

The Duke Chronicle

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Friday, April 4, 1969

Poor communications hurt negotiations

By Richard Smurthwaite
Assistant Editor

"Our black students," Dr. Knight wrote in a statement released a few weeks ago, "have accused the University of bad faith and of an unwillingness to work with them in a meaningful way in planning a program in Afro-American studies. There is simply no basis for this charge."

News analysis

A review of the relations between the administration, faculty and the black students during the past few months, however, reveals how the poor communication existing between the groups, combined with the normal delays to initiating decisions that exist at Duke, lead to the attitude the black students expressed that the University's

commitment to solving their problems was partial at best.

The initial communication between the blacks and the faculty and administration this year was begun by the students, who in October presented Dr. Knight with a list of 12 "points of interest." The black students felt their proposals needed to be dealt with urgently; an ad hoc committee was formed in early October. Its membership included black students, deans, and professors who taught subjects touching on black history. Several meetings were held in October; these were meetings of the full committee, the purpose of which was to give the faculty and administrators a general notion of what the black students were asking for.

Though the original list contained 12 proposals, they could be divided into three areas of concern, as Dr. Cell defined them in his "Draft proposal for an Afro-American

studies program."

Three concerns

1) the elimination of "symbols of racism, such as the President's membership in a segregated country club and the playing of 'Dixie' at football games;"

2) "social arrangements within the university which recognize their distinctiveness and which make it easier for them to achieve cohesiveness among themselves," such as the creation of a black dorm; and

3) "changes in the educational structure" to help solve the academic problems of blacks—basically, a summer preparatory program for entering freshmen and a program in Afro-American studies.

After several meetings of the whole committee had been held and the blacks' concerns defined, it broke down into (Continued on page 5)

Decade's goals evaluated

By Ann Wightman
Development reporter

Director of Development David Ross, head of Duke University's Fifth Decade Program said yesterday, "we are in the process of resetting the program in terms of the establishment of priorities" for its various phases and projects.

The June 30 deadline for both the Ford Foundation grant and Phase One of the Fifth Decade Program is, Ross explained, the primary reason for this evaluation.

Ross said that Barnes Woodhall, Chancellor pro tem, was "giving encouragement (in his statement several weeks ago to the Academic Council) that some projects are underway" which, if successfully completed, may result in securing the Ford Foundation Grant.

Ross, however, did not divulge any specific information about these projects. "I'm not at liberty to say more at this time because (Continued on page 4)

Weather

Partly cloudy, warmer today and tonight. Chance of showers tonight, increasing tomorrow. High today, near 80, low tonight, around 50.

Student presidents may join trustees

A bill was introduced in the North Carolina Senate Friday which would make the student body presidents of each of the four campuses of the Consolidated University of North Carolina voting members of the board of trustees for those campuses.

The measure, sponsored by Sen. Ralph Scott of Alamance, applies to UNC at Chapel Hill, Charlotte, and Greensboro, and NC State in Raleigh.

Sen. Scott said he would be in favor of the Governor naming at least one of the student trustees to the executive committee of the



Many of the millions of dollars raised through the Fifth Decade Program are used to finance construction like the new library.

Games, boats and beer

A series of sporting events and parties for the University will highlight this year's annual Greek Weekend.

The round of games, contests and social happenings will begin on Friday afternoon and continue on through Saturday night. On the first afternoon, the Duke fraternities will compete in the chariot races, which will be accompanied by a sorority-supervised softball throw and tug-of-rope.

The American Legion Hut in Chapel Hill will be the site of the Saturday afternoon dance sponsored by the Panhellenic Society and the IFC. The dance,

open to the entire University community, begins at 2 p.m. and carries a \$1.50 admission fee per person. Music is to be provided by Stacy, Henry and the Majestics.

After the dance, the Greeks will sponsor a fraternity boat race across the lake on the American Legion property, featuring prizes for the first boat to make the round trip.

The events of the weekend will be brought to a climax in the individual fraternity parties to be held Saturday night. The assortment of games and parties promises to provide participants with all the excitement traditionally reserved for Greek Weekend. One fratman was quoted as saying, "It's going to be a great weekend. I'm really looking forward to it."

Duke Student Union discusses reorganization objectives

By Mary Schuette
News editor

"Right now, when people think of the Student Union, they think in terms of Aretha Franklin," Marc Caplan, chairman of the Duke Student Union Board of Governors, told a group of students in 208 Flowers last night. "In the future, we hope to be active in areas other than simply bringing people in from the outside."

At the meeting, an "open house" held to discuss the "new Union purpose and organization," Caplan outlined both the structure and the objectives of the student union which is being set up this year at Duke.

The "new" student union, Caplan said, will no longer be directed by the Board of Governors. Instead, it will be governed by a University Union Board, and six "executive officers

of the Union."

The Union Board will be responsible for the "setting down of general objectives for the Union," Caplan said. "Its membership will be comprised of administration, faculty, trustees, grad students, and other representatives of elements of the Duke and Durham populations, as well as undergraduate students."

"The executive officers, Caplan continued, "will be responsible for the day-to-day working of the Union." These officers will be: president of the Board and of the Executive Council, and vice-presidents for leadership, programming, finance, facilities, and public relations.

"The emphasis of the new student union," Caplan said, "will be on the Duke community; we hope to get every element of this community involved in the Union."

The possibilities of such a student union, Caplan remarked, are "limitless. It might, for example, work with the departments in implementing the new curriculum."

Corrections

Two points in the front-page story in yesterday's Chronicle on the meeting of the Graduate Student Association were in error. John Rosenwald, chairman of the association, indicated that a student from the Divinity School had told him that "several graduate students have had their (financial) assistance reduced," not that several divinity school students had their assistance reduced.

He also indicated that "a number of students in the English department feel that fewer opportunities for financial assistance exist now," not that the size of teaching fellowships had been cut.

DU to aid Durham blacks

By Jim Vaughn
Staff writer

The university has initiated a number of steps to aid Durham's black community. A preliminary report assessing the "role of the University's business and finance division in the Durham Community" has suggested changes. The study is a response to a set of recommendations presented to Dr. Knight by a group of students last fall. Eight of seventeen recommendations were looked into. Areas in which progress has already been made, as well as additional steps which are being planned, are listed.

Meetings have been held with 25 black businessmen to explain to them procedures necessary to become a vendor to the University, a result of which has been the placing of two orders with one of those businesses.

In addition, the university has discussed with Project Outreach the

(Continued on page 4)

Trial promotes misconceptions

By Doug Hastings
Staff writer

The disagreement over who is responsible for the delay of the recent trial of 48 black students is typical of the misunderstandings and misconceptions which have plagued black students in their relations with the administration.

Chuck Hopkins, Afro-American leader, claims that the trials, concerning those students involved in the Allen Building takeover, were deliberately delayed by the Administration. They were delayed until just before spring vacation to avoid any "repercussions" by students.

A news analysis

This sort of tactic is certainly not unknown on turbulent college campuses. But in the case of the recent hearings, the blame for the delay seems to rest more on the usual organizational problem of getting all the necessary parties together at the same time. The attorney for the University, the lawyer for the students, and the members of the Hearing Committee all had to find a common acceptable date. As it turns out, it was Mr. Chambers, the defense attorney, who could not be present until March 19.

Why, then, does Hopkins contend that the University delayed the proceedings? This notion comes from what was said at a meeting between Dr. Knight and Afro-American representatives on Feb. 15, two days after the Allen Building takeover. Hopkins said Knight desired a list of the students who had been in the building, in return for a quick trial. It was this idea that the only thing necessary to start the hearings was the list—that caused Hopkins to later conclude that the University was stalling. Whether or not Knight meant to leave the impression that there would be no other legal requirements, the fact that he did created the basic misunderstanding.

In the days after the meeting, the Afros drew up their list. They

figured that the more names they produced, the better would be their chances in court. Charles Becton, a third-year law student involved in the takeover, said that the blacks believed that the University would accept their list.

Hopkins and Becton both contacted University Counsel Bryson in the late days of February but were told to wait. After being put off in this manner a few times, Hopkins began to suspect that they didn't want his list. Finally he went to Bryson's office in person. Bryson was not there, but his secretary indicated that the 60 names Hopkins presented were of no value and would not be accepted.

Hopkins' reaction was that this was just another trick. Back in February, Knight had led Hopkins to believe that a voluntary list would be acceptable—now it wasn't.

However, it seems that the University was only trying to follow due process. According to Mr. Bryson, "I was not going to accept any list someone handed me. That is not legally proper. If any student desired to sign a statement saying he wished to be charged, that would be accepted."

Charles Becton commented on the University's procedure, "They could have accepted the list. They were being super-technical. They thought 60 were too many, that maybe some of them were not in the building. They didn't want to get too many people." Becton expressed the view that while the University's procedure was perfectly legal, it was meant to help their case. Bryson said the reason was merely that due process requires each defendant to sign a charge individually.

Whatever the total reasoning behind not accepting the list was, Hopkins and most of the Afros interpreted it as stalling.

Of the 60, the University charged only 25. Most of the others might also have signed charges immediately. But their lawyer recommended that they not sign.



Mrs. Joseph Newlin, breaks into tears as President Nixon presents the Medal of Honor to her in a ceremony at the White House. The medal was awarded posthumously to her husband Marine Pfc. Melvin E. Newlin.

Joe College now Duke Weekend

By Teddie Clark
Staff writer

Recently, the Joe College Steering Committee voted to change the April weekend's name from "Joe College Weekend" to "Duke Spring Weekend".

Committee Chairman, Bob Marlay, gave the committee's reason for the change: "The majority of the committee feels that 'Joe College,' although representing an accumulation of memorable traditions and good times, implies a narrower cross-section of the University community than that spectrum for which the weekend is designed. Specifically, we felt that 'Joe College' does not appropriately reflect the image of the student today, nor is it relevant to participants in the weekend such as graduate and foreign students, blacks, faculty, or staff."

Adverse reaction to the Committee's decision has been expressed through petitions and slogans painted on the wooden fence on West Campus. When the Committee first decided to search for alternatives to the name "Joe

College", both AIH and IFC passed resolutions asking that the old name be kept. The resolutions also suggested that the committee's concern was with the functions of the weekend and not with its name.

A committee spokesman cited several factors to explain why, after consideration of these resolutions, the committee reaffirmed the decision to change the name.

"We felt that the resolutions were passed before the groups had the opportunity to hear reasons supporting the name change. From talking to individual living group leaders, we found that dissent lessened once reasons were presented."

The weekend itself remains unchanged.

To reflect a transition, the publicity for the weekend is said to be of the format—"Joe College Presents Duke Spring Weekend—'69."

Phi Beta Kappas initiated

Six of Duke University's most scholarly juniors, plus one of its most learned alumni, will be initiated into Phi Beta Kappa here tonight.

The occasion is the annual Phi Beta Kappa Dinner to be held in the Union Ballroom. Initiation ceremonies will be followed by an address by Dr. Julia Henderson, associate for technical cooperation, United Nations.

