

WELCOME FRESHMEN

The Duke Chronicle

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Tuesday, September 16, 1981

Y-FAC designed to aid freshmen

By Jim Vaughn

Assistant Managing Editor

Y-FAC Chairman Tom Scrivner says the YM-YWCA orientation program is needed to aid freshmen during "a divisive and turbulent time in an individual's life."

Scrivner said the incoming freshman is "ignorant of most aspects of the University and has questions about himself and his environment."

"His contact with upperclassmen or other people who might be able to answer his questions is at a minimum at best, even though such contact would be greatly beneficial to him. The Y-FAC program fills this void and gives the freshman someone to confide in."

Although the program has retained the traditional structure, Scrivner said, efforts have been made to refine certain processes, such as the selection of the Y-Man.

Break the barrier

He added that a new innovation is the selection of about 30 Y-Girls who will speak to freshmen in House H, House G, Mirecourt and Taylor.

"The barrier between East and West campuses is so artificial," Scrivner continued. "We hope the Y-Girls will

(Continued on page 4)



Photo by Bob Hewley

Y-Man's weary father heads doggedly for his son's dorm.

Freshmen arrive, praised as 'able'

By Jim Vaughn

Assistant Managing Editor

"The members of this freshman class arriving today have the intellectual ability to tackle any problem they confront. They have the energy to stay with a problem until its resolved," Dr. Robert H. Ballantyne, director of undergraduate admission, said in describing this year's freshman class.

He said yesterday that the Class of '73 will be a "pioneer of the new curriculum. Its success will depend upon these students."

"They will have a choice in terms of what courses they will take which will enable them to decide whether their courses will or will not be relevant," Ballantyne continued.

Forty-three states and 19 foreign countries will be represented by this year's 1282 freshmen.

Increased selectivity

Last year's class was larger, Ballantyne attributes the decrease to a smaller graduating class last spring, leaving fewer openings, and attempts by East Campus administrators to provide more room.

Even though there are less number of applicants increasing number of people admitted.

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(Continued on page 4)

Expansion of student potential aim of new curriculum reforms

By Bob Switzer

Supplements Editor

New curriculum reforms, which have been called "probably the most substantial change in the history of the University" by this year's Chairman of the Academic Council, go into full effect when the Class of '73 begins work next week.

Basically designed to allow more freedom for the expansion of the student's potential, the academic reforms grew out of the recommendations of the Undergraduate Faculty Council's Subcommittee on Curriculum.

Headed by Dr. Donald Fluke of the Biology department, the subcommittee's report was presented in April of 1968 after over a year of study. That May, the entire Council voted on the Fluke Committee's proposals, and a great majority were adopted to form the core of the new curriculum.

The program will affect Trinity and Woman's College freshmen directly, but influence the course study of engineering and nursing freshmen only indirectly. The reforms apply for the Bachelor of Science degree as well as the Bachelor of Arts degree.

A major principle of the new program is that a student should not be impeded by basic requirements for which he can demonstrate adequate skill or knowledge before hand. To this end, many departments have dropped introductory course requirements completely but a few departments have decided against taking such action, and maintain most of their requirements.

Another basic change in the new program is the lowering of the normal course load from five to four in order to alleviate some of the work pressure of a five course schedule and to allow the student to concentrate on his academic efforts on a smaller number of courses.

Though freshmen will be taking fewer courses they will nevertheless be taking an increased percentage of seminars, preceptorials, and tutorials. The curriculum subcommittee felt that a student's interest in

learning will be increased if he is exposed to more discussion groups as opposed to straight lecture classes.

Programs I and II

The reforms have split undergraduate study into two programs, each designed to increase the student's learning potential. In Program I for both B.S. and A.B. degrees, a student must pass a certain number of courses in each of three divisions: social sciences, natural science and mathematics, and humanities. These courses can include upper level offerings which a student can take without required prerequisites.

Under Program I each student must pass an English composition course, preferably in the first semester of his freshman year. However, if a student has demonstrated proficiency on the English composition achievement test with a score of 700 or better, this requirement can be waived. This exception was a change from the old policy on Freshman English.

In the area of foreign languages, a student demonstrating proficiency in a foreign language past the level of two years of study at Duke can also waive the previous requirement of taking a least one year of a language. Students still have to complete the second year of a language if they do not place out.

Under the new curriculum all freshmen are required to have a one-semester seminar or two preceptorials, discussion groups or tutorials during the course of the year. The requirement is the same for the sophomore year.

In his junior and senior years a student can work on a thesis or independent project which would count as two credit courses or a combination of seminars and an independent study which would also count as two credit courses.

Program II is a less clearly defined line of study that is open only to a limited number of students. Those accepted for this program select, with faculty supervision a line of study that will cover their entire four years at Duke. These students will mainly be

involved with research on their individual projects, rather than taking normal courses.

Also included in the ten proposals adopted by the UFC is a new plan to measure academic progress in terms of semester courses (and half-courses and double-courses) rather than in terms of the old semester hours. A semester course, now is roughly equivalent to a three or four hour course as offered in past years.

Directly related to the semester courses are the new requirements for graduation. A

Weather

Warm today, mild tonight, temperature in the 80's, chance of showers in the afternoon.

New president sought while 'troika' governs

By Andy Parker

Policy Editor

Since President Douglas Knight's resignation last spring, an interim three-man team has been governing the University. Barnes Woodhall, chancellor pro tem, Marcus Hobbs, provost, and Charles Huestis, vice president for business and finance, make up the "troika."

A search committee to look for a new President was appointed last May by Charles Wade, chairman of the Board of Trustees. The committee includes trustees, faculty, one graduate student and one undergraduate.

They reportedly are reviewing a list of 200 potential presidents, though no bids are expected to be extended in the immediate future.

Woodhall

Appointed to the newly created post of chancellor in March, Woodhall assumed position on a temporary basis. A committee to look for a new chancellor will be appointed in the near future.

While teaching and practicing medicine at Duke since the 1930's, Woodhall has been responsible for much of the development of the Medical Center. Last fall he was made an assistant to the president, leaving his post as associate provost of the Medical Center.

The chancellorship was created last spring by Knight with the approval of the Board of Trustees to relieve the president of some of his duties, especially those dealing with the internal affairs of the University.

(Continued on page 11)



Photo by Bob Hewgley

A typical West Campus bathroom facility.

Residential life: a system in dire need of change?

By Bob Entman
Associate Managing Editor
The residential system on West Campus is one of the most controversial issues that will be debated this year. Most acknowledge that significant

A news analysis

changes are necessary. Debate will generally center around how much and what to alter.

About two-thirds of the freshmen on West campus live in freshman houses and one-third in cross-sectionals with upperclassmen. The women, all housed in cross-sectionals, live in a completely integrated system for all four years.

Chief problem men

The dilemma lies mainly in the arrangements which a freshman in Trinity or Engineering must make

for his upperclass living. If he wants to live on campus, he has little choice but to go through a system of selectivity in order to find a room.

In this way, one of the main criticisms of the fraternity system, selection of human beings on often "superficial and narrow-minded" criteria, is perpetuated throughout the residential structure.

In almost all cases, a freshman must go through the sometimes demeaning process of being friendly and charming to strangers whom he may or may not come to like, simply to get a room for his sophomore year.

For many, perhaps most, this is not very difficult; but for the shy, (Continued on page 16)

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Cryptic code of Duke decoded

Even to a veteran of two or three years, Duke can be a confusing enough place at times, but when people start throwing initials out that you're not familiar with—well, the temptation is to give up entirely. In an attempt to alleviate this source of petty frustration, the Chronicle has compiled the following list of abbreviations that appear frequently in campus lingo. If you can familiarize yourself with these shorthand expressions, your chances for survival in the Gothic Rockpile will be significantly increased.

