by the Committee on Student Concerns.

We are convinced not only that an African and Afro-American Studies Program on this campus is necessary but also that it would be both desirable and feasible, and we urge that it be established as soon as possible. We have agreed to a set of ten concrete recommendations which we submit as the basis for such a program. They are as follows:

(1) An interdepartmental major in African and Afro-American Studies should be provided for

undergraduate students, beginning September 1969.

(2) New courses and other "learning experiences" in African and Afro-American Studies should be offered by various Departments, and certain existing courses should be revised to provide more emphasis on Black contributions and/or problems.

(3) An undergraduate interdisciplinary course or seminar in African and Afro-American Studies should be offered each year.

(4) Departments should be encouraged to make vigorous efforts to recruit additional faculty members competent to teach courses in the Program.

(5) Students should be more adequately informed of the courses in African and Afro-American Studies available at the University of North Carolina at Chapel Hill and at North Carolina College in Durham, and they should be assisted in making use of the opportunity to take some of these courses.

(6) Several outstanding authorities in African and Afro-American Studies should be invited to the Duke campus each year for brief visits during which they would deliver public lectures and participate in informal discussions with students in the Program.

(7) The library's holdings of materials relating to the African and Afro-American studies, already substantial, should be increased. A member of the library staff should be designated as Bibliographer-Collector for such materials. A section of the library should be set aside as a place where many of these materials could be kept

together.

(8) Additional funds should be sought to provide support for faculty members and student assistants engaged in research in African and Afro-American Studies and the preparation of teaching materials for the Program.

(9) The Program should be administered by a Director, who would be a regular member of the Duke faculty, and an interdepartmental Supervisory Committee. The latter should be constituted immediately. Associated with this Committee should be a number of subcommittees on which students should hold membership, to deal with various specific aspects of the Program such as curriculum, etc. The Supervisory Committee itself should consist exclusively of faculty members at the outset, and the Provost should consult with the Afro-American Society in appointing this body.

The Supervisory Committee's first order of business should be to consider the role and position of black students in the decision-making function, a matter that our experience tells us is of extreme concern to the students affected and is of great importance to the proper functioning of the Program. This determination is one which ought to be made by those faculty members who will be directly involved in the administration of the Program. We believe that black students have special needs and concerns that warrant this special attention to the problem. The Provost should review administrative arrangements for the Program periodically.

(10) The Supervisory Committee and its various subcommittees

should proceed promptly to plan the details of the Program so that it can become operational next year. Early efforts should also be made to secure external funds to support the further development of this Program.

Harris Proctor, Chairman
Samuel Cook
Robert Durkin
Craufurd Goodwin
William Katzenmeyer
Richard Predmeyer
Robert Smith
Edgar Thompson
Edward Tiryakian
Richard Watson

N.B. James Graham is also a member of this committee, but does not wish to associate himself with its report. His dissent is attached.

Minority Report

These observations reflect my dissent from the majority report of the Ad Hoc Committee on African and Afro-American Studies. My proposals are based on the proposition that the main educational purpose of a program in Afro-American Studies is to achieve a critical understanding of racism and to explore paths which can lead to true equality and dignity for all men. Undergraduates should have the option of approaching Liberal Arts from the Afro-American perspective, as well as from the Euro-American perspective. The proposals are:

1. To provide an autonomous Department of Afro-American Studies within three years, and to expand the existing undergraduate curriculum so that an interdepartmental major in Afro-American Studies can be established by September, 1969.

2. To insure that students and faculty share the responsibility, at all levels, for making decisions in such a department. The specific details relating to

departmental structure should be worked out by a supervisory committee composed of an equal number of students and faculty.

3. To attempt to integrate course work with community service, readings with practical research, and classroom discussions with existential aspects of the black experience. Instructors in such a teaching-oriented department would not have to be professional academicians.

It should be noted that these proposals are set forth in the context of recent events at Duke University and at other campuses throughout America. While they may seem radical in relation to the existing curriculum, it might be argued that these proposals constitute the most conservative approach toward achieving a liberal education and deeper understanding in the long run. Unless the faculty and administration of Duke University adopt a different view of the educational process—a view which allows and encourages effective student participation—they will find themselves increasingly involved in ad hoc committees charged with the task of delimiting the boundaries between "student power" and "faculty prerogative." No faculty member at the conference this weekend was able to present a compelling argument as to why students should be excluded from decisions which impinge directly on their lives and careers. This brief statement suggests that minimal concessions to student requests for participation in decision-making, such as those outlined by the majority report, can only prolong and exacerbate ill will and distrust. If black students are now denied access to effective participation in a Black Studies Program, how many more crises and committees will it require before Duke's faculty realizes that its students will no longer tolerate "niggerhood"?

James D. Graham

Kerckhoff committee releases statement

Editor's note: this is a statement released yesterday by Dr. Alan Kerckhoff, Chairman of the Faculty Committee on Student Concerns. It deals with last weekend's conference on the proposed African and Afro-American Studies Program.

This is an effort to clarify further the outcome of the conference held over the weekend on the subject of African and Afro-American Studies. The purpose of the conference was to develop as much agreement as possible on the shape and substance of the proposed program of African and Afro-American Studies.

We understood that the substance of agreements reached would be incorporated in the report the Ad Hoc Committee was obligated to submit to the Provost of the University. It was our view at the conclusion of the conference that substantial agreement had been reached on a number of questions by all the groups represented, and we have described these as results of a "consensus" in our earlier report.

The most important point at issue during the conference was, as one would expect, the relation of the black students to the decision-making mechanisms of the program being developed. Wide disagreement appeared early. The original Afro-American Society proposal called for a student-faculty committee to make basic decisions; the original Ad Hoc Committee proposal simply called for a faculty supervisory committee.

However, there emerged during Sunday's discussions apparent agreement on all sides on specific language to be included in the report of the Ad Hoc Committee. This language was drafted by a member of the Committee on Student Concerns, which acted as a mediator, and was actively advocated as an acceptable compromise by the consultants from Federal City College who were invited to the conference by the Afro-American Society.

The members of the Ad Hoc Committee indicated their acceptance of the language, and the students present did not signify dissent when the question was put by the chairman as to whether the paragraph, which was read four times and

which now appears in the report of the Ad Hoc Committee, met with general assent.

The position which we described in our original report as the consensus position lies between the original positions of the Afro-American Society representatives and the Ad Hoc Committee proposal and which move in the direction of the Afro-American Society proposal.

These are the inclusion of students in the sub-committee structure of the program, the immediate consultation with students on the appointment of the supervisory committee, and the recommendation that the first order of business of the newly appointed supervisory committee be to consider further the role and function of black students in the decision-making process of the program.

There seems little doubt that these provisions grew out of the students' active participation in the conference and that they provide the mechanisms for the continued meaningful participation of students in the program. Clearly, they do not represent perfectly the original position of either of the major participating groups but a position somewhere between. Whether or not our observation that a consensus had been reached on these points is fully accepted by the participants, a comparison of the original positions with this set of provisions certainly reflects that movement toward a middle ground occurred.

The Committee recognizes that there is a continuing need for gradually developing trust between the antagonists in University controversies. We had hoped that the time invested by more than 30 persons in an intensive two-day conference would contribute to progress along this line.

We believe that reconsideration by the students can preserve useful results of the conference and restore a basis for further progress. That such progress can be made rapidly is suggested by the fact that the Provost has already issued an invitation to the President of the Afro-American Society to select a student committee to consult on the appointment of the supervisory committee.

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