Dr. Henderson will speak on "World Development Issues—Does the United Nations Have a Significant Role in Development?" To begin about 7:45 p.m., the address will be open to the public.

Students being initiated tonight are Robert E. Cunningham and Charles David Stephens of Raleigh; Jeffrey H. Forster of Lancaster, Pa.; Susan Margaret Pace of Columbia, S.C.; Kenneth Houston Pugh of Miami Shores, Fla.; and John D. Schrumpt of Urbana, Ill.

Dr. William Bevan, vice president and provost of Johns Hopkins University, will be initiated as a distinguished alumnus. Dr. Bevan received both master's and Ph.D. degrees at Duke.

Dr. Bevan is author of more than 100 articles and several books in the fields of psychology and educational administration.

He joined the Johns Hopkins staff in 1966 following several years as chairman of the psychology department, dean of arts and sciences, and vice president at Kansas State University. He taught at Duke in 1947-48 while working toward his Ph.D. degree in psychology.

Dr. Henderson, the speaker on tonight's program, has been a member of the United Nations staff since 1945. She has been with the Bureau of Social Affairs staff since 1955.

Med Center appoints members

By Sandy Speidel
Med-School reporter

Duke Medical Center recently appointed two new members to its staff. Jeff H. Steinert, director of management services for Greenville (S.C.) Hospital System, has been named an assistant vice president for business and finance. James Bennet, a former administrator of the Durham City Housing Authority, has been appointed administrative assistant to the associate proost for medical affairs.

Steinert worked from 1954-63 as controller and assistant director at the Greenville General Hospital, one of the five institutions which comprise the Greenville Hospital System. He became director of management services for the Greenville Hospital System in 1963.

Prior to going to Greenville, Steinert worked in accounting and office management for hospitals and private industry in Gouverneur, N.Y., and New York City.

Steinert currently is national president of the Hospital Financial Management Association, and has held national offices in this organization since 1963. A former state president and fellow, he was awarded life membership in the association two years ago. His other professional activities have included membership on numerous working parties and conferences of the American Hospital Association. He helped design an accounting manual for the Duke Endowment, was accounting editor of *Southern*

Hospitals, a professional journal, and has served on consultancies with the Social Security Administration.

"Because Duke is a superior place to work," answered Steinert when asked why he had come to Duke University, "the fact that Duke is one of the nationally renowned, superior institutions to which one naturally aspires to belong." Steinert also comment that he enjoys living in a university environment.

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Officials defend DU stand

By Doug Hastings
Policy reporter

The charge by Chuck Hopkins that the University deliberately delayed the hearings concerning the Allen Building takeover of February 13 has been challenged by University officials.

Hopkins said that the trial was discussed at the meeting at Dr. Knight's house on February 15, two days after the Allen Building takeover. There, according to Hopkins, the blacks promised to submit voluntarily the names of those who had taken part in the seizure. "Knight," Hopkins said, "was pleased at this offer and promised a speedy trial."

On March 6, Hopkins went to University Counsel Bryson to submit a list of sixty Afro-Americans, who all claimed they had been in Allen Building. By this time, the University had already charged 25 students. Bryson's secretary told Hopkins that the list was not necessary. If other students besides the 25 named wished to be tried, she said, they could sign charges separately.

After this incident, the trials were not begun for about two weeks. Hopkins attributed this to the University's desire to delay the hearings until just before spring vacation. "That's because they didn't want any repercussions," he said.

According to Dean William Griffith, "this simply was not the case. The lawyer for the black students had other commitments and could not appear before March 19."

Dean A. Kenneth Pye of the Law School, chairman of the Hearing Committee, said he received the charges against 25 black students on March 6. Pye said he met with the attorneys for each side in order to set a date, for the trial.

According to Pye, the Hearing Committee was ready to proceed at any time, as was Spears, attorney for the University.

ROTC courses both varied and technical

By Bob Dunn
West Campus reporter

Naval and Air Science courses on campus are known to be interesting, quite technical, and range from being easy to difficult.

The first year of both Naval and Air Science involve much rote work. Memorization of terms, rank, weaponry, and ship equipment are basic necessities for an introduction into the course. The classes, nevertheless, do include studies on current events, Vietnam, and United States foreign policy. Grades are based totally on academic performance in Naval Science, according to their course structure outline. The Air Science Courses, on the other hand, base 80% of the student's grade on "Academics" and 20% on "Corps Training," which is a weekly drill session.

The upper level courses offered are much more technically oriented. They go under such titles as "Naval Engineering," "Problems of Flight and Aerospace Sciences of



Robert Webster, self-proclaimed president of Anguilla, looks out to the sea from the tiny Caribbean island.

King, Easter services planned

By Jim Vaughn
News Editor

Good Friday and Easter Sunday services and a commemoration service in memory of the late Dr. Martin Luther King will be held on campus today and Sunday.

From 12 p.m.-3 p.m. this afternoon a Crucifixion Service will be held in the University Chapel, featuring short talks by Dr. Jacquelyne Jackson (Psychiatry), Dr. John Friedrich (Physical Educ.), Mr. Roland Wilkins (Alumni Dept.), Dr. John Clum (English), Dr. Robert Bonar (Bio-Physics), Dr. Edward Tiryakian (Sociology), and Dr. John Artley (Engineering).

From 5 p.m.-6 p.m. today the Afro-American Society will hold a memorial service in tribute to Dr. Martin Luther King. The statement of the Afro-American Society reads, in part, as follows: "During this period the society will conduct a commemoration service on the Duke Chapel steps. An atmosphere of respect and sincerity is deemed appropriate for this occasion as well as during the entire day and especially during the designated

period. For those specifically inclined to exemplify such an atmosphere dark if not Black apparel is also deemed appropriate!"

Sunday will begin with the Easter Sunrise Service, to be held in the Sarah Duke Memorial Gardens at 7 a.m. The Preacher will be the Rev. Stan Hall, Lutheran Chaplain. Music will be provided by students.

The Easter Service will be held in the Chapel at 9:00 and 11:00. James T. Cleland, Dean of the Chapel, will deliver the Easter Message.

The Rev. Bruce Shepherd will hold a Choral Eucharist and deliver a message at the Episcopal Center Sunday morning at 9:15.

Easter Mass will be said by Rev. James C. Buckley, Roman Catholic Chaplain, at 9:30 a.m. Sunday in Room 130, psychology building.

Prejudice to blacks in politics showing decline

By George Gallup
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PRINCETON, N.J.—Evidence that the Negro is gaining acceptance in American society is revealed by the latest nationwide survey which shows a new high in the proportion of people who say they would vote for a Negro for President.

Just eleven years ago in 1958, when the first measurement on the subject was taken, a Negro's prospects for ever reaching the nation's highest office looked particularly dim. At that time 38 per cent of all adults interviewed said they would vote for a qualified Negro for President. Since then opposition has steadily broken down, and today a solid majority of 67 per cent say they would vote for a Negro.

The latest percentage represents a 13-point rise from the previous

SLF names new heads

The Student Liberation Front elected new heads of its four central committees last night. They are: Ed Lavalle, Strategy; Steve Koons, Education; Baiwara Radovich, Research and Analysis; and Lynn Gellenbeck, Mobilization.

Required BA courses revised

Requirements for the B.A. degree have been revised in every department but English according to a statement which the Undergraduate Faculty Council is mailing to all undergraduates today. (The text of the statement appears on page 7.)

The most recent change, made this week, was to replace the foreign language requirement of the old curriculum with that of the new curriculum.

The new requirement requires a student to demonstrate proficiency in foreign language "equivalent to that attained by completing the second college year of that language."

It can be met either by passing the second year of the language at Duke or by passing an examination either upon entrance to Duke or "any time thereafter."

The new requirement does away with the validating year formally required of those who had demonstrated proficiency, and reduces the German requirement to only two years.

Earlier this year, the UFC halved the requirements in religion, social

science and the humanities, merged the natural science and formal science requirements and reduced the number of required science courses from three to two.

The new requirements apply to the classes of 1970, 1971 and 1972. Harold Parker of history, a major figure in curriculum reform here, labeled the changes a "major reform that has gone on quietly," and "a difficult and tremendous accomplishment."

When the UFC approved the new curriculum last spring, most observers expected it to take much longer for the departments to bring the requirements into line with it. It was thought then that the new curriculum would go into effect for the class entering this fall, and that all other classes would be subject to the requirements in effect when they entered Duke.

The departments, Parker said, discovered that they could charge the requirements without major restructuring.

"This shows that the departments are hospitable to the new curriculum, and that they are loyal to it," Parker said.

Duke to be grounded

By Howard Baskin
Staff writer

Duke University will sell its one airplane, a recent gift from alumni.

Frank Ashmore, vice president for Institutional Advancement, said that the airplane, a Lockheed Lodestar, was given to the University seven months ago. He added that "Dr. Knight was instrumental in acquiring the airplane from the Peninsular Life Insurance Company of Florida. Of course, many people in Peninsular Life were involved with the gift, but certainly Larry Lee, chairman

of the board and Jack Quartus, president, should receive special credit. Both are Duke alumni."

The transactions took place last fall, and the University received possession sometime after the first of the year. The plane was then flown from Florida to Winston-Salem, where it is serviced by Piedmont Aviation Company.

R.A. Binderwald, assistant to vice president Huestis, said, "The plane is two-engine, propeller driven, and has a cruising speed of 230 miles per hour."

measurement in June, 1967. The change in this two-year period has been registered primarily among those groups that have traditionally been most opposed to a Negro (as well as a Jew and a Catholic) becoming President. These groups are people with little formal education, older persons and white Southerners.

Although the public opinion climate is changing, Negroes clearly have a long way to go in actually attaining high political office.

The latest survey was conducted in over 300 localities across the nation selected by probability sampling methods. A total of 1514 adults were interviewed in person by trained field workers.

This was the question asked: There's always much discussion about the qualifications for Presidential candidates—their education, age, race, religion and the like. If your party nominated a generally well-qualified man for President and he happened to be a Negro, would you vote for him? Here is the trend:

	Yes	No	No Opin.
1958	38	53	9
1963	47	45	8
1965	59	34	7
1967	54	40	6
1969	67	23	10

A further question in the survey

also shows that prejudice toward Jews in politics is declining. Eighty-six persons in 100 today say

they would vote for a qualified Jew for President, compared to 46 in 100 a 1937 survey. Two years ago the figure was 82 in every 100.

An increase in willingness to vote for a Catholic has also been recorded. In 1937, 64 per cent said they would vote for a Catholic for President. In a 1958 survey the percentage had increased to 68 per cent. Following the election of John F. Kennedy, a Roman Catholic, the percentage jumped to 82 per cent.