AAUP—American Association of University Professors.

ACC—Atlantic Coast Conference, the group of schools with which Duke engages in athletic contests.

AIH—Association of Independent Houses, the governing board for Duke's selective and non-selective independent houses.

AROD—Army Research Office: Durham, The Southeastern Clearing House for army research, located on West Campus behind the Engineering Building.

ASDU—Associated Students of Duke University, Duke's student government, whose bureaucratic structure parallels that of the

administration, except that ASDU has no real power.

BMOC—Big Man on Campus—a dying breed.

CI—Cambridge Inn, late-night snack bar and talk center.

CO—Celestial Omnibus, or Conscientious Objector, the former being Duke's on-campus coffee house located in the basement of Flowers Building, the latter being a draft classification which will become increasingly attractive as your college career wears on.

CTA—Chicago Transit Authority.

DUA—Duke University Athletic Association, whose gladiators face South Carolina this Saturday.

FAC—Freshmen Advisory Council (for East Campus).

FBI—Federal Bureau of Investigation, from whence came our new campus detective.

FCD—Foundation for Community Development, a grass roots organization dedicated to helping the poor in Durham.

IBM—International Business Machines, the people who bring us computers, which spew out your course schedules and keep the multi-versity functioning.

IFC—Inter-Fraternity Council, the governing board for Duke's

selective national and local fraternities.

LS D—Lysegic Acid Diethylamides.

MIC—Military-Industrial-Complex, the biggest conglomerate of them all, of which Duke is a small but vital part.

NYA—National Youth Alliance, a neo-Nazi youth movement.

RIC—Rhode Island College.

ROTC—Reserve Officers Training Corps.

SBI—State Bureau of

Investigation, North Carolina's version of Big Brother.

SFAC—Student-Faculty-Administration Council, set up a few years ago to bridge the communications gap and whose continued existence is questionable.

SLF—Student Liberation Front, a left-oriented student activist organization.

UCM—University Christian Movement.

UFC—Undergraduate Faculty Council, the group that devised the

new curriculum, to which all faculty ranked as assistant professor or higher belong.

UOCI—United Organizations for Community Improvement, a group of Durham blacks which maintains a food cooperative and other community projects.

WDBS—Duke Broadcasting System, 1600 on the dial.

YAF—Young Americans for Freedom, a conservative youth group.

PUZZLE

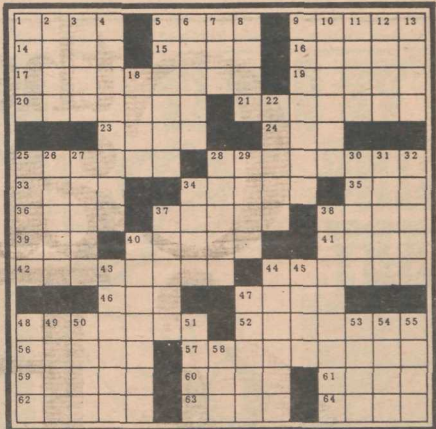
By William B. Cunningham

ACROSS

- 1 Emperor.
- 3 Asterisk.
- 9 Type of sails.
- 14 Perfect.
- 15 English composer.
- 16 Roofing tile.
- 17 Chief executive.
- 19 Clutch.
- 20 Serves.
- 21 Chosen.
- 23 Sandpapers.
- 24 American general.
- 25 Afraid.
- 28 Truckman.
- 33 Leveret.
- 34 Conditions.
- 35 Scotch explorer.
- 36 Prayers.
- 37 Papal headress.
- 38 Girl's name.
- 39 Soak timber.
- 40 Blinds a hawk.
- 41 Support.
- 42 Railway cars.
- 44 Judge's chamber.
- 46 Buddhist pillar.
- 47 Sweeps.
- 48 Sulky.
- 52 Delicate.
- 56 Patrol: Fr.
- 57 Evaluator.
- 59 Arab noble.
- 60 Nautical term.
- 61 Heroin.

DOWN

- 1 Mulberry tree bark.
- 2 Classify.
- 3 Dill.
- 4 Extra supplies.
- 5 Make souper.
- 6 Plait of hair.
- 7 Cape.
- 8 Network.
- 9 Values.
- 10 Localities.
- 11 Far.
- 12 Indian.
- 13 Ameliorate.
- 18 Arrow poison.
- 22 Guanaco.
- 25 Trout.
- 26 Fray.
- 27 Rugged crest.
- 28 River ducks.
- 29 Does wrong.
- 30 Clan.
- 31 Devourer.
- 32 Lariat: Sp.
- 34 Arrange in layers.
- 37 Cogs.
- 38 English borough.
- 40 Typewriter parts.
- 43 Avoided.
- 44 Tooth decay.
- 45 Bulwer-Lytton hero.
- 47 Frequently.
- 48 Clutch.
- 49 Italian city.
- 50 Unique person.
- 51 Affirmatives.
- 53 Willow genus.
- 54 Minus.
- 55 Irish Gaelic.
- 58 Road sign.



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-Arrivals-

(Continued from page 1)

One-quarter to one-third received scores in language proficiency tests which will exempt them from the language requirement at Duke. Over one-half listed academic honors such as National Merit finalist or semi-finalist and membership in honor societies.

Ballantyne stressed that over 80% of the freshmen were active in athletic activities, including one Olympic semi-finalist. Fifteen to 20% were active in dramatic activities. Two girls participated in beauty contests.

Black students

There are 28 black freshmen this year, as opposed to last year's 45. When questioned about the decrease, Ballantyne said, "In spite of greater efforts in person and by letter to contact black students, we had fewer black people apply. It seems there was a greater influence upon the black students to attend black schools."

"In addition, extensive attempts by northern schools to draw black students created much

competition."

"The events of last February definitely had some effect on the number of black freshmen, but it's difficult to say exactly in what way."

"The majority of black students are more concerned with the educational qualities of the university until accepted, and then begin to look at its other aspects."

"Perhaps as we develop our new programs we will have more black students and the new programs will make Duke more attractive," Ballantyne said.

Financial aid

One-third of the freshmen have received financial aid. Sixteen percent of the aid is in the form of student loans. There are 29 National Merit and Achievement scholarship winners and 26 Angier B. Duke scholars.

Although there is no objective difference between this class and other recent ones, Ballantyne said, "These freshmen have a certain academic self-confidence. Many are excited about the new curriculum and were influenced by it."

(Continued from page 1)

help disprove the myths every freshman hears about East Campus and present a more realistic view of life on East.

"For instance, freshman boys need not think all the girls on East date upperclassmen every week. There are always girls who stay in their dorms Saturday night who would love to date."

Beyond one week

Speaking of the role of the Y-Man after freshman week, Scrivner said, "This year we are trying to stress upon the Y-Man his responsibility after the first week."

"In the past it has been the choice of the Y-Man as to how involved with his freshmen he would be after Freshman Week."

"The work of the Y-Man should extend beyond freshman week and his understanding with his freshmen should become a more personal relationship with individuals."

"This greater involvement would enable the Y-Man to better attend to the needs of each individual freshman."

-Y-FAC program-

A training program conducted in the spring prepares the Y-Man to assume his duties during Freshman Week. A retreat was held for Y-Men Saturday night, September 13.

In addition to counselling, Scrivner said, Y-Men will attempt to kindle an interest in the YMCA, urging each freshman to desire membership.

Knowing Duke

"The Y-Man is on trial the first week," said Scrivner. "Freshmen will tap his knowledge of the University. First, he will acquaint them with the physical directions on campus, the location of the various buildings, and the location of off-campus student facilities."

"Beyond that the Y-Man will be probed by freshmen who expect

him to have a knowledge of the problems which exist at Duke and this society in general."