The following tables show the trend on willingness to vote for a Catholic and a Jew:

Vote for a Jew?			
	Yes	No	No Opin.
1937	46	46	8
1958	62	28	10
1961	68	23	9
1963	77	17	6
1965	80	13	5
1967	82	13	5
1969	86	8	6

Vote for a Catholic?			
	Yes	No	No Opin.
1937	64	28	8
1958	68	23	7
1961	69	20	11
1963	71	20	9
1965	82	13	5
1967	84	13	3
1969	87	10	3
	89	9	2
	88	8	4

Departments react to emerging unions

By Bruce Coville
Academics reporter

The first departmental union at Duke was formed in the early part of the 1968 fall semester when students in the Political Science Department met to protest the removal of Professors Tom Baylis and Jim Hart. For several months they were the only union of this type on campus.

After the occupation of Allen Building on February 13, and the crisis that followed it, students decided to form these unions in every department.

On February 16, interested majors from each department met to set up these unions. At this time the largest unions were history, English, and the already existing Political Union. Each of the unions elected a chairman, and embarked on a study of what changes needed to be made to improve their respective departments.

Terry Hagens was elected general chairman for the meetings of all the chairmen from each of the individual unions. Later Zoya Oryshkevich took over this position.

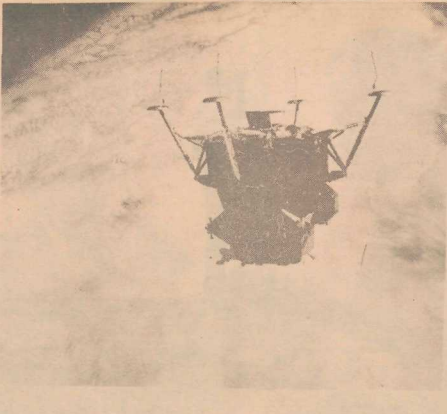
The faculty of the departments greeted the several unions in different manners. In the biology department the union found little opposition from the faculty. Other unions met with some departmental opposition. The history union was undercut by the department faculty, which sent a form letter to all history majors and had them elect six representatives to a committee which will have advisory status to the department. Five of the six elected were candidates

endorsed by the original union, but many of the issues on which the union had hoped to take action, such as retaining of faculty members, was taken totally out of their consideration.

On March 18 the chairmen of all the unions had a meeting at which Professor Andrew Feenberg presented a position paper on the increase of student power. Some of the chairmen took this paper back to their unions to consider its adoption, while others felt that it was too progressive for the present situation.

Zoya Oryshkevich outlined what she wishes to see the unions accomplish in the next seven weeks and the plans she hopes to see implemented in her own department, Romance Languages. The schedule which she has drawn up calls for a questionnaire to be distributed to the majors in the department, which will be used to make a more critical and far more detailed analysis of the individual courses and departmental problems than does the present teacher course evaluation. According to Miss Oryshkevich, while the teacher course evaluation is a valuable tool it is not in-depth enough to meet the needs of the majors, or to be used as a tool in analyzing and proposing answers to the departmental problems.

Another project calls for beginning a correspondence with schools that are noted for their proficiency in certain departments and asking for their suggestions on improvements and innovations that could be made in the departments here at Duke.



The lunar module shown after it separated from the command module during the Apollo 9 flight.

Fellowships won by four Duke profs

Four Duke University professors were named winners today of 1969 Guggenheim Fellowships.

Heading the Duke winners is Dr. W.W. Kulski, James B. Duke Professor of Russian Affairs, who accomplished the rare feat of winning his second Guggenheim. He is joined by Dr. Jacob J. Blum, professor of physiology; Dr. Rubin Bressler, professor of medicine and pharmacology; and Dr. Marcel Tetel, professor of Romance languages.

Three of the four will use the fellowships for study abroad. Guggenheim Fellowships are awarded by the John Simon Guggenheim Memorial Foundation for academic merit. They include grants to support recipients while they are pursuing promising scholarly projects.

Dr. Kulski, recipient of a previous Guggenheim in 1961, will be in Germany and other European countries from February to June, 1970, for research on current Soviet foreign policy.

Dr. Blum plans to work with Prof. A. Katchalsky at Weizmann Institute for Science, Rehovath, Israel, during the 1969-70 academic year. His research there will be on "A Theoretical and Experimental Study of Hydrodynamic Interaction Between Adjacent

Cilia."

Dr. Bressler will go the National Institute of Health, Bethesda, Md., on July 1, 1969 for a year of research on "The Effects of Pharmacologic Agents on the Metabolism of the Pancreas and on Insulin Secretion."

Dr. Tetel will be in Paris, France, and Florence, Italy, from January to September, 1970. His research topic is "Language and Structure in Marguerite De Navarre's 'Heptameron.'"

Duke is the only Southern university to have as many as four Guggenheim Fellows this year. It thus joins the 19 leading U.S. and Canadian institutions for the year, in terms of number of winners.

Study program to be created

Nonprofessional classroom aides and community workers from 25 Follow Through projects will begin studies at colleges and universities near their homes this summer under a Federally financed career development program, the U.S. Office of Education said recently.

Weekend to follow tradition

By Teddie Clark
Staff writer

"Duke Spring Weekend combines all of the traditions of past Joe Colleges with innovations," according to Bob Marlay, Chairman of the Weekend's Steering Committee.

Top performers such as Ian and Sylvia, Aretha Franklin, and the Hoot'n'Horn players highlight the April 24-26 weekend. "The weekend's theme, 'The Times, They Are a'Changin'," expresses the continual flux that characterizes our era," said a committee member.

Most of the innovations of the weekend revolve around the float building activities. This year, any organized group will be allowed to build a float in contrast to the past limitation to fraternities, sororities, and independent living groups.

The "free beer" and "free buses" of last years float building will continue. "More taps and more sanitary facilities will alleviate some of the problems which resulted last year from the unlimited distribution of beer," a committee member remarked.

"The Shirelles" and "The Villagers" (formerly "The Village Review") will play at float building.

The format of Duke Spring Weekend follows traditional lines. Float building on Thursday night will culminate in the parade early Friday afternoon.

Ian and Sylvia will sing later Friday afternoon at the Lawn Concert in the Duke Gardens. Box suppers will be sold for this concert.

Hoot'n'Horn's "How to Succeed in Business Without Really Trying" and parties will follow the Lawn Concert on Friday evening.

For those who are interested, there will be a Lacrosse game Saturday afternoon. That evening, Major Attractions will present Aretha Franklin. Following this performance, Hoot'n'Horn will hold its Saturday night show and living groups will give parties.

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-Fifth Decade-

(Continued from page 1)

results on some prospects are still indefinite," he said.

According to the terms of this grant from the Ford Foundation, Duke University must raise \$32 million from sources other than the Duke Endowment, the federal government, and trusts with special interest in Duke by June 30 in order to receive \$8 million from the Ford Foundation. If this goal is not reached, the Ford Foundation will still match every four dollars which Duke has collected for the grant with a donation of one dollar. "As of the end of March," Ross said, "Duke is about \$12 million short of \$32 million."

Duke was selected to receive this grant in June, 1966. At this time MacGeorge Bundy, president of the Ford Foundation, said he hoped the grant would challenge Duke to "attain parity with leading institutions in other regions."

The Fifth Decade Program, launched in 1965, is an overall effort by the University to raise \$187 million in ten years, and is aimed at increased construction, improved faculty salaries, increased enrollment, and a broader base of finances at Duke.

-Duke role studied-

(Continued from page 1)

possibility of forming an internship program for black businessmen. Project Outreach is a program organized by the Durham Business and Professional Chain and the National Business League to promote businesses in ghetto areas.

The study suggested that attempts be made to increase contracts with the six black construction businesses in Durham.

Also, the study suggested that the University see that privately as well as government financed contracts contain the appropriate provisions of the Civil Rights Act of 1964. In addition, it was stated that the university should improve methods of investigating charges that agencies representing the University are discriminatory.

Furthermore, the study suggested that the University continue to work with the Director of Project Outreach in all areas aimed at promoting black

businesses.

The study said a checking account has been opened with the Mechanics and Farmers Bank. The University also holds an account at the Mutual Savings and Loan Association, and an investment of \$3000.00 has been made in United Durham, Inc., a black cooperative supermarket.

With respect to University-owned properties, the study said that the real estate agency that manages the University's properties does not inspect them, but that the City Building Inspector will inspect any property on request of the tenant or owner. The real estate agency receives and acts upon the Inspector's notices.

The study states that the University is an Equal Opportunity Employer and that this has been affirmed in various public statements, notices, and in the official Personnel Handbook.

PUZZLE

By James Leavell

ACROSS

1 Throws.
6 Jogging.
10 Poker stake.
14 In action.
15 Person of color.
16 Puddle.
17 Fry lightly.
18 Free scope.
20 Do wrong.
21 Military organization.
23 Goose cries.
24 Color of the sky.
25 Ice part.
27 Greet.
30 Stylish: colloq.
31 Watch secretly.
34 Collide.
35 Moistened flour mass.
36 Paid athlete.
37 Wealthy.
38 Bunk in a ship.
39 See.
40 Girl's name.
41 Magician's rods.
42 Pongo.
43 Marry.
44 Delivers blows.
45 Abundance: colloq.
46 Adjusts a clock.
47 Violent anger.
48 Class of society.
51 Enticement.
52 Water barrier.

DOWN

19 What one? 41 Bicycle.
20 Repeat. 42 Phrasing.
21 Shrub. 43 Of us.
22 Close. 44 Tale.
23 Tall. 47 Foremost.
24 Little child. 48 Third power.
25 Secret 49 Mimicked.
26 Prostitute. 50 Lento.
27 Tatt. 51 Alphabetic letter (pl.).
28 Having life. 52 Group of facts.
29 Intertwined. 53 Old.
30 Strings. 54 Middle.
31 Decay. 55 Soak.
32 Fruit. 56 Twice one.
33 Joins. 57 Cow's sound.
34 Joins. 58 Lure.
35 Slight. 59 Woman of position.
36 Depressions.
37 Lure.
38 Lure.
39 Woman of position.
40 Cow's sound.

1 2 3 4 5 6 7 8 9 10 11 12 13

14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63

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Solution to Yesterday's Puzzle

CRYPTOGRAM — By Rita Salvato

CRIMEFKGT, UMGCBFCA

BUFCAT KNNGE FC IRCT.

Yesterday's cryptogram: Druggist, not travel agent, sole advisor on drop-out trips.

-Poor communications hurt negotiations

(Continued from page 1)

smaller groups, usually consisting of a few students and a professor or administrator, to visit the people with the power to act on these proposals. Throughout November these small groups discussed the blacks' proposals with department heads, who hold nearly a monopoly of the power to institute new courses and hire new teachers, and selected members of the administration who could act on the proposals—including Dr. Robert Ballantyne, director of admissions, and Harold Lewis, dean of arts and sciences.

Some action was taken as a result of meeting with these administrators. Ballantyne agreed with the black proposal to use students in recruiting programs at black high schools, but, in attempts to initiate this plan, difficulties arose. The main problem was that a recruiting trip to Washington would take at least three days, perhaps more, and few black students could afford to miss classes and studies for that many days.