Alan Jenks, dean of freshmen, praised the "dedication" of the officers of the Y-FAC and the Y-Men. "Y-FAC people begin their work as early as February of the preceding academic year by assisting the deans of the four undergraduate schools in the planning of orientation week." The administration counts heavily on the assistance of the Y-FAC officers in planning the orientation.

"Through the summer the FAC men actually organize the events of the Freshman Week and during orientation give the freshmen

information regarding the administration policies," Jenks said.

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A stroll through downtown Durham

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A stroll downtown offers a sight quite different from our awesome Gothic metropolis of learning and could be an irreparably damaging experience to anyone with an aesthetic taste of any nature. But, if you're brave and can bear the humidity and smell, then hop on the East Campus bus and you are on your way.

Your first stop will most likely be the Ivy Room, a restaurant specializing in delicatessen (yes, they serve lox and bagels), beers and wines of all kinds, fried chicken, and exotic canned foods. Though the atmosphere reminds you of an updated truck stop, it's the closest place to campus and is convenient for party supplies.

Down the street from the Ivy Room is the heart of the cigarette industry. Behind those dirty-red block buildings cigarettes are produced by the thousands daily. If your parents are still here and they are looking for something to do send them on a tour through the



The Rialto

factory. The tour will keep them busy for about an hour and get them off your back for a while.

But the tobacco factories are nothing compared to the sight that awaits you. Yes, as you continue your stroll you will find yourself entering the thriving commercial center of Durham where five roads converge in a traffic jungle that only Durham's city planners are

capable of creating. If you make it across the street safely you'll find the Book Exchange, Durham's largest book store. Here you can find all your textbooks (used ones also) as well as a fine selection of good literature and plenty of paperbacks.

Starting from Five Points all the way down Main Street are Durham's myriad of shops and department stores, which are complemented by the many shopping centers in and around Durham.

By now, though, you'll probably have come to the realization that Durham is not a typical college town. Geared to everything but collegiate interests, Durham is a small Southern town catering to the interests of its middle-class citizens.

However, there is one business which thrives on college students—the Record Bar. Located all the way down Main Street, the Record Bar is the area's largest record store. Browsing through the huge collection of records in stock is one of the highlights of entertainment in Durham. After you have looked at the Record Bar's collection, cross the street and look in on the Record and Tape Center. Though not as large as the



The Record Bar

Record Bar, the Record and Tape Center offers a wide range of good albums.

If you're looking for action of any kind, you may as well forget it. Durham's nightlife is limited to its numerous movie theatres. Past the Record Bar is the Rialto which usually presents good, arty flicks. With its unique atmosphere, the Rialto should be visited at least once during your stay here. Competing with Durham's drive-in movies is the Criterion theatre, around the corner from the Record Bar. Affectionately called the Crit by its admirers, the Criterion boasts of nude double-features around the clock.

Across the street from the Record Bar is that bastion of justice, Durham's County Court House. But don't let all this Southern charm and architectural genius fool you, for Durham has its slums too. Way down Main Street lies Edgemont. Here you'll find people living in abject poverty and maybe even get your first glimpse of houses "Unfit for Habitation." However, if such sights bother you too much, you can ride to the other side of town and visit palatial Hope

Valley. Neatly separated from the rest of the world by its white brick entrances, Hope Valley boasts of its own private country club and vies with the Sarah Duke Gardens in beauty.

Well, that's a short glimpse of downtown Durham, for all its worth. Yet, there is one consolation: Durham's proximity to Chapel Hill. If your Y-man has a car, ask him to take you to Chapel Hill. Having to live in Durham is one thing, but knowing Chapel Hill is closeby makes living a little easier.



Edgemont Community Center



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During the next two weeks **get** the Y, sports, and music, just to name a few. Many students are wary of joining any organizations claiming they have no extra time. Many also spend four uneventful, meaningless years at Duke. But if you want to be involved and get to know Duke, you can always find the time. Participation in any one of these activities affords lasting friendships and invaluable experience. The organizations are there; the decision to join is up to you.

The time to get involved is now.
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ACROSS FROM EAST CAMPUS

**Photos
by
Terry
Wolff**

The Duke Chronicle

The Student Press of Duke University

Founded in 1905

Today is Tuesday, September 16, 1969.

Thirteen hundred freshmen arrive today, a group the man called "the pioneers of the new curriculum."

Looking back on the fate of many other pioneers who are still lost in the wilderness, but defiantly wearing our coonskin caps, this is the nostalgic yet hopeful Duke Chronicle, Volume 65, Number 1, published at Duke in Durham, North Carolina. If you have news of the whereabouts of any missing pioneers, call us at Ext. 2663. To settle any business transactions, the number is 6588.

Fateful years

The four years you entering freshmen are beginning today are going to be, we expect, the most important of your lives. And they will be difficult years to get through, because you are starting your college years at a very singular time and place.

This time is singular because it is at last becoming clear that the survival of the human race is open to serious question. We are steadily nearing the saturation point in population, all the while arming ourselves to the teeth with doomsday weapons and destroying our environment. People are growing farther apart from their fellow men as they approach the point where they will lose all control over their fate, and if you are young and intelligent and sensitive you cannot help becoming aware of this and disturbed by it.

The place is singular because Duke University is entering its most important year. This is a young yet major university, able to choose either to accept its obligation to build for the future, or to retreat into isolation and scholasticism. This year, when we will search for a new president, begin the use of a new curriculum, and struggle with the University's relationships to the military, to industry, to the Durham community, and to its students, some of the most important decisions concerning those two paths will be made. You will, whether you like it or not, take part in the making of those decisions.

Yet the problems implicit in the challenges before you will, we think, be more than made up for by the joys of finding yourself, learning about the world around you, and deciding how you shall relate to it. You can, of course, choose to avoid many of the joys and challenges, and take easy courses, play cards for hours on end, and learn to drink well and often with some pinnod or un-pinnod brothers and sisters.

Or you can escape the challenges and joys by convincing yourself that the only worthwhile pursuit of a college student is constant study. There are good courses and good professors here to take advantage of, but only a part of what you can learn here is to be found in classrooms and in the library.

The other part of your learning experience will be found within yourself, and in your relations with other members of your generation. Here, as well as in classes, we hope you will learn to ask questions, questions about yourself, your University, our nation and world.

We deeply hope that this process of questioning will lead you to become actively concerned about the problems of the world we live in. For there is a revolution to be made in America and in the world, and it is our generation's duty, and privilege, to make it.

The revolution we speak of is not violent, or apocalyptic. It will grow simply out of the realization that all our fates are tied together, and that our common future will not be secure unless we put an end to war, and poverty, and racism, and injustice, and to that mad drive for temporary and selfish profit that has led so many of us to poison the air and water and exploit or abuse others.

And so you will change in these years, as you learn more about yourself, and other people, and our common past and future. These changes in yourself will be resisted, perhaps by your parents, your past, other students, your dreams of success and security after graduation. Yet when the changes have come you will welcome them, for you will have begun to find, know and live by the truth.

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Now, son, while you're away at college you will learn to think for yourself...

...but don't come back with any weird ideas.



—the readable radical—

On freshmen...

By Mark Pinsky

Being a freshman, like being Vice President, isn't worth a warm crock of what Cactus Jack Garner really said was in it.

The fact that one is entering a new environment with all the awkwardness that dictates is only a small part of the difficulty. A larger part is determining, from the plethora of college myths, what problems facing the freshman are significant and which are insignificant.

All the scare tactics you're fed about: 'look-to-your-left-and-look-to-your-right-in-four-years-one-of-you-won't-be-here' line is just that, a line. Statistically it may be correct but officially inspired fear of attrition at Duke is baloney. One of the very few human aspects of the Administration at Duke is that once you get in they like to keep you, if only to avoid spoiling their record. Unless you are a trouble maker of the very highest order they are unlikely to throw you out. And even then they try to be sneaky about it and often let you back in, as numerous members of the Chronicle can testify. The point is, if you really want to graduate from Duke, you can. Determining whether that's a worthwhile goal is another matter entirely.

The work freshman year is a ball buster and, contrary to what your Y-Man may tell you, it doesn't get any easier. As the years go by you just learn how to get by doing less of it.

Social life freshman year is a

fantastic problem which may account for more attrition than academics. For most freshmen—and women—it's bad, really bad, but in different ways.

The traditional "Y-Man's Consolation" goes something like this:

"Boys, you're going to have it bad this year. Freshman girls who were so nice to you Freshman Week won't look at you after the upperclassmen get back. If they do accept a date during the year your chances are one out of three that they'll stand you up. The only upperclass girls who'll give you a break are the dogs and the Religion majors. The one heartening thing I can tell you—and it isn't much—is that over the next four years it's going to get increasingly better for you. From this point it's all uphill. That won't keep you warm on those long January nights but take it for what it's worth. And for God's sake, don't break up with the girl back home. Her importance will grow over the cold and loveless weeks to come."

For freshmen girls it's a different story. Most of you will be at the height of your popularity, primarily because you are "the new crop." Your favors will be at a premium but don't let it go to your head. Like the elusive butterfly it's a short fast ride so keep your head. A lot of girls get hurt freshman year because they don't realize how fast a league they're playing in. More than a few end up on their backs

far in advance of when they either planned or expected it.

The biggest problem for most undergraduates, a problem that only begins during your freshman year, is that of defining who you, as an individual, are and how you relate to your community here and your parents. This process of "finding yourself" is often both a lengthy and messy experience. It's frequently painful for everyone involved. But it is as inevitable as it is irreversible.

During the four years you are here your politics will like movie, as Ray Mungo used to say "a zillion degrees to the left of wherever you were when you got here." You'll make love and maybe be fortunate enough to fall into it at the same or other times. The malcontents, the neo-conformists and those with a little bit of soul may even let their hair grow and discover the gentle joys of pot.

Before long you will notice a change in the relationship between yourself and your parents. This change, you must try to remember, is in you—not them. You shortly become an adult in the eyes of your fellows, an independent (if not self-sustaining) member of a peer community. In short, a person much different from the one who entered Duke in September 1969. It may take your parents some time to recognize this change and even longer to accept and respect it.

Editor's note: reprinted from—September, 1968 Chronicle



—The Good Life—

Are you experienced?

By Clay Steinman

"Everybody's talkin' 'bout revolution, evolution, masturbation, flagellation, fornication..."

J. Lennon and Y. Ono

Revolution. Evolution. Masturbation. Flagellation. Fornication. If they're your bag, then you've come to the right place.

There's been a lot of speculation here these last few days about the nature of the 1,300 souls who'll begin their University experience today.

Some say the class will be more concerned, more aware, more

potentially active than any of their predecessors. Some say the events of last February scared away many whose presence here would have benefitted the University as well as themselves.

But the probability is that the Class of 1973 is like the Class of 1972, and 1971 with its share of wahoos and activists, grinds and pseudo-intellectuals.

Changing times
Sure, the times are different. Just talking to high school kids convinces you of that. The marvel of the mass media has brought the "revolution," probably more cultural than political, into

America's living room and into the fantasies of much of America's youth.

Yet when the television is turned off and Ramparts is put aside, the heavy reality of every day life often obscures thoughts of creating a humane society. Working for a living leaves little time for struggling for the millennium.

While at college, students have a chance to be insulated from the humdrum struggle for bread. Pressures for material success or grades leading to an unthinking grind are almost completely

(Continued on page 7)

the passing scene

From those who went before

by Tom Campbell

In the comparative calm that settled over the campus the few days before all the freshmen arrived, those upperclassmen who found themselves drawn back to campus more than a week before the rest of the compatriots had time to do some real old-fashioned reminiscing. In the breaks between planning Freshman Week activities of putting together a newspaper, the conversation inevitably turned to recollection of one's own freshman experience. "I remember when I was a freshman..."

Depending on the number of years the person has been here, "when I was a freshman" could have been relatively long ago, compared to the person's age and to the amount Duke has changed since the individual first came here. Compared to the amount the individual has changed since he was a freshman, "when I was a freshman" can often seem light years in the past.

It is trite but true that the University changes people and that students within the University

change almost naturally during their four years as undergraduates. Part of it then is a personal maturing, alterations that result from "growing up," from becoming four years older and wiser. And part of it is institutional, a development that grows from confronting the system, on your own for the first time in a world that makes intense and often conflicting demands.

Your Y-Man, or FAC, and the dozens of other upperclassmen that you will meet in the coming weeks will try to explain these changes to you, try to prepare you for them, but in the end they will get back to "well, when I was a freshman." And that's the kind of thing the university experience is, an experience that can be communicated only in subtleties and innuendoes, and beyond that can only be grasped by living through it yourself.

But in spite of or perhaps because of this unbridgeable communications gap, a word about your upcoming years. Only don't

forget that most of the meaning is between the lines, and it is up to you to dig it out.

Of all the hurdles you will be facing this year, some of the biggest and most immediate will be your academic courses. You'll have a new curriculum to play with, a challenging, fairly open-ended creation which was designed, so we are told, with the student in mind. Nevertheless, you're going to have some bad courses—deadly dull, completely lacking the necessary ingredient of intellectual discovery, and basically pointless. Faced with these academic monstrosities, you will have to decide whether to knuckle under and smother your brain in a morass of mediocrity, or resist the temptation to form your

whole life around your q.p.r. and actually go out and learn something on your own. The basic questions here will be whether or not you feel that these four years of your life are too valuable to be wasted on insignificant banalities, and whether you will ever be able to recover from the dose of mind-stifling and become a fully alive individual.

These, needless to say, will be tough questions to answer. But in a sizable proportion of your courses, these are exactly the problems that you will encounter. This is not to sound overly pessimistic; you will have a lot of good courses and good professors during your stay at Duke. If you don't put some work into these, you probably shouldn't even be here in the first place. But

if you do work at the good courses, it will be the bad courses that will cause you to take a searching look at your own motivations. If only for this reason they too will be of some value.

And while you're thinking over these problems, you might ask why, in the course of giving you an education, a university as good as this one still has to expand part of its energies smothering your freedom and creativity.

So much for your confrontation with the institution. But what about your confrontation with yourself? Part of this, of course will grow out of your dealings with the system. You can learn a lot about

(Continued on page 13)

-Experienced-

(Continued from page 6)

self-inflicted. That's called flagellation.

The four years here that go by with an increasingly frightening rapid pace, because they are spent isolated from material problems, provide the chance to explore, search for truth, discover self-awareness and all the things which sound like rhetoric but can really have meaning.

Good booklearnin'

The formal education offered at Duke is in many cases an outstanding one. How much this will be true for each student depends upon his perseverance in seeking out those with a sincere desire to teach.

And, combined with the courses in the catalog, there's an experience

in just meeting others, working with others, talking with others, loving others, that can produce a sensitive, aware person who strives for things in things rather than concentrate upon preserving all that is bad and mediocre in order to preserve what is good.

Change like that takes time. And most of us don't make it. It's called evolution.

There's also the chance here to drop out in a number of ways. Dope, booze, athletics, the grind, living groups and a life style of fornication, if followed to the exclusion of all else, can be tickets to superficial feelings of well-being that don't produce much in the long run.

Needed diversion

That's called masturbation, and like masturbation, it is good if not necessary once in a while for relief and can be a negative force if it becomes an obsession.

As past classes have discovered, Duke has something to offer everyone. Only at Duke, possibly unlike its counterparts in the cold North, the opportunities aren't readily available.