Three black students and Dean Price visited Dean Lewis during this time to discuss the hiring of a black advisor. Lewis began looking for plans to combine the role of a black advisor with some other position in the university. He understood that acting as advisor to the blacks would not be a full time job, and with the black students shared the concern that an advisor be "integrated into the mainstream of the university." He even asked one white employee of the university to act as black advisor during the spring semester, though the person he asked, after considering the offer, declined.

Commitment to black advisor

These efforts by Lewis underlined a commitment by the administration to hire a black advisor. However, no explicit commitment to the proposal was communicated to the black students during the time Dean Lewis was considering the specifics of a black advisor's role.

At a 45-minute meeting of the whole committee on November 1, the tentative achievements of the ad hoc committee were emphasized. This was the last full meeting of the committee, though the group was never formally dissolved.

After several weeks of meeting as small groups, communication stopped between the blacks and the committee's other members. The apparent reason was that the students could not see that these often brief meetings with department heads and administrators were accomplishing anything. "Breaking down into those smaller groups may have been a mistake," John Cell commented.

In addition to the fact that action on the black proposals had to come from a large number of men with whom the blacks had only brief meetings, another factor slowed down the process of obtaining decisions and changes. This factor was the change of provosts during the autumn. The transition made it difficult to get quick decisions on proposals that had to pass through that office; this difficulty affected any department or group on campus seeking such decisions, not only the black students.

Students saw no work

However, the black students could not see that any of their concerns were being worked on; this attitude arose either because the proposals weren't met with the speed the blacks considered vital or because efforts to meet their concerns were not related to them. The committee itself did not have the power to institute any of the blacks' proposals.

After this November meeting, Dr. Cell wrote a draft for a black studies program; his draft was supposed to be co-ordinated with one from the black students. Cell's draft was ultimately the only one to go to Dr. Knight; he waited until the first week of December—two weeks past the time Knight first wanted the proposal—for the blacks to submit their draft.

Cell draft not consensus

Finally, Chuck Hopkins agreed to allow Cell's proposal to be released to the president with the understanding that the draft was Cell's alone and that a draft from the blacks would come later.

While the ad hoc committee was still working early in November, the Proctor Committee was formed. The committee was formed at the suggestion of the African Studies Committee chaired by Dr. Harris Proctor; the duties of this committee, a division of the International Studies Committee, is to finance faculty and graduate student research in Africa.

The Proctor Committee's original role was to survey a suggestion by Dr. Jim Graham that a graduate program be established in African and Afro-American studies, including proposals that a co-ordinate program with NCC and UNC be established and funds sought from foundations to finance graduate fellowships and research.

The invitation written to the prospective members of the Proctor Committee asked them to serve on a body to "consider the desirability of developing a proposal for establishment of a program in African and Afro-American Studies at the graduate level at Duke University."

No mention of undergraduate program

No mention was made of considering an undergraduate program. The only mentions that such a study be undertaken were informal. Cell talked to Proctor about the idea, and Graham, at the first meeting of the Proctor Committee on November 4, brought up the suggestion that a graduate program might be expanded to the

undergraduate level. Another meeting of the committee was not held until after the Allen Building seizure, though one had been scheduled for February 15.

Undergraduate program not top priority

The formulation of an undergraduate program in Afro-American studies was never the top priority of the Proctor group; consideration of the program was adopted as a task that might be connected with the major purpose of the committee.

The black students—and the university community at large—was never informed about the formation of the Proctor Committee. No students were told that a committee existed that was examining the establishment of a graduate African and Afro-American studies program, much less consulted in any way on the content of such a program. Other members of the faculty, including those who taught courses dealing with black culture and history, and even members of the committee, were not aware that it was taking some initial steps in evolving an undergraduate program.

The lack of a meeting between November and the black seizure of Allen Building perhaps explains the poor communication between members of the committee and between the committee and other interested professors.

By the time of the move into Allen Building, though, no comprehensive suggestion for an undergraduate black studies program had been evolved; such a proposal emerged from three meetings of the Proctor Committee in the week following the unrest. The program was formed without consultation with black students, for the draft was to serve as the faculty's proposal when they met with the blacks at the weekend retreat, February 22 through March 2.

Silence

This silence was not deliberate: it is simply not university policy to announce the formation of any such faculty committees even if the committee is dealing with a subject as extremely important to some students as Afro-American studies were to blacks. The committee, as a whole, never imagined that the need felt by the black students for considerations of a black studies program was so intense that it could lead to the seizure of Allen Building; the committee never realized that black students felt that their proposals were receiving no attention and no action, that they were being ignored.

The people to whom the black students had spoken in October and November were not serving on the Proctor Committee—with the exception of Dr. Watson, who served on both the Proctor and ad hoc committees.

Though no meetings were held between the November session and the ones following the Allen Building seizure, Dr. Proctor reports that some work needed as the basis for forming an Afro-American undergraduate program was done during those months. An inventory of courses available at the undergraduate level, not only at Duke but at UNC and NCC, was conducted. A plastic definition of what courses relate to African and Afro-American studies led to the inclusion of general courses like "The Development of American Democracy" (History 1A-2), and "State and Local Government Today" (PS 109) to the more specific "The Negro in America" (Soc. 159) and the "History of Africa."

Dr. Proctor and members of his committee also talked to the chairmen of several departments to see whether they were willing to initiate courses in black studies or whether they would be able to do so—whether they had teachers qualified and interested in teaching courses that would relate to Afro-American studies, and whether they had the funds to operate such expansion.

Though there was no direct consultation between men who had established Afro-American study programs at other universities, Dr. Proctor said that members of his committee did read reports of some of these programs.

Basis sought for program

The Proctor Committee always worked toward a program and not a department in Afro-American studies. The distinction lies in that a department is an autonomous bloc of courses, with its own director and budget, while a program is composed of existing courses crossing departmental lines, which, while offering a major, is not independent. Any additions to a black studies program would have to be made by the departments from which courses are taken to compose the program.

Since only department chairmen and department decision-making structures can institute new courses or hire new teachers, each chairman has in effect veto power over any suggestion coming from a supervisory committee that a course be added for the black studies program.

The first meeting of the Proctor Committee with black students was on February 24, following the three committee meetings at which the draft proposal for an African and Afro-American undergraduate studies program was formulated. Although an agenda was then agreed on for the upcoming weekend retreat, the two groups approached the conference with different objectives in mind.

Students interested in role

While the faculty intended to discuss the details of the academic program—for example, how many hours and what courses would be required for a major—Dr. Proctor observed that the black students "were most interested in

speaking on their role in a supervisory committee."

The "apparent consensus" on the proposals for an undergraduate program that Dr. Knight refers to in his statement was a consensus within the Proctor Committee; the black students did not agree with the committee's recommendations and continued pressing for a student role in the supervisory committee.

Dr. Proctor recommended that a committee of faculty members be immediately established to serve as a temporary supervisory body for an Afro-American program; the suggestion culminated in the formation of the Budd Committee.

Provost Hobbs sent a letter to Mike McBride, president of the Afro-American Society, asking him to meet with Dean Lewis to pick a list of names of men the blacks would approve of sitting on such a committee. McBride did not immediately reply.

At a meeting between house presidents and the Kerckhoff Committee, held on March 8, one black student who was present was asked whether the Afros would send representatives to meet with Lewis. The student left and returned with McBride, who agreed to attend a meeting. At two o'clock, Kerckhoff called Lewis to tell him that McBride would meet with him; by three, McBride and two other black students were meeting with Lewis, Dr. Joel Colton, and Dr. Oliver Ferguson, all of whom were acting as representatives of the Undergraduate Faculty Council. According to Lewis, one student came with a list of names he had written down of faculty members the blacks would like to have serve on the committee; during the meeting Lewis and the blacks revised the list, ending up with 14 candidates. After the blacks had left, Lewis picked five men from the list "as the students understood I would."

Students learn on Monday

Monday morning, Lewis wrote McBride a letter informing him that the committee of faculty members had been formed. However, the blacks first learned of the appointments that afternoon when a group of four students, black and white, came to ask Lewis when the committee was to be formalized; he gave them a copy of the letter he had sent to McBride.

At 3:45, the Budd Committee met for the first time in a meeting requested by Dr. Knight through a spokesman. During this session, which lasted until after five, the members agreed to suggest a supervisory committee to the students that would be composed of five faculty members and three students.

At 5:15, the Budd Committee arrived to meet with nine blacks to discuss the membership of the supervisory committee. Dr. Kerckhoff had arranged the meeting and was asked to stay, though he acted as chairman and said nothing. The discussion lasting the next 40 minutes was "neither detailed or prolonged," Dr. Budd reports: the black students first called for a 5-5 committee, then substituted the 5-4-1 proposal.

The blacks portrayed their objection to the 5-3 clearly—the suggested configuration did not provide for an adequate student role, and the students would always be outvoted. This objection was understood by the members of the administration and faculty but was declared untrue. "Committees do much more than vote," John Cell observed, "and the faculty would certainly think a long time before going ahead with proposals the students strongly objected to."

Individual members of the Budd Committee had their own reasons for supporting the 5-3 proposal: generally, however, they believed that a 5-3 plan guaranteed students an important voice, that it limited the committee to a size they could work efficiently, and that this plan had a good chance of being accepted in the UFC.

After the blacks marched away from Duke, no formal communication linked the members of the Budd Committee and the black students; some informal communication existed between individual members and students, as did some "public" communication delivered in the speeches given at rallies throughout the week. By this time, the decision on the composition of the supervisory committee was to be made by the UFC, which waited for the recommendation of the Budd Committee. In the few days before the UFC vote, the Budd group discussed a number of different proposals coming from a number of people, both on and off the committee—3-3-2, 4-4-2, 5-4 with a 2/3 vote needed for passage. The committee, however, retained its recommendation of a 5-3 proposal, which was accepted by the UFC.

Student members to be selected

Since the meeting, no further communication has been established between administrators and faculty members and the black students. Dean Lewis has written a letter to McBride asking him to talk about how students will be selected for the committee. Under the present structure—the structure under which the supervisory body would be organized—Dean Lewis, as head of the UFC, appoints members of all UFC committees.

When McBride responds to the request, he will be consulted on a list of names to fill the positions on the committee; a decision also must be made whether all the students should be black. The next issue concerning the supervisory committee may be whether this system for the appointment of students by a member of the administration will continue.

The Duke Chronicle

The Student Press of Duke University

Founded in 1905

Today is Friday, April 4, 1969.

On this day Jesus, called "the Christ," was crucified on a hill in Jerusalem and Martin Luther King was shot on the balcony of a Memphis motel. Not a very good track record for recognizing prophets.

Praying for better luck next time, this is only the Duke Chronicle, Volume 64, Number 113, published at Duke in Durham, North Carolina. News: Ext. 2663. Business: Ext. 6588.