They've got to be searched for and discovered amid the misplaced priorities, living group mumbo jumbo, radical rhetoric, Southern attitudes and insensitive conservatism that abounds at this place.

But the chance for an education, a real education, is here. It's hard to find it, but it's here.

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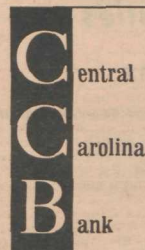
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Some opinions

An introduction to the arts at Duke



The nameless art complex, located at the back of East Campus.

Editor's note: The following article written by last year's literary magazine editor Steve Karver, was published last year in Peer under the heading, The Arts, Duke's Rear Guard. Below are some of my comments on the few options open to the artistically minded students in the Duke community.

First, a criticism of those, like myself, who came to Duke in any way hoping to find something they could somehow call an esthetic experience. There were too many deadly early warning signs that we should have caught, and known without a doubt that Duke was not the place (by this I don't want to suggest that once here we shouldn't try to change the place, but that we should expect a long and largely unfruitful struggle). Take for instance the University's very own tin. There WDBS and the publications are listed, where you—O Creative Artist!—can learn all the angles of sales and business management. A joke? Certainly, but not mine. It makes me think that Chapin's been doing work for the University on the sly, moonlighting. Another bad omen should have been apparent on your first visit to the campus. The architecture. Perhaps it's not that important you say, but it is after all your environment, and typical of the atmosphere of the school. In this case it's not just 20 or 40 years behind the times—as most things are around here—(and in addition, meretricious, in its attempt to make

us look like what we're not: that northern school), but it is 500 years behind.

The building of the school brings us to a very important event in the history of Duke University: the beginning of the plastic instant Princeton: the dialectical materialism—that continues down to our own day—begun by the tobacco king, our founder. What's not so important about all this is that Duke began, but the guiding light and principles that began it. Apparently, old Buck didn't think the arts very significant for the life of a university, so we got Erudite et Religio for a motto, with the aim of producing an alumni of white religious lawyers, doctors, priests and businessmen. That's right. Discussion of the arts is conspicuously absent from the endowment terms, whereas science, religion and business are not. And the fact is that that sort of thinking has continued—in all segments of this "community of scholars": students, faculty, and administration.

I imagine you're asking yourself exactly what I mean. What's all this ranting and raving about. How about the fact that the University supports DUAA to the tune of a 1/2 million bucks, and to round out the bill gives another 500,000 for the Med Center to construct a cozy new barn for its experimental animals. That the Fifth Decade program has so far given us a new chem building, a new monkey house, a new phytotron, and a new

cyclotron, but that the best that can be done for the giant complex of 'art buildings' I mean those centrally located Asbury, Branson, and the nameless art building is to re-vamp the old east campus Science building into one of the ugliest pieces of plastic-motel-shit and call it a museum.

Just as there is no commitment to making spatial room for the arts here, there is, as far as I can see, no commitment to the real teaching of the arts. In the department of fine arts there is an extremely limited number of studio courses, and even those, even under the gassy NEW CURRICULUM—that updating wonder—will be allowed only the credit of a half-course because, I guess the logic goes, painting is fun and doesn't really involve any thinking. Well, those who know, know it is really the 'brain course' in the art and other departments that are neither fun nor challenging, and are not at all concerned with art. By art I mean something vital and living, something in ferment, something that integrates today's world. Of course I have respect for the tradition. It is just because I have respect that I complain that there doesn't seem to be much concern on this campus about the continuation of the tradition in its present most living form. And anyone who talks about the tradition without adding something about its living form is mouthing phillistine lip-service bull-shit. The classes that have been set up in

these subjects are for the study of dead history. Dead history without reference to the living present. In the only course on modern architecture—a year long course—the class gets about 3/4 background and 1/4 subject! In the primary modern poetry course for undergraduates the infamous Mrs. B. cannot understand or appreciate the achievement of William Carlos Williams. And Williams is dead: other younger poets are working out of the effort he made into newer realms. In Dr. P.'s history (already a wrong chord is struck) of modern art, background and the Cubist movement take up so much time you may never find out that painting did not end in 1949. In his history of American art you may

not I assure you by attending class, find out that not all American artists died some time in the 1930's.

And what of the new arts? What of photography? What of the motion picture film? What of electronic and electrified music?

Ah, I get tired of repeating my experiences and questions over and over again for four years. Those who are the fretters, nod their heads thinking back on their own experiences. Those who don't give a flying you-know-what, having been among the herd who sat in on Art 51-52, will come and go talking of Michelangelo, and when they get hitched up in holy wedlock, and go

(Continued on page 13)

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What must be done

Much of the problem with the arts at Duke has been in the student body. Although Duke has certainly done little to kindle the flame of esthetic zeal in its students, even those already inspired have done little for the artistic environment of the community.

Although the establishment should certainly provide courses which deal with current developments in the arts, it is the students, the young, who should be creating these developments.

Unlike many campuses, Duke has been devoid of such things as underground magazines, rock groups (on most good campuses there are at least ten fairly good rock groups available to play at dances, or just for the pleasure of playing), and student art. Photography has been an exception, student photography at Duke being probably as good as

anywhere.

What I'm saying is, if you're artistically inspired, do it. Create your own opportunities. Go read your poetry in the Celestial Omnibus. Get a band together and play, wherever you want. People will hear about you. Get some friends together and do a magazine. Find the people with similar interests. (The C.O. is the most obvious place.) But don't just sit on your ass.

We can use you on the Chronicle. The Archive doesn't look very promising, but try it. The yearbook is another possibility.

If you want to stay out of depression around here, or avoid being "bent out of shape by society's pliers," the trick is to really stick your head into something and do it. This is your environment and your presence here can change it.

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**WHY
IS THIS MAN
CRYING?**

By Les Hoffman

Assistant Managing Editor

April 5, 1968 the Vigil began. Ten months later, February 13, 1969, some 2,000 students were gassed on the main quad.

Externally, these two events have been the most publicized student undertakings at Duke University in the past three years. Internally, they represent much of what is different between the Duke University of fall '66 and the Duke University that the Class of '73 enters today.

April 5, 1968 was the day after the murder of the Rev. Dr. Martin Luther King. The assassination pinched the conscience of the previously blasé Duke community, and there arose in the minds of some a need to act.

That night, close to 500 persons decided the problems of the Duke community as they saw them needed immediate action. The problem they decided to focus their attention on was the plight of Duke's non-academic employees.

Demands for action

The 500 took a list of demands to President Douglas Knight's University House and asked for action. Many felt that all they got in response was talk.

So in the non-violent tradition of King, a Nobel Peace Prize winner, 250 students and faculty members, all the House could contain, extended their visit. They remained with Knight's approval, demanding a substantive commitment on his part before they would leave.

As one leader put it, Knight was a "moral man trapped by an immoral system." They demanded that he act on issues. They believed he wanted to act but was constrained by outside forces.

The Vigil

When Knight retracted the hepatitis two days and went into seclusion, the live-in moved to the main quadrangle. The 250 swelled to the 500, then to 1,000 and at its peak over 1,500 students

Activists at Duke

A news analysis

sat on the quad as the University's nonacademic employees went on strike and a boycott of the dining halls began. The live-in became a vigil, and shortly thereafter, The Vigil.

After four days on the quad The Vigil ended. Fifteen hundred persons slept on the main quad to help get power and higher wages for the nonacademic employees. They won very little power, for the workers but they did win substantial pay raises.

MLK to Malcolm X

Just as The Vigil was an exercise in the teachings of King, the philosophy and life of Malcolm X, seemed to underline the events of February 13, 1969.