Authority vs responsibility

Provost Hobbs' proposal to give the Dean of Trinity College a veto over any action of the West Campus Community Council is singularly destructive to the University's gradual progress toward an informed, involved community.

In making his recommendation, Dr. Hobbs noted that he would prefer to "delegate authority where responsibility is placed."

This is a step backwards.

It is imperative that the University begin to place authority and responsibility not in the hands of any one man, but in the hands of those who must actually bear the effects of the decision. No single administrator, including Provost Hobbs, should have veto over anything which most of those in the University favor. The WCCC is an excellent barometer of widespread feeling.

It is widely known that Dr. Hobbs feels some consternation about WCCC's recent decisions regarding the presence of women in men's residences. This may have influenced his decision.

If the proposed change in the structure of WCCC goes through, it will make the Council an ineffectual debating club with only the illusion of responsibility.

Foresight

The Trustees' voluntary decision to raise Duke's minimum wage is commendable. Coming at a time when the University is in financial difficulties, it reflects a change in their attitude toward the conditions of Duke's non-academic workers since the Vigil last spring.

Although the University has not officially announced it, the increase will probably be equal to the \$1.80 to which the University of North Carolina has raised its employees.

It is especially illuminating that Henry Rauch, a conservative trustee, helped initiate the move for a change. The decision is obviously wise, and it is, therefore, significant that the right-wing of the Board favors such a move.

The trustees' action comes at a time when negotiations with the non-academic employees are reportedly moving smoothly, with goodwill on both sides.

Much of the credit for the drastic alteration in the University's posture is due to the humanity and foresight of Vice President Huestis. He has given Duke's business operations a much-needed reorganization and redirection since he has been here. Perhaps most important, he has been outstandingly responsive to recommendations for change and candidly critical of the University.

We hope the new-found concern of the administration and trustees will generate more such wise decisions as the University begins to serve rather than exploit the region.

Editor, Alan Ray

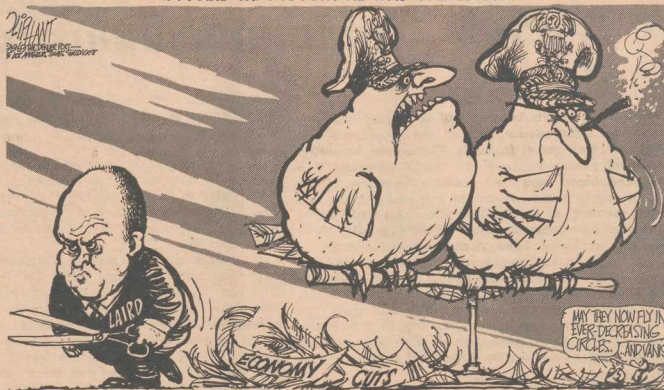
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... AND WE THOUGHT HE WAS ONE OF US!



—On the right—

The plot thickens

By William F. Buckley, jr.—

Among the reasons why the mayoralty election in New York is of such general interest are 1) New York is the center of many things, among them the communications complex, 2) there aren't many elections the year after presidential elections, so that special attention is given e.g. to the Mayor of New York and the Governor of New Jersey, and 3) Mayor Lindsay of New York is running for President of the United States.

In that connection, it is of course granted that Richard Nixon's victory considerably upset the timetable. The dream of the Lindsayophiles, a year ago, was: re-election of Lyndon Johnson, a fight within the Democratic Party in 1972 between the new and the old guard (Bobby vs. Humphrey) and in the GOP ditto (Lindsay vs. Nixon), with the Democratic victory going, preferably, to the old guard, and the Republican victory to the New Guard. Even otherwise—Bobby vs. Lindsay—the Lindsay people conjectured that they had a chance, a very good chance.

The convulsive year of 1968 upset that among many other blueprints, but the consolidations have gradually taken place, and the situation is now as follows: Nixon will presumably be re-nominated, although it is not to be dismissed that Lindsay might serve in 1972 as Eugene McCarthy did in 1968, only Lindsay would hope to consummate

the mutiny. Otherwise, Lindsay would gear up to 1972, anticipating at that time a fight against Teddy if T. ousts Nixon in 1972; otherwise, a fight against Teddy, or whoever, to succeed Nixon.

But in order to do any of these things, Lindsay needs to be re-elected as mayor of New York; and the irony of it is, as will be seen, that New York's conservatives are doing more than anyone else to make this possible.

The complications are legion. For one thing, Mr. Robert Wagner has intimated that he might run once again for mayor of New York. Four years ago, when Mr. Wagner left office after three terms as mayor, it was generally believed that providence itself had separated New York City and Mayor Wagner. But the experience of the last four years has caused many New Yorkers to think back on the Wagner years as the Age of Pericles. That is why so many Democrats assume that Wagner has merely to declare his candidacy, in order to achieve his nomination.

But then the plot thickens. Would Wagner succeed in getting the endorsement of the Liberal Party? He did the last two times around, and there are potentates in the Liberal Party who still love him and do not love their incumbent mayor, John Lindsay, for complicated reasons.

Meanwhile on the conservative front, Republican Senator John

Marchi has received the endorsement of the Conservative Party, and will challenge Lindsay in June for the Republican endorsement. That would have been a good clean contest between two professionals issuing out of opposite wings of the same party, except that a third candidate, right-wing Assemblyman Vito Battista, has announced his determination to stay in the Republican race, the result of which will be to divide the conservative showing even as George Wallace divided it and came close to defeating Richard Nixon. So that Lindsay might yet win the Republican nomination. Supposing, at that point, that John Marchi dropped out of the picture, that the Liberal Party stuck with Lindsay, and that Wagner took the Democratic designation, what would the Conservative Party do, I asked one of its leaders. "Cultivate the reading of poetry," he replied.

Thus it goes in politics, an extension of the law that in government you most usually accomplish the opposite of what you set out to do. What New York aches for is good government freed of liberal abstractions. Lindsay is the incarnation of abstract liberalism, and the results have been chaos. Yet the congeries of private and public ambitions surrounding the entire mayoral campaign may well give it a thrust entirely different from what the text-books tell you.

—Observer—

Pentagon horse opera

—By Russell Baker—

(C) 1969 N.Y. Times News Service
WASHINGTON—A mean man on a mean horse rode meanly into town. He was no stranger.

"It's the Mean Kid," the boys in the saloon whispered when he strode to the bar. Then everybody shut up, including the piano player. They knew the Kid hated to have people talking and playing the piano when he was drinking. It interfered with his thinking about the fellow he'd come to town to gun.

Outside in the street there was a lot of dust and a pretty wider and buckboards and clean decent folks who were tired of lawlessness. Through the dust you could hear ominous background music.

"Killin' music," the town folks called it. Seems like we never have no tension in this town without that background music whinin' through the dust," a clean decent feed merchant had once said.

"The Kid's in town, Luke," a deputy told a lean man with good jaw muscles. His name was Luke. Sometimes he wore a star. Nights he sat around the jail humming to himself because he was too shy to talk to girls.

"I'll go on up there to the saloon and see what kind of guns the Kid's packin'," said the deputy. Outside the tumbleweeds were tumbling through the half-finished schoolhouse where Luke hoped he'd some day have children of his

own learning to do sums on their slates if he ever got up his nerve to ask a girl for a date.

The jail door opened shyly. It was a shy girl from back east—Boston in fact. She had come West with fancy Radcliffe corsets and education for reasons that made no sense whatever to Luke. For months she had been giving the whole town a pain with her fancy Boston accent and sidesaddle riding.

This killing has got to stop, Luke," she pleaded. "Killing, killing, killing—that's all you know out here." Luke thought she looked just like a Luke-thoughted filly, and he wanted to kiss her but he didn't

(Continued on page 7)

Duke's role in Durham problems

Editor's Note: The following is an article prepared for the Chronicle by the Division of Business and Finance.

A preliminary study of the University's role in the solution of problems of the Durham community has been completed. While this study is part of an ongoing program of review and analysis, it specifically looked into eight of seventeen recommendations made by a group of students last fall to President Knight. The report on the Business and Finance study listed progress already made as well as additional steps that are contemplated.

- A seminar was conducted by members of the staff of the University purchasing department for some twenty-five black businessmen to explain procedures involved in becoming a vendor to the University.

- In the area of construction and renovation projects, much of the masonry work of the University such as plastering, bricklaying, stone work and some concrete finishing is done largely by black masons who are independent contractors.

- A checking account identical to checking accounts with other banks

has been established with the Mechanics and Farmers Bank.

- While University investments are the responsibility of the Investment Committee, the University is making a direct investment in United Durham, Incorporated.

- The University has had for some time saving accounts at the Mutual Savings and Loan Association.

- The University is an Equal Opportunity Employer. This has been affirmed through public statements, a statement signed by the President in the official Personnel Handbook of the University, notices outlining the employment provisions of the Civil Rights Act of 1964 posted in conspicuous areas of the personnel offices, and by regularly and routinely affirming in employment recruiting advertisements that Duke is an Equal Opportunity Employer.

- The real estate agency that manages rentals of University-owned properties has a stated policy of nondiscrimination with regard to race, color, or national origin not only with respect to Duke University properties but also in managing all properties. The University Housing

Manager states that he has no evidence of any violation by this agency of a policy dealing with discrimination with respect to race, creed, or national origin. (We understand that several rental units in "white" areas have been rented by this agency to Negro families and some homes for sale in "white" neighborhoods have been sold to Negroes.)

- The real estate agency that manages rentals of University-owned properties does not inspect rental properties which it manages, to insure compliance with housing codes; this is not a requirement in the management of property for an owner. However, the City Building Inspector will inspect any property on request of the tenant or owner. This real estate agency does receive inspector's notices to correct deficiencies in the name of owners and does comply with orders to correct such deficiencies.

- The University, through the Personnel Department, has communicated with Project Outreach to explore the possibility of establishing an internship program for present or prospective black businessmen.

- For the past two years the

University has conducted a summer internship program wherein two recent graduates or rising seniors from North Carolina College have spent the summer months in an on-the-job situation at Duke University—one in the Personnel Department and one in the Controller's area.

The report suggested the following additional steps to be taken:

- Further exploration of ideas already discussed by members of the University purchasing staff and the staff of Project Outreach are aimed at the establishment or improvement of black businesses. (Repackaging of detergents and liquid soaps are two suggested product lines.)

- Further encouragement and reminders to black businessmen and to Project Outreach staff to urge black businessmen to complete the remaining steps to become a vendor to the University.

- Attempt to implement the awarding of construction contracts to the six black businesses in the Durham area that are construction oriented. (It was noted that though most University construction projects are of such magnitude as to require the services of large, well-equipped, well-staffed

contractors and that the majority of such contracts are made on the basis of competitive bids, attempts can be made to involve some of these smaller contractors on smaller projects.)

- That the University adopt the policy that the provisions of the Civil Rights Act of 1964 be incorporated in future construction contracts that are privately financed as well as government financed. (Plans are underway that will lead to implementation of this recommendation in approximately 30 days.)

- Examine and improve the existing procedure for investigating and evaluating claims of discrimination by agencies in the community which represent the University.

- Continue discussions with the Director of Project Outreach in all of the recommended subject areas.

Commenting on the Business and Finance Study, Mr. Huestis stated that "It is planned to conduct additional follow-up reviews on a continuing basis in the future."

April 2, 1969

Minimum requirements change

Editor's note: An increasing number of departments are loosening requirements for next year. The following is a restatement of the minimum uniform requirements for the classes of 1970, 1971, and 1972, as provided by the Undergraduate Faculty Council. Students and faculty will also receive a copy of the changes in the mail. Students should, however, note a correction in the sentence on Psychology in the statement published here.

Restatement of the Minimum Uniform Requirements for the Classes of 1970, 1971, and 1972

In three separate decisions the Undergraduate Faculty Council has revised the minimum uniform requirements for the B.A. degree of the old curriculum in order to bring them closer to the structure of the new curriculum. In January it halved the requirements in Religion, Social Science and History, and the Humanities. In March it merged the natural science and formal science requirements and reduced the number of required courses from three to two. Recently, in April it has replaced the foreign language requirement of the old curriculum with that of the new. As a result of these decisions, the Minimum Uniform Requirements for the B.A. degree for the Classes of 1970, 1971, and 1972 now read:

English. 2 semester-courses. This requirement is met by the completion of English 1-2.

Foreign Language. The languages which meet this requirement are

French, German, Greek, Latin, Russian, and Spanish. All students are required to demonstrate proficiency in foreign language equivalent to that attained by completing the second college year of that language, either by passing the second college year of the language at Duke or by passing an examination upon entrance to Duke University or any time thereafter. Satisfactory proficiency must be demonstrated by meeting the College Entrance Examination Board Placement Test scores in the foreign languages listed in the Freshman Academic Guide, 1967*

*The effect of moving to the foreign language requirement of the new curriculum is (1) to do away with the validating year for those students who have demonstrated proficiency by examination at Duke, (2) to permit the student to take a proficiency examination whenever it is given at Duke, whether he has been enrolled in a Duke language course or not, (3) to permit the student to fulfill the requirement in German with the completion of German 64.

Students who have already demonstrated proficiency by examination at Duke and who have not already taken the validating year are thus excused from taking it. Students who wish to demonstrate proficiency in French, Spanish, or Latin by examination on Friday, May 16, 1969 must complete registration in the Counseling Center, 309 Flowers, by Friday, April 11, 1969. Students wishing to demonstrate their

proficiency in German, Russian, or Greek will make arrangements to do so with the department. Students who are currently in German 64 will have fulfilled the requirement with the satisfactory completion of the course, although they are encouraged to affirm their knowledge of the language by enrolling in German 91. Questions should be addressed to the student's academic dean, his major advisor, or the language departments.

Natural science—formal science. Two semester-courses. A student may satisfy this requirement by completing (1) two hyphenated laboratory courses in one of the natural sciences (biology, chemistry, geology, or physics), (2) two courses in mathematics (except Mathematics 51), or (3) one course in mathematics (except Mathematics 51) and one course in logic (Philosophy 48).

Religion. One semester-course selected from 1, 2, 51, 52, 55, 85, 93, or 105.

Social Science and History. Two semester-courses selected from a single department and from the

following list: Economics 1-2 or 51-52, 132, 149, 150, 154; History 1-2 or 51-52; Political Science 11 or 61 to be followed by any Political Science course with a 100 number, Psychology 91, 92, 93, 94, 95 and either Psychology 100 or 101; or Sociology 91 to be followed by any Sociology course numbered below 190, or Anthropology 93-94. (In registration please follow this corrected list of Psychology courses.)

Humanities. Two semester-courses selected from the following list, with both courses drawn from the same division of Literature, Philosophy, or Art and Music.

Literature: English 55-56, 57-58, 111-112, 125-126, 131-132, 137-138, 143-144, or any two consecutive courses in the series 173-176; Classical Studies 111-112, 121-122; any two foreign language literature courses above 100 (not given in translation) will satisfy the requirement in this division.

Philosophy 41, 42, 93, 94, 101,

109, 110, 111, 117, 119, 121, 122.

Art and Music: Art 51-52, Music 1-2, 51-52, or 125 followed by 134, 139, 163, or 165; Classical Studies 141-142.

Note that in Social Sciences and History the two courses must be in the same department; in the Humanities, in the same division. Note also that in double-numbered courses, i.e. courses joined by a hyphen both courses must be completed to fulfill the requirement in Social Science and in the Humanities.

Physical Education. Physical education is required during each of the first two years and is normally completed by the end of the sophomore year.

The minimum uniform requirements for the B.S. degree remain unchanged with two exceptions: (1) the requirement of the first college year of a second college language has been dropped; (2) the Religion requirement has been halved and may be fulfilled by completing one semester-course selected from 1, 2, 51, 52, 55, 85, 93, or 105.

-The kid vs Luke-

(Continued from page 6)

know how.

"There won't be any killin'," he hummed, "as long as I've enough guns to keep all these vixin' kids from thinkin' they can kill and get away with it."

As the girl from back East was led away to a boarding house, the deputy returned. "The Kid says he's gonna be walkin' down the street at teatime a-packin' two sixguns," he told Luke.

"You go on back up there and tell the Kid," said Luke, "that I'll be walkin' too. With two sixguns and a sawed-off winchester."

At the saloon the kid was passing the time by scaring the daylight out of the bartender. "Two sixguns and a sawed-off

winchester," he mused. "That cuts it! You there!" he pointed to a craven coward. "Go down to the mine and get me a keg of dynamite powder."

And, turning to the deputy: "You tell Luke I'll be walkin' down the street at dinnertime a-packin' two sixguns, a sawed-off winchester and a keg of dynamite."

"Get all the dynamite you can lay hands on," Luke told the deputy, "and wheel up those two cannon the army forgot down at the depot. Then tell the Kid I'll be waitin' for him with two sixguns, a sawed-off winchester, all the dynamite I can lay hands on and two cannon."

Back at the Saloon, that called for another drink. "Can't anybody

turn off that background music?" the Kid demanded, but nobody could. Then the Kid consulted the mail-order catalogue. "Tell Luke," he instructed the deputy, "that I'll be walkin' down the street at High Noon two months from now a-packin' two sixguns, a sawed-off winchester, two kegs of dynamite, two cannon and a bomb big enough to blow this whole town off the map."

Luke raised. "Two sixguns, a sawed-off winchester, all the dynamite I can lay hands on, two cannon, a bomb big enough to blow this whole town off the map and another bomb that can explode the Kid's bomb in midair with enough bang to blow the whole state off the map," Luke said.

Letter to the editor

Allen Rae, Editor
The Chronicle

You can call me a "Blue Meanie" but please spell my name right. The "U" comes before the "E", just like in "blue."

At least you got the first name correctly. Last month I was Frank Huestis instead of Charles Huestis

and William Linke was Charles Linc. I note this week that W.K. Howard is now Richard Howard.

As long as you're changing everyone's name, I've always rather liked the name "Eugene"....but just forget it. I can see it now.....

Eugene Huestis

Forecast for the baseball season

By Arthur Daley

(C) 1969 N.Y. Times News Service
NEW YORK—The gods gave Cassandra the gift of prophecy and then it was ordained that no one would believe her predictions. It just goes to show how unawarding is the art of forecasting. But that is not sufficient to deter anyone who is thick-skinned enough and thickheaded enough to stare soulfully into the future and offer his estimates of how the pennant races will evolve.

There is an extra catch to the operation this year because every Fearless Forecast has twice as much chance of being wrong as he was in the old days. Both leagues have expanded into two divisions of six teams with the winners of each group meeting in preliminary playoffs within each league to produce the World Series representatives.

This automatically makes for double trouble in sorting out the ball clubs into anything even resembling the proper order. The odds against such correct soothsayings are probably in the neighborhood of 100,000-to-1. And that's a neighborhood which shakes a guy's confidence.

Honestly, fellows, I don't think I can do it. But at least I can't get arrested for trying.

The first step is to discover what teams are in which divisions. The immediate reaction is that the National Leaguers must have flunked their geography lessons. They have placed St. Louis and Chicago in the East although each is located on the setting sun side of Cincinnati and Atlanta, both dropped with quaint arbitrariness into the West.

Suppose we start with the West Division. The easiest takeoff spot is the bottom, definitely earmarked for San Diego, an expansion team with only culls and castoffs giving it a superficial semblance of big league stature. Ahead of the Padres and in fifth place will be Houston, its woes compounded by a snafu in a deal that disintegrated and left the Astros orphaned.

Paul Richards' spite trade of Joe Torre to the Cardinals for Orlando Cepeda did not strengthen Atlanta because it stripped the Braves of their catching, thereby opening a new area of vulnerability. Mark them down for fourth. Just ahead of the Braves should be Los Angeles, where lightweight hitting

still puts undue pressures on pretty good pitching. That leaves the divisional championship between San Francisco and Cincinnati.

The Giants have a new manager in Clyde King and a new leadoff hitter in Willie Mays. Otherwise they are the same old Giants. Like Avis, they may try harder but they still are slated for second. The Reds had baseball's best hitting team last year but a wholesale epidemic of sore arms by a supposedly strong pitching staff undid the work of the hitters. They don't need much to finish atop their group and the return of Gary Nolan might be the needed lift.

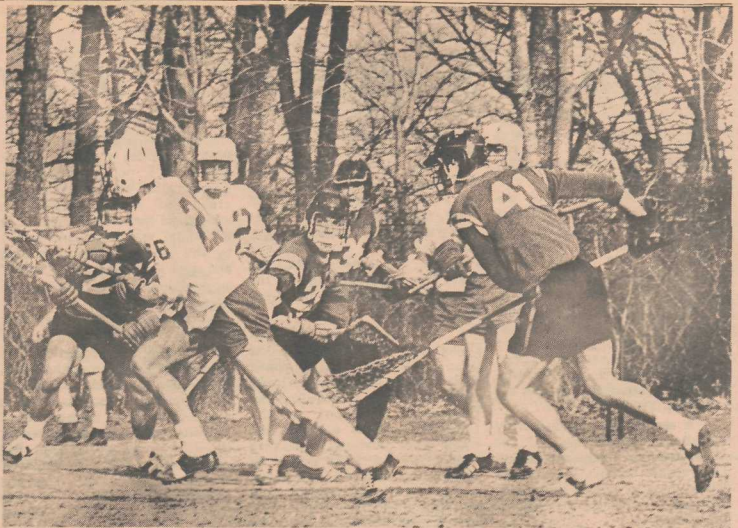
Now for the east. Again it will be an expansion team on the bottom and the bilingual rooters in Montreal will cheer loudly for their gerent or manager, Gene Mauch, as well as assorted guys who serve as lanceurs or pitchers, interieurs or infelders, voltigeurs or outfielders, and receveurs or catchers.