At about eight that morning some 60 black Duke students

moved into the first floor of Allen Building and moved everyone else out. They barricaded themselves in and declared the building to be the Malcolm X School of Liberation.

A list of demands was presented to the administration and an ultimatum was delivered by the blacks: the administration could have their building back when the blacks had their demands met.

This demand was quite unacceptable to the administration, who then offered a demand of their own: With riot-equipped Durham and State Police loitering in the Sarah Duke Memorial Gardens parking lot the administration told the blacks that if they left the building they would be no violence and talks would begin.

Gas on the quad

This compromise was unacceptable to the blacks. So, with the national media and 2,000 students as witnesses, the police moved on Allen Building some ten

largely a result of the violence of February 13. However, just as the nonacademic employees failed to win the power they were seeking, so the black students got their corridor, advisor and academic program but failed to win significant power in the implementation of any of these changes.

In a pattern

The events of both April 4 through 10, 1968 and February 13, 1969 are now past and they may seem isolated events of Duke's history. But in reality, activism at Duke did not begin with the Vigil any more than it ended with the evacuation of Allen Building by the black students.

Student activism at Duke could not begin until there was student awareness. Symposium '66 is considered the eye opener.

The participants in Symposium '66, Dave Harris (currently in jail for draft evasion, then president of

Class of '73 will be the first to fully enjoy it is a partial result of this analysis.

Some also began to object to the use of napalm in Vietnam. When Dow Chemical (one of the producers of napalm for the war) came to campus in the fall of '67 company recruiters were picketed by a small group of students.

It was another small group of students (the newly formed Associated Students of Duke University), who attempted to prohibit student groups from using segregated facilities, but student referendum overturned ASDU's action. And conservative student reaction at Duke had begun.

Conflict averted

Last spring ROTC came under fire. Three hundred students demonstrated peacefully against ROTC and almost as many hecklers were present. Harried administrators successfully kept the factions apart and there was no



Demonstrator reflexes the seriousness of the Vigil—Spring 1968. Photo by Bob Hewigley

the student body at Stanford), Charles Muscatine (Berkeley professor) and Paul Goodman (author) referred to their Duke audiences as an "ignorant intelligentsia," floundering in a meaningless sea of grades and materialism.

Action begins

Soon after Symposium '66 segments of the University community began an intensive critical self-analysis. One of the first things some saw was what they considered a restrictive and antiquated curriculum.

The new curriculum, which the

violence.

ROTC should come to the forefront again this fall when the deadline for administrative action against ROTC get by the recently organized Student Liberation Front will come, probably without any significant changes.

But there are many issues that will probably come up this year. In most, power will be the key. It is the question of who should control the power that is the philosophical wall separating many students from those who now rule Duke.

-troika-

(Continued from page 1)

Hobbs

The chief academic officer of the University, Hobbs has been teaching at Duke since 1935. His appointment as provost came last January following the resignation of R. Taylor Cole, a member of the political science department.

During his career at Duke, Hobbs has held the posts of chairman of the chemistry department, dean of the graduate school, dean of the University and vice-provost.

He is chairman of the Research Triangle Institute and vice-chairman of the Governor's Scientific Advisory Committee. Hobbs also serves on the North Carolina Board of Science and Technology and the Utilization of Resources and Development Advisory Committee of the U.S. Department of Agriculture.

Huestis

Huestis, who directs finances at the University, is a relatively new addition to the Duke administration, coming here in October, 1966, from Hughes Aircraft Company where he had a similar position.

He has made many reforms bringing greater efficiency to the University budget, evidenced by a corresponding savings of millions of dollars to Duke.

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Today's schedule

Tuesday, September 16
 9:00 a.m.—12 Noon—Deans available for consultation. Trinity College: Dean Alan Jenks, 104 Allen. School of Engineering: Dean Edward K. Kraybill, 136 Engineering. Woman's College: East Duke Offices.
 9:00 a.m.—5:00 p.m.—Interviews for ROTC candidates. Air Force ROTC: 138 Social Sciences. Naval ROTC: 108 Social Sciences.
 10:00 a.m., 1:00 p.m., 3:00 p.m.—Tours of the campus conducted by the Alpha Phi Omega service fraternity. Freshmen and their parents welcome. Tours leave from the

FF lounge, Canterbury House.
 10:00 a.m.—5:00 p.m.—Alpha Phi Omega service fraternity will operate recreation lounge open to all students. Refreshments available. FF lounge, Canterbury House.
 10:30 a.m. or 2:00 p.m.—Meetings for parents of freshman Trinity College: 139 Social Sciences. School of Engineering: 125 Engineering. Woman's College: 2:00 p.m. only, 201 East Duke.
 1:30—3:00 p.m.—Foreign language placement tests.
 3:15—4:45 p.m.—Placement test in mathematics for students wishing to qualify for a higher level course. Men, 111 Biological

Sciences; Women, 204 East Duke.
 2:00—4:00 p.m.—Dr. Richard M. Portwood, Director of Student Health, will be available for consultation in the Student Health Office in Duke Hospital. Freshmen and/or their parents may confer with Dr. Portwood to ask questions or to provide information concerning any health problem of which the Student Health Office should be aware.
 3:30—5:00 p.m.—Chancellor's reception for parents at University House, 1508 Pinecrest Road.
 6:30 p.m.—House meetings of women with FAC's.
 7:30 p.m.—College assemblies.
 8:00 p.m.—Woman's College assembly.
 10:00 p.m.—House meetings.

—Those who came—

(Continued from page 7)

yourself by knocking your head against Duke's gothic walls. But a larger part of your personal growth will come from far more subtle, seemingly less significant changes that you will begin noticing in yourself after only a few short weeks. The name of this game is decision-making, and it stars a cast of one—you.

You'll be making many small decisions soon, decisions that will soon add up to a definite patterning of your life here at Duke. Whether you make all of these decisions with a conscious plan in mind, or whether you just let yourself slide into them, doesn't really matter. What does matter is how happy you are here. If you don't fit the pattern that Duke forces you into and that you make for yourself, you're not going to be very happy. If that is the case, something needs to change—probably both yourself and the institution.

So in the end we come back to change what should be the common denominator of almost everyone's

experience at Duke. How much and in what direction you change is up to you, but above all don't be afraid of changing.

Because I know far too many upperclassmen who, when thinking back to their own Freshman days, remember that they weren't very happy. And, unfortunately, a vast majority of them are still the same way.

—Arts—

(Continued from page 10)

down to the local Belk's—whatever its name in the styrene suburb of their choice—they'll choose that nice neo-moorish-spanish walnut TV ("Sec George, the nice pillars and do-hickey filigree," she'll say) with which they'll watch the Dick Van Dyke of the '70s. All I know is that somehow, somehow Duke lacks of any real involvement in the on-going tradition of art is connected up with its educational philosophy, and in turn with ancient American, and especially Southern, baloney, and finally to

CP Snow's bit about the two cultures; all I know is that despite a four-year dose of Duke (or perhaps because of it) there will be a few less artists and a great number of

adults who do not actively support the arts; all I know is that about the only thing Duke has changed for the majority here is their earning power, and I think that is a pretty rotten record.

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Varsity gridders open season Saturday in quest of first ACC title since '65

By Bob Heller
Sports Editor

Offense, offense, and more offense. That is the way it was with last year's Duke football team and that is the way it is going to be again this season. There will be one big difference though—the addition of defense, adding up to one football team.

Just how good this one football team will be depends on the quality of that most necessary additive—defense. Last year's defensive line was porous, the

secondary was in another world (below, not above this one).

Untested sophomores

Head coach Tom Harp promises "more talent and speed in the secondary." However, three of the four defensive backs are untested sophomores—Mike Davies, Ernie Jackson and Rich Searl. Searl, last year's freshman standout, intercepted eight enemy passes in five games last year. Senior Dave Trice, formerly a quarterback, adds experience to the 1969 secondary. From all of last year's indications,

these four could be molded into one of the most outstanding secondaries in the conference.

A talented defensive line will consist of senior Gene DeBolt, juniors Bob Shinn and Curt Rawley and sophomore Joe Scullini. The linebacking crew, headed by all-ACC Dick Biddle, also features experienced seniors Joe Compitello and Mike Fitzpatrick.

Leo Hart, last season's sophomore sensation, will lead the Duke offensive thrust. Hart crashed all kinds of school and conference records last season and finished sixth nationally in total offense, with 2,340 yards.

Break-away threat

Complementing Hart in the backfield are Don Baglien and either Phil Asack or John Cappellano, all three of whom are proven hard runners. Cappellano may prove to be the one break-away threat which Coach Harp has been looking for.

Opening up the holes for the runners and protecting Hart will be center Bob Morris, guards Bob Fitch and Mike Garner, and tackles Ken Bombard and Guy Johnson. Though depth is not one of the Blue Devils' strong points, Harp maintains that his offensive line is "very adequate," despite what the critics may say.

Duke does boast three of the

most experienced and talented receivers in the conference. In Marcel Courtillet, Bob Hepler and Jim Dearth, Leo Hart will have three exceptional targets. Junior Wes Chesson, perhaps the team's most versatile member, is available for duty at both wing end and flanker.

Coach Harp figures that his team must score 21 points if it has a chance to win. However, in seven of last year's ten games, this total would not have won the contest.

More on this year's team in tomorrow's Chronicle.

Frosh team has bright outlook

By Bob Rolnick

While most freshmen are wandering around campus trying to find building 53 (Allen), or where you can get a pizza in Durham after midnight (stop looking, you can't), 45 athletic oriented young men will be holding practices to help them in their search for touchdowns and victories during the coming season.

Under the direction of Coach Herschel Caldwell, the 1969 edition of the Duke freshman football team continues its drills, despite the other activities of Freshman Week.

The putting together of a good football team has to start with a sound freshman program. And since the Blue Devil varsity team has suffered a decline in talent since their glory years of the late forties and fifties, the Blue Imps' success or failure becomes all the more important.

Duke had a good freshman team last year, with a 4-1 record, and the word is out from the coaching staff that another good crop of football players are on hand.

All-state quarterback

The center of attention is, of course, the quarterback, and as of now is John Spoganetz, 6'3" tall, 190 pounds, hailing from Carteret, New Jersey, where among other honors, he was an all-state selection.

A commodity Duke has been

short of in recent years is running backs, a situation which Head football coach Tom Harp and his staff hopes has been resolved with this year's collection of ball carriers.

Top frosh backs

Among the top freshman running backs are Steve Jones, 6 feet, 190 pounds from Sanford, North Carolina and Bill Thompson, 5' 10", also 190, from Jacksonville, Florida. Duke's already strong passing game will most likely have to be complemented by a stronger running attack if the Blue Devils are ever to be a national power again.

One interesting comment on the ability of this year's Blue Imps is that each candidate will be required to play both offense and defense during their preseason drills.

Although two-plateau football is now the rule in both the college game as well as the pros, Harp is hoping to develop good all-around football players who could help the varsity in seasons to come.

Roster listed

Here are the Duke freshman football candidates for the 1969 season: David Atkins, David Audet, Todd Auryansen, Doug Barley, Nathaniel Bethel, John Blount, Peter Bozick, Jr., Harry Chambers, Jack Ray Childress, Willie Clayton, Joseph Connors, Frank Fletcher,

James Goins, Dale Grimes, William Hanenberg, Thomas Harris, Jr., Gerald Hassell, Richare James, Steve Jones, Thomas Kehl, Robert Lebby, Kenneth Marinak.

Dominic Mona, Edward Newman, James Overton III, Robert Parrish, John R. Paschall, Mike Peek, Oliver Phillips, Joseph Politan, Steven Ratcliffe, Curtis Shubert, John Spoganetz, David Talley, William Thompson, Raymond Tilens, Stuart Todd, Thomas Usery Gregory Vaniglia, John Van Norman, Norman Varney, John Wagner, Steven Willis and James Zellinger.

Virginia boasts tough defense

By Roy Towlen

Editor's note: The following is the first of a series of previews on Atlantic Coast Conference football teams.

Last season Coach George Blackburn's Cavaliers produced the school's finest record in over 15 years.

Led by Frank Quayle, who was named as the Atlantic Coast Conference "Player and Athlete of the Year," Virginia finished first in the conference in total offense, and ranked eleventh nationally in that department.

Backfield young

However, the entire backfield from last season has graduated, including quarterback Gene Arnette, and running backs Quayle and Jeff Anderson. Replacements will be difficult to find, although lettermen Danny Fassio, Dave Wyncoop, and Clinch Heyward were groomed last year to fill in at quarterback, halfback, and fullback respectively.

Their new-found jobs should be made easier by the return of much of the offensive line, including All-ACC candidate Danny Ryczek (6-3, 220) at center, and veterans Rick Kotulak, Gary Saft, Jimmy Shannon, and Tommy Thomas.

Despite their presence, the offense is still a big question mark, as Fassio is virtually untried at quarterback, and Wyncoop and Heyward lack both the size and speed which Quayle and Anderson possessed.

Unless Fassio develops into a

dangerous passer, and this is highly unlikely, then Virginia will have to rely on a running game, one which will be at best a shadow of last season's.

Virginia defense experienced

If the Cavaliers can't put the ball in the end zone, then they'll have to rely on their experienced defense, which boasts seven starters from last year, to keep the games close. Despite its experience, the defensive line is neither particularly big nor reliable.

Opposing teams managed to score over 40 points on three occasions last year against the Cavaliers, and the only team which had any great difficulty in moving the ball in '68 were V.M.I.,

Davidson, Navy, and North Carolina, all weak teams last year.

Tommy Patton and Al Sinesky are fixtures at the ends, while Jim Willis and Bobby Bressan should man the tackle spots. There is a lot of depth at linebacker as five lettermen return, including probable starters Charlie Blandford, Al Ferrara, and Boyd Page.

The defensive secondary appears to have plenty of depth but a scarcity of talent. Starters Andy Minton, Bob Rannigan, and Pete Schmidt all return, but they are only adequate at best. They will be vulnerable to good passers such as Duke's Leo Hart, and South Carolina's Tommy Suggs.

PREDICTED ACC FINISH: fifth.

Deacon soph Russell leads upset of State

North Carolina State, most everyone's preseason favorite to repeat as ACC champions, received quite a blow in the conference opener Saturday night, as Coach Cal Stoll's Wake Forest squad stunned the Wolfpack with a 22-21 come-from-behind triumph. With close to 37,000 fans watching, Deacon soph quarterback Larry Russell calmly directed his forces on a 40 yard drive in the waning minutes of the contest. The two point conversion was successful with just five seconds remaining in the game.

Since the ACC will have much more balance this year than in recent seasons, this loss may prove to be an especially bad start for Coach Earle Edwards' team. The Pack still must play expected powers South Carolina and Duke. Wake was dubbed to be one of the doormats of the conference this year, but their showing on Saturday proved differently.

State did roll up an impressive 317 yards on the ground while powering 19 first downs. However, a virtually non-existent passing game, netting four yards, hurt the Pack in the long run. Quarterback Darrell Moody scored all three

State touchdowns, on runs of four, one, and 17 yards. The last State score came as a result of a fake field goal play, which caught the Wake defense completely flat-footed. This play gave State a 21-7 edge at the time.

Wake's first score occurred with 3:33 to go in the first period, on a Russell to Don Kobos pass, following a recovery of a State fumble. The extra point knotted the score at seven.