Three teams will battle for the three spots above them—Pirates, Phils and Mets. Even before they left Florida the Pirates were in dreadful shape through injuries to key personnel and they can ill afford such losses. Slot them for fifth. The Phils failed to impress even though they have Richie Allen, a problem child of considerable dimensions. Consign them to fourth.

It's hard to believe but this process of elimination seems to have advanced the Mets to third. It is to be hoped that they don't become giddy in so unaccustomed a high altitude. At long last, however, maturity seems to have caught up with Gil Hodges' heroes. Their pitching, already strong, has gained added depth and the hitters never smote a ball as robustly as they did in spring training. The Shea Stadium tenants could be a pleasant surprise.

Under the driving lash of Leo Durocher the Chicago Cubs have become a genuine threat. They finished third a year ago and conceivably could be a winner this season if the geographers had placed them in the Western Division. Unfortunately for them, however, they are in the East.

And the East is the personal property of the St. Louis Cardinals. Perhaps the best and deepest ball club to be seen in the pre-season tournament. It is impossible to pick against them.



The Lacrosse team in action against Ohio Wesleyan. The team up to this point has a 3-1 record and will face Towson State this Saturday on the soccer field. A large turnout would be appreciated.

Duke tennis team rolls over Colgate 7-2

By J. B. Hoyle

The Duke tennis squad, winning its second match of the week, swept by a visiting Colgate team yesterday by a 7-2 margin. The win-led by fine performances from Jim Strawinski and Don Berns upped the team's mark to an impressive 8-3 record. The Dukes will seek to improve on that mark tomorrow when they host Hope College at the Duke courts at 2 p.m.

The Blue Devils took the win yesterday the easy way by taking five of the six singles matches to assure themselves of victory. Strawinski, Berns, and captain Charlie Meek took victories in straight sets while No. 1 Chuck Saacke and Charlie Benedict had to go to three sets for their wins.

Jon Orenstun registered the only Colgate singles victory by defeating Duke's Bill Finger 5-7, 3-6 in the No. 5 match.

Finger came back in the doubles competition though as he teamed with Benedict for a strong 6-4, 6-1 victory. Tom Farquhar and Berns gave the Devils their final margin of victory in a very tough win over Orenstun and Tom Eder 3-6, 6-4, 8-6.

Earlier in the week, the Duke team had defeated East Stroudsburg by a 5-4 margin. The deciding doubles match in that meeting had to be postponed until Wednesday because of darkness but Finger and Benedict took the final set 6-4 to give the Blue Devils the win.

Results: Singles—No. 1, Chuck Saacke (D) d. Bob Kulig (C), 7-5, 4-6, 6-2; No. 2, Charlie Meek (D) d. Larry Blake (C), 6-4, 6-4; No. 3, Jim Strawinski (D) d. Jack McGrory (C), 7-5, 6-3; No. 4, Don Berns (D) d. Tom Eder (C), 6-4, 6-4; No. 5 Jon Orenstun (C) d. Bill

Finger (D), 7-5, 6-3; No. 6, Charlie Benedict (D) d. Steve Inbusch (C) 6-3, 4-6, 6-2.

Doubles—No. 1, Kulig-Blake (C) d. Saacke-Meek (D) 6-4, 6-3; No. 2, Benedict-Finger (D) d. McGrory-Inbusch (C) 6-4, 6-1; No. 3, Farquhar-Berns (D) d. Eder-Orenstun (C) 3-6, 6-4, 8-6.

New volumes

A first edition of Robert Browning's masterpiece, "The Ring and the Book," its four volumes bound in Nigerian goatskin and tooled in gold, has been presented to the Duke University Library.

Edward McLean, appointed this year as Binder for the Library, gave the Browning work from his personal collection of rare books.

-Films-

The second edition of the Atlantic Coast Conference Football Highlights is ready for circulation. The twenty-eight minute, sound, color film is produced for the conference by the Humble Oil and Refining Company.

The '68 highlights features the best plays of eleven key ACC games including the important contests that decided the championship. The theme is "1968, The Year of the Touchdown in the ACC." This film is available to all interested organizations, free of charge. It can be obtained through the HUMBLE film library, 503 North College St., Charlotte, N.C. 28202.

Let's see now. Where are we?

Here's the order as predicted here:

East—St. Louis, Chicago, New York, Philadelphia, Pittsburgh and Montreal.

West—Cincinnati, San Francisco, Los Angeles, Atlanta, Houston and San Diego.

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Duke Freshmen

University Experience: a response

Editor's Note: The following article is the first of a two-part series dealing with freshmen and their reactions to the "University Experience."

By John Duchelle
Assistant Feature Editor

Staring pensively at the dirty wall of his basement triple room for a few seconds while attempting to sum up his experience hereover the past six months, he suddenly philosophized, "As a whole I'd say that the university is an awful dull place."

With this statement one freshman by cynically but emphatically responded when asked to briefly comment on what his "University Experience" at Duke has been (assuming, of course, that he had experienced this great phenomenon cleverly labeled the "University Experience.")

When we were seniors in high school we were constantly advised of the great step in our lives—going to college. Our teachers and guidance counselors told us that we would have both a great deal of work and fun at college, and that they were assured to be the "best years of our lives"...an experience no one could afford to pass up. With this kind of programming, it's no wonder that a great many high-school seniors look to college as the solution to their individual problems, and even those who won't expect it to be this Paradise at least feel that it will be much better than high school.

"Probably be back"

Anyway, way back in the middle of September (it seems like long ago now) we all arrived here in one way or the other. Most of us are still here, although a few have already left to seek a new Promise Land. There has been a lot of talk about transferring, but most freshmen will concede, "Yeah, I'll probably be back next year."

Obviously the freshman interviewed responded in many different ways to "the Experience," but it seemed that the individuals most satisfied with this experience were the individuals who claimed that they didn't expect too much. An engineering student described his experience as the general conglomeration of the many aspects of his life here since September—including academics and non-academics, residential and non-residential activities, and summed up his overall satisfaction

with Duke life. "I expected very little...I wasn't surprised."

Another content freshman admitted that his reasons for coming to Duke were purely academic, with social life and friends secondary. He was surprised, though, at how well the freshmen of so many different backgrounds were able to live together.

"There aren't enough interesting functions," he noted, "which everyone attends...there's no sense of community. Except for the disruption, the University had no spirit."

Challenge?

One girl from East campus also seemed dissatisfied: "I thought it would be a departure from high school in that it wouldn't be

to. Selectivity is always open to criticism, but it is advantageous for the person once he gets in." Another freshman took the opposite stand in regard to the "four distinct opportunities."

Selectivity gripe

"People say it provides something for everybody, but what this actually means is that everybody must model themselves to fit something...a random housing system would be the best idea. People randomly selected usually get along, and if they don't they ought to learn to."

Most freshman boys are very dissatisfied with freshman houses, although one house president suggested that they are good in a way because a freshman is able to meet and know many other frosh. He feels that competition for people isn't right, and thus doesn't like the selectivity of fraternities and independent houses, but still believes a person ought to be able to choose where and with whom he lives. Another boy was very quick to defend selectivity. "I think it's natural for people to live with

'The voice of one crying in the wilderness?'

"The people were all very friendly and showed no prejudice to your background...I wanted it to be this way but I really wasn't sure it would."

"Broadening experience"

A freshman girl described what the University Experience should be as "an exposure to a wide range of ideas, outlooks, experiences, personalities, and convictions...a broadening experience of your

boring, but it is. I thought it would challenge all my values and standards, but it hasn't. I thought it would be more culturally oriented, but it is in fact less so than my home town. I thought it would make me more aware of the world, but it is all too easy to become isolated here."

One of the most controversial aspects of Duke life is its renowned residential system, especially on



understanding of these things. It should increase your tolerance and eliminate bigotry and narrow-mindedness." She admitted that Duke has provided an exposure to these things but was disappointed in the limited results of this exposure.

Another fairly satisfied boy commented that he knew Duke wasn't going to be any Paradise, that it was going to be a lot of work, and therefore he wasn't tremendously let down. He had lived away from home before and realized that one had a lot more problems when on his own. He summed up his outlook, "You're here to work and get a college education. Doing these things presents a lot more problems and the main challenge of the university is overcoming these problems."

One boy who seemed somewhat frustrated with Duke complained that the university for him wasn't much more than going to the classes.

West Campus. With each incoming freshman class, the debate begins again and many a freshman finds it rather humorous (if not very frustrating) that, with so many other problems, he must spend so much of his valuable worrying time on where he's going to live next year. It seems that there have been three general levels of response to the residential system with this year's freshman class—enthusiastic approval, reluctant acceptance, or bitter rejection—with the great majority of freshmen falling into the middle category and a smaller minority into each of the other two.

One boy was very satisfied with the system on West because it offers four distinct opportunities. He believed that most people who tried hard got where they wanted to be.

"Any problems within the system are problems with the students themselves...this is something that they have to adjust

people of their choice." He feels that it is too bad that people have to be humiliated by the system, but "we competed to get in...it's too bad people have to be hurt, but this country has become great through competition."

In contrast with this negative outlook of many freshmen on West was the enthusiasm of frosh coeds about their residential system on East Campus.

Continued in tomorrow's issue

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What Every Girl Should Know or The Psychology of Love

The Psychology of Love

Although the department of psychology at Duke University leads in its field much campus psychology abounds here, which is no more professionally oriented than at any other university. Young women experiment intensely with conditioned-response learning, psychoanalysis, motivational research, and adaptive behavior. Yet such terms are foreign to these experimenters, who explore and exploit them daily.

To what challenge is such massed endeavor turned, though ignorant of itself? The challenge is creative problem solving—specifically the explanation, prediction, and invention of that age old convention called "love".

Now, the last intention of this article is to debate the aesthetic appreciation of love or to rob it of its poetic elevation. But when poetry may fail to inspire love, psychology will never fail to condition that response in the most hopeless of affairs.

Lesson I

When any young woman contemplates male pursuit or seduction, she is in reality seeking satisfaction and stimulation.

If when riding between campuses on the bus, you are crushed up next to the object of your desires and fail to feel heady with delight—you had better select a new object or ambition. The sound of his voice on the telephone or across the quad should increase your heartbeat and at least give you a goose-pimple or two. These are

sensory experiences that you must recognize as the true signals of your built in homing device. Let it serve to acknowledge that the greatest sexual pleasure will be derived only with a positive correlation between the depth of your attachment and your mutual promotion of sensual stimulation. In other words, be discriminating. "Letting go" with a date you only superficially care for will not lead to the greatest enjoyment or a good reputation.

With success in your endeavors will evolve the attainment of self-respect and self-confidence. Knowing you're loved (or at least getting there) provides a sense of security that goes far beyond the assurance of a date every Saturday night. The satisfaction and stimulation of male pursuit encourages and demands expression of oneself, which leads to a sense of fulfillment and achievement. The invigoration of challenge predominates from the very start. It demands creativity and effort to land him, the establishment of moral and other values once you've got him, and most important the subtleties that will keep him.

Lesson II

Before any steps are taken to begin the strategic response conditioning of your guinea pig prospect, it is imperative that you grasp the personal determinants of your future relationship.

Only after one has recognized her identity crisis and has begun self-actualization can she strive to analyze someone else. (In other words, know who you are before

trying to find out who he is. Tackle your training before your guinea-pig's.)

It is imperative that you maintain your identity and accept his. Do not try to be someone else or to conform to a foreign role, even if it works at first, time will expose you sooner or later.

And just as you cannot change roles, do not expect him to assume a new identity. Right from the start analyze his behavior and try to comprehend his self-identity. If his aggressive authoritarianism repels you, land someone else—don't try to change him. Moderation can be wrought with time and effort, but the "die is cast."

Lesson III

Now that you have recognized the motivations behind your pursuit and your own potentials, you are ready to perceive the true challenge before you. In order to preserve your perspective, your cool, your objectivity: try to treat him like a guinea pig. Do not laugh! Many happy marriages witness the stability and fulfillment promoted by a smart wife who trains and coddles her husband as if he were a puppy. Puppies need discipline and so do men, but always subtly and with full regard for the psychological consequences.

The rules are simple. 1) No guinea-pig can be told what to do; just be imaginative and create the bait. 2) Observe the guinea's behavior, notice which stimulus works best; keep it in mind for training efficiency. 3) Be patient.

Conditioning is a complex learning process that involves trial and error procedures. The correct response is there, just keep experimenting. 4) Simplify problems before you into their basic categories and then determine the desired action for treating them. There are three main kinds of creative problem solving: explanation; prediction; and invention.

When an event occurs, you must be able to understand why. If your guinea pig behaves startlingly, draw on similar backfires and look for similar patterns in the events leading up to the observation. Try to clear away irrelevant factors that disturb your rationale; "mental daze" will distract you and lead you to false conclusions.

Example: Bill, normally attentive and affectionate, is withdrawn and cool on a particular date. You recall that you wore the same dress the last time he acted this way. Your impulse is to ask him why he hates your dress and to burst into tears. Be cool. Ask the guinea if he thinks you should shorten the hem. (Be subtle, but direct his attention right at the question.) His reply is an offhand affirmation, but he adds that he likes the color. Clear away the mental daze; the dress is not the cause; do not proceed to spiral around the dress issue.

Once the direct approach is used, switch to an indirect attempt to help him release whatever is wrong. Approach him gently, like a mother, and persuade him to relax with his head in your lap. All men love to be mothered, even if they hated theirs. Do not suffocate, just spoil him a little and stroke guinea's head. The last thing a puppy suspects in loving-attention is a cunning psychologist. Get him to talk about whatever comes to mind. This free association method of therapy will uncover his repressed frustration. It is likely that whatever you coddle out of him will revolve around the true problem.

Example: If Bill makes a big to-do over some girl at a party, your temper is likely to smolder. Hold on, he is trying to make you jealous. The true cause for his behavior may not be the girl, but some boy you were talking to earlier. In any case, give him the attention he wants. Keep your sense of humor. And note just which attributes are so arousing. Adapt yourself, modulate your own attributes so that they resemble but don't simulate hers. After awhile Bill will have no other dates so good natured and so remarkably like every girl he ever admired!

Prediction is the second challenge in your creative problem-solving. You must learn to understand a future event based on your knowledge of antecedent conditions. Prediction will help you to avoid unpleasant situations.

Example: Many are the stupid

girls who get "caught" in situations easily avoidable. If your date, a mover you're repulsed by, asks if you'd like to go for a drive, throw his tactics out the window with better ones. Suggest going to buy a coke and then engage in conversation until close to curfew. If he forces you out of the Ivy Room back into the car, suggest the "fantastic T.V. special" which will use up time to discover it was last week. If he takes you up to his room, ask to listen to Bill Cosby or the Smothers Brothers. Do not let him put on some gypsy, rhapsody or summer storm music.

Invention is the most creative challenge among all the others in problem solving. The invention problem is based upon the same facts and creativity as prediction, but helps to stimulate pleasant situations. Be sure that your inventions ring true. Do not be obvious. Men have uncanny instincts for episodes too well arranged.

Example: A clever wife who wants to go out to dinner but does not want to ask her husband and face disaster as well as dispute will try reverse tactics. She will call him at the office and gaily tell him not to eat lunch because she is fixing a delicious banquet for dinner. It is going to be a special occasion and she wants him to be reverent. When hubby crawls home, she will meet him at the door dressed in an especially flattering dress with his favorite perfume on. A delicious kiss makes him all the more eager for a delicious dinner, which she sweetly, innocently informs him she has been working on all day. After a few moments alone in the kitchen, a wail, the crashes of pans, and some spilled leftovers on the floor, plus tears of consternation will convince him that somehow dinner is ruined. In his loving mood evocatively aroused by her helplessness and little efforts to please him, he will put his arms around her and take her out to the best restaurant. Now this is an extreme case of invention, but if the romance of the evening lasts through bed time, he would probably approve anyway.

Lesson IV

As two people learn to know each other they become conditioned to one another, conditioning being the acquisition of a stimulus-response relationship. An example of this might be the arousal of the male by every decolletage neckline his pinnate wears. The symbology of her neckline serves as an automatic stimulus for his aroused response. Any stimulus response relationship can be expanded fully by a girl if she uses the proper training method. It may not be convenient to wear a decolletage blouse every time you desire some loving attention, so try conditioning your little guinea pig. To expand your

(Continued on page 12)

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US-Peru dispute strains junta

By Malcolm W. Browne
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LIMA, PERU—Peru's current dispute with the United States is placing a severe strain on the ruling military junta in Lima and there is widespread speculation that president Juan Velasco Alvarado may soon be deposed by fellow officers.

General Velasco and other army officers seized power last October 3 from the constitutionally elected government of President Fernando Belaunde Terry. Since then President Velasco has been the central protagonist of a strong current of Peruvian nationalism especially aimed at property owned by U.S. companies.

From the outset, the Velasco government has taken a hard line with respect to U.S. commercial interests, thereby winning wide support from both the extreme right and the Marxist left.

The U.S. has not questioned Peru's right to nationalize property, but under the foreign-aid laws and other legal provisions, Washington is obliged to cut off aid to any country that fails to pay fair restitution for American owned property it has expropriated.

The Peruvians maintain that the expropriated concern, the International Petroleum Company, owes Peru about \$700 million for "illegal enrichment" and that the expropriated property is worth about \$71 million.

Despite the support Velasco has generated for his nationalist policies, there are indications of dissatisfaction in the armed forces. If U.S. aid is discontinued, Peru will suffer considerable economic hardship, which will be felt acutely by the middle and upper classes—the backbone of the officer corps.

There is understood to be a fairly broad stratum of army officers—neither the Air Force nor the Navy supported the coup in the first place—that feels the government has gone too far in risking U.S. sanctions.

There also are officers with misgivings about the new commercial and diplomatic relations the Velasco government has established with the Soviet Union and other Communist countries.

Finally, there are fears in some quarters that Peruvian Marxists, especially lawyers, have a dangerous degree of influence on General Velasco's government, although the President denied this week that there was Communist penetration of any kind.

No military faction seems interested in restoring democracy, but struggles between factions seem likely.

"If the U.S. imposes sanctions against Peru," an observer said, "there will be a power play against Velasco almost immediately. It would be carried out by some other general, of course, and there are roughly three possible candidates. The junta would remain in power, but with a new command, that's all."

Spectrum

Items for Spectrum must be brought to the Chronicle office today by 3 p.m. for publication tomorrow morning.

Calendar

- 9:00 a.m. The final examination of Mr. William Watts Williams for the Ed.D. degree in Education. Room 08A West Duke Building.
- 10:00 a.m. Divinity School Chapel Service. University Chapel. Good Friday Services. Divinity School Choir Special Service of Music.
- 12:00 noon-3:00 p.m. Good Friday Service: The Seven Last Words from the Cross. University Chapel.
- 12:30 p.m. Plant Ecology Seminar. Room 144 Biological Sciences Building. Speaker: Mr. Jack Amundson.
- 2:00 p.m. Canadian Studies Lecture. Room 139 Social Science Building. Speaker: Professor Ramsay Cook.
- 3:30 p.m. Chemistry Staff Seminar. Room 130 Psychology-Sociology Building. Speaker: Dr. John C.D. Brand.
- 4:00 p.m. Anthropology Seminar. Room 139 Social Science Building. Speaker: Dr. Roger M. Keesing.
- 4:15-5:30 p.m. East Campus Pool open for women: faculty, staff members, and students. Faculty daughters, ages 6 to 16, may also swim; those 10 and under must be accompanied by their mothers.
- 6:00 p.m. Phi Beta Kappa Initiation and Dinner. D Room and Ballroom, West Campus Union.
- 7:00-9:00 p.m. Open House Badminton for all men and women: faculty and students. East Campus Gymnasium.
- 7:45 p.m. Phi Beta Kappa Lecture. Union Ballroom, West Campus. Speaker: Dr. Julia Henderson.
- 8:00 p.m. Student Union Cinematic Arts Committee Film Series. Auditorium, Biological Sciences Building. "THE SILENCE" directed by Ingmar Bergman. The third film of Bergman's incredible religious trilogy, "The Silence" depicts a world of despair in which God is silent and human relations are grotesquely egocentric and perversely sexual. "CONFESSIONS OF A BLACK MOTHER SUCCUBA" directed by Robert Nelson. As the catalogue states, "violence, sex, and TV commercials are the recurrent themes of this disconcerting movie. There is humor, but it is black and hip and not for timid souls."
- 8:30 p.m. There will be a discotheque at the Celestial Omnibus tonight with the Dorian Mode.

ASDU referendum

ASDU's newly passed constitutional amendments will be submitted to the general student body today for approval or rejection. Come out and vote.

'College Life'

"College Life," Sunday night at 9:00, Green Room of East Duke. All are welcome. Sponsored by Campus Crusade for Christ.

-Psychology of Love-

(Continued from page 10)
treasury of stimulus, add one symbol or sign after another. Wear the blouse, but accompany the pre-love stage with a specific-seductive look. Run several trials and then try the look in a baggy sweater. Do not be surprised when the response is identical. At this time you can add a gesture, like tracing his jaw with your finger while you give him that look. After several trials the gesture will achieve the same meaning as the blouse or the look. You now have begun your talented repertoire.

The last training technique I will leave with you is that of partial

reinforcement. During courtship your beau will make his greatest efforts to amuse, flatter, excite, and wow you. But this effort will diminish to extinction if you don't take care to preserve it. Evidence of this fact is all to apparent in most long term relationships, whether marriage or not. During courtship your instinct is to reward his every effort. But if you desire to lessen the sharp decrease and extinction of his efforts, you will take care to only reward him most of the time. The girl who does not always reward his attentions will strengthen his desire to please her.

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