Shortly after State's "fake" touchdown Wake's Russell brought his team to within seven points when he bolted over from the one. That was all the scoring until the eleventh hour Wake drive.



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The, uh, younger element in our organization has referred to all this folderol as a "bank-in." Which seems rather odd, since we have always associated the term with a hostility for bankers.

However, the young whippersnappers have prevailed upon us. And so, from September 15-19 NCNB (our fine organization) will be maintaining positively ridiculous hours. Nine in the morning until nine in the evening. And we certainly hope you college people will find it fitting to take advantage of this unprecedented opportunity to establish an amenable fiscal relationship with our rather substantial financial institution. At its main office in Durham. Or at its Lakewood office.

There will occur at the main office what you people refer to as "music." We have not been informed as to what compositions will be performed. And, frankly, we would prefer not to know. We shall do our utmost to avoid listening to the taped auditory assaults on our sensibilities.

It would seem that we have completely taken leave of our senses, for I've discovered that refreshments are to be provided. Free! Unprecedented profligacy! In my day, we gave nothing away. Do be mindful of the carpeting.

But those of you who do see fit to establish your custom with us will receive 50 free checks including (perish the thought) mod designs, along with a checkbook cover bearing the distinguished seal of Duke University. Rah, rah.

Thus you are enjoined to assemble your—um—cohorts—and avail yourself of the public transport provided from either the East or West Campus: 25 daily busses scheduled for the downtown Durham area. The conveyances are affixed with the designation "6-A."

We certainly hope you will endeavor to favor us with your presence during this, er, "bank-in" from September 15-19.

Particularly if you would enjoy seeing an old man cry.

Spectrum

YMCA tour

Visit the Duke Chapel at the center of West Campus. YMCA tour guides will be present during Freshman Week beginning Tuesday at 1:00 to 5:00 p.m. and continuing Wednesday through Friday 10:00 to 12:00 p.m. and

1:00 to 5:00 p.m. to show you many of the interesting and historical facts of the Chapel. Also, the Chapel Tours and Ushers Committee would like to add its word of welcome to all new freshmen and their parents.

Dr. Sim

Professor George Sim of the University of Sussex, England, will present a seminar on "Some Conformational Aspects of X-ray Studies of Organic Molecules" in Room 103, Gross Chemical Laboratory on September 19, 1969, at 4:00 p.m. Refreshments will be served in the lobby at 3:30 p.m. All interested persons are cordially invited to attend.

Registration

Vehicle registration emblems for faculty, staff, and employees expire September 30, 1969 (although the expiration date now reads February 28, 1969). Please check the registration emblem now displayed on your car and, if it bears an expiration date of 2-28-69, the vehicle must be re-registered and the emblem properly displayed on

or before September 30, 1969.

Registration is made as follows: For all Medical Center employees, including faculty and administrative staff—Room 1160, Duke University Medical Center; for all Duke University employees, including faculty and administrative staff—Room 07, Social Science Building.

Address forms

The office of the Dean of Men wishes to urge all upperclassmen to hand in their address report forms to that office so that the information desk will have correct data. It also has stated that with very rare exceptions, no more upperclassmen are being granted permission to move off-campus.

Subscribe to the Chronicle

Beginning with breakfast, Tuesday, September 16, meals will be served as follows:

Breakfast	7:45-9:00 a.m.
Continental Breakfast	9:00-9:30 a.m.
Sunday Breakfast	8:30-9:30 a.m.
Lunch	11:30-1:15 p.m.
Dinner	5:00-6:30 p.m.

On Monday, September 22, the regular hours will become effective. (See hours posted at entrance of dining halls.)

The Gilbert-Addoms Dining Room will open with dinner, 5:00-6:15 p.m., Friday, September 19.

The Faculty Dining Room will open with lunch, 12:00-1:30 p.m., Sunday, September 21.

-Curriculum-

(Continued from page 1)
student must now pass a total of 32 semester courses for graduation. Only those courses passed count toward graduation; those failed do not. For graduation with distinction in the student's major field, he must have at least a 'B' average in his major, be invited into the program by his department and write a final dissertation for the department's review.

On the opposite side, for a student to flunk out he must fail either three of his courses in the first semester of his freshman year or two courses in any semester after that. After flunking out, a student may be reinstated but after two semesters. For this purpose, the summer double session counts as one semester.

-Residential life considered-

(Continued from page 2)

the awkward, the quiet, the physically unattractive, and the unpretentious individualist, it can be a shattering experience, especially if he finds himself "rejected" from the group of his choice.

For the minority of freshmen who live in cross-sectionals, things are a little easier. If they like the independent houses in which they were placed, they can stay there. But if they want to move, they must be selected. This is a relatively recent innovation; formerly even the indigenous freshmen could be booted out of an independent house by its selections committee.

Some isolated

For those who are not selected by a living group, the fate has usually been isolation in a room in a fraternity section which happened to be vacant. This generally pleases neither the fraternity nor the individual involved.

A new alternative has arisen in the last few years because of the shortage of housing space on campus. Permission has been granted to over 500 upperclassmen to live off-campus.

Living off campus is popular with those affiliated with fraternities or independent groups on campus and, more significantly, it is also a growing refuge for those who cannot find suitable alternatives on campus. However, so many have moved off that there now is a surplus of housing and no more off-campus permission will be granted.

According to critics of the present system, the end result of the residential policy since the early sixties (when selectivity in independent houses was inaugurated) has been to fracture and distort the concept of a residential college which was the original basis for the system.

More and more people are moving off-campus. Independent houses are hardly different from the fraternities, the critics say, and both have serious faults which even the groups themselves admit. And they add that many persons have been seriously hurt by Duke's residential structure.

Some changes

Others point to the changes that

they say have occurred. Freshmen no longer can be removed from independent cross-sectionals in which they have been randomly placed. A few independent houses do their selecting of freshmen by lot.

Freshman House G has been remodeled to include faculty offices, a library, and a room for house courses.

One fraternity Phi Gamma Tau, has disaffiliated from its national Lambda Chi Alpha. Another, Zeta Beta Tau, has dropped out of the Interfraternity Council, because, they said, the IFC is not amenable enough to changes in residential policy.

But the fact remains that once again this year freshmen are going to be faced with substantially the same alternatives as in previous years, in spite of much debate and study in spite of the consensus that substantial reform is needed. And with off-campus living barred, the rising sophomore's choices are even more circumscribed.

Although the West Campus living situation has been emphasized, ultimately the entire residential structure for Duke undergraduates will have to be revamped, many analysts suggest. Their goal is to have men and women integrated in cross sectional dormitories throughout both campuses.

It is undeniably true, they assert, (and freshmen, they say will soon discover this) that the practice of sexually segregated campuses is highly detrimental to the social and intellectual life of the University.

Although many of these problems have existed for a long time, discussion of the residential system at Duke began in earnest

only two years ago when the first president of the unitary student government (ASDU), Jon Kinney, made a speech at the University Convocation. He called for an alternative to selectivity in upperclass housing.

Responding to the rising concern over a housing system that many felt had become a monster through faulty planning, Duke President Douglas Knight appointed a "Committee for Study of Student Residential Life" in March, 1968.

The RLC, as it came to be called, was charged with a thorough review of present residential policy on both campuses, with study of its implications, and with making recommendations for changes.

Psychological and sociological aspects of the system living structures and groups, and the relationship of the residential structure to curriculum were studied.

Report issued soon

The report of this committee will be made public in a few days. Considerable controversy was generated by some of the committee's preliminary recommendations and extensive debate and alteration occurred before the final report was submitted.

Reports indicate that the recommendations are to be committed to further study and that any substantial reform in the residential structure of the undergraduate colleges is several years away.

In the meantime, the conditions that are widely criticized will continue to characterize the living experience at Duke.

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