

★ EXTRA ★ The Duke Chronicle

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Sanford named president

—program initiator Pro-education N. C. governor

Ex-North Carolina governor Terry Sanford, elected president of Duke Saturday afternoon, increased the emphasis on education and significantly raised its quality in the state of North Carolina, during his term of office. During Sanford's four years '61-'65 aid to state-supported college and university budgets increased 70% and public school budgets 50%. The state's university structure was redesigned, three new liberal-arts colleges were begun, and a statewide system of community colleges, now numbering more than 25 units, was started.

Sanford's administration specialized schools. The North Carolina Advancement School was begun for unmotivated, yet intelligent students. Another school, the Learning Institute of North Carolina (LINC), was begun to provide an experimental laboratory for primary and secondary schools. A school for unusually gifted children, the Governor's School, and a school for the performing arts was also started.

Sanford moved the state from a national ranking of 39 in average teacher's salaries to 32. His administration also saw the average expenditure per student rise from a national ranking of 45 to 38.

The North Carolina Volunteers were started by Sanford in an effort to get young people involved in a Peace-Corps-type state operation. VISTA, begun a year and a half after the North Carolina Volunteers, used the North Carolina organization as a prototype from which they borrowed many ideas.

Sanford was instrumental in founding the now
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Cites community responsibility

By Ralph Karpinos
Academics Editor

In his first public appearance since being chosen president of Duke University, Terry Sanford yesterday said that he was "certainly not against collective bargaining" and that he would "basically not be involved in thwarting good honest student initiative."

Further, without indicating a specific policy on community involvement, he said "any great university has an immediate responsibility for its urban surroundings, to do what it can..." He added that a university also has a responsibility to the state and the region.

Sanford made his remarks yesterday to representatives of the news-media at the Office of Information Services.

The former North Carolina governor said that he had "turned in a different direction...away from politics," and affirmed his intention not to run for political office in 1972.

Between now and next April when he officially assumes the presidency Sanford will be spending most of his time "at Duke or working on things that are related to my coming to Duke," he said.

Commenting that it was "great to have a North Carolinian heading the University," Charles Wade, chairman of the Board of Trustees of Duke, introduced Sanford and said "it is a happy day in the life of this University."

Attention immediately focused on Sanford, who fielded a number of questions from the reporters. Adding an occasional bit of humor, the ex-governor appeared calm and poised in front of the bright TV camera lights.

Anticipate problems
In recent years protests and confrontation have become widespread on college campuses. Asked what he might do, faced with student problems and activism Sanford said, "I would hope that
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Sanford 'meets all' standards

By Bob Entman
Associate Managing Editor

A "pleased" John McKinney said yesterday that Terry Sanford "meets all" the criteria for the Duke presidency established by the presidential search committee.

McKinney, dean of the graduate school, was chairman of the group. He said the "record the man has set" is one of "integrity, honesty, vitality, and verve—the sort of characteristics one needs in a University president."

Sanford's name was among several recommended to the board of trustees Saturday as men who the search committee felt would be "appropriate presidents," McKinney said. He noted that the board was responsible for the final election of the president from among the names submitted.

"Over three hundred" nominations for the office were considered by the search committee, according to McKinney.



Photo by Bob Hewgley

President Terry Sanford at yesterday's press conference.

Duke reaction favorable

By Andy Parker
Policy Reporter

Reaction to the appointment of Terry Sanford as president is generally positive, though many, especially students, express a "wait and see" attitude.

Donald Fluke, chairman of the Academic Council, said it was "a good idea at this time to have someone who can look at the University from the perspective of the public" and suggested that it might "bring public understanding and the University together."

"Sanford is better than the other two candidates," Marsha McIntyre, student chairman of CoCoWoCo said. She also expressed the hope

that Sanford's selection did not indicate provincialism on the part of the trustees who selected him.

Howard Lee, mayor of Chapel Hill and director of the PEP program at Duke said that the president's "coming from outside will free him to come up with new and fresh ideas." Lee, who said that the appointment was a "wise choice" of a man of "great abilities," expressed the opinion of many when he said that "his image will build Duke in the national image."

"His political connections and those with foundations should help," Keith Kennedy, president of the YMCA said. He was hopeful

that Sanford's "strong position" in the state will permit him "not to take too much shit from the trustees." He also said he looked forward to Duke playing a "larger
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Governor's speeches

Goal of 'quality education'

Editor's note: The following excerpts of speeches made by Terry Sanford are taken from Messages, Addresses, and Public Papers of Terry Sanford.

On the importance of education

Speaking at the University of North Carolina at Chapel Hill on Nov. 21, 1960, just after being elected governor, Sanford pledged his support for the improvement of education in North Carolina.

Sanford's reputation as governor during the next four years was built largely on his work on the state's education system.

Quality education is no mean goal! For all other goals we seek for North Carolina can be measured by the quality, the scope, the reach of our educational efforts.

Education is the foundation of economic improvement. I am concerned, vitally, and will be throughout this administration, with industrial development, farm income, the economic growth, and the chance of all to make a better living. Because I am concerned I have chosen quality education as the rock on which to build the house of my administration.

Education is the foundation of democracy. I am concerned with defending the principles of freedom, of individual liberties, of

Selection marks liberal victory

By Tom Campbell
Editor

The election by the Board of Trustees of ex-North Carolina governor Terry Sanford as Duke's sixth president represents the culminating triumph of the corporate business-liberal wing of the Board.

The liberal's ascendancy began with the inauguration of Douglas M. Knight, Sanford's predecessor, and continued quietly throughout Knight's term of office as more and more liberals were named to the Board. Their power reached high water marks with last winter's selection of Charles B. Wade as Chairman of the



From Knight to Sanford

A news analysis—

Board and Saturday's election of Sanford, known throughout the country for innovative, liberal thinking in government and education.

Although it seemed last March, when Knight resigned because of right-wing trustee and alumni pressure, that the liberals might have been losing control, the election of Sanford is an indication that they have more than regained the setbacks that Knight's resignation inflicted. The obvious pleasure of liberal trustees like Wade and Mary Semans after Saturday's board meeting and at yesterday's conference reflected their satisfaction with the choice of Sanford, while more conservative trustees like Duke Endowment head Thomas Perkins were notable in their absence.

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The Duke Chronicle

The Student Press of Duke University

Founded in 1905

Today is Monday, December 15, 1969.

Thirty years ago the Chronicle was informing Duke students that "Andy Hardy Gets Spring Fever" was playing at Quad Flicks (next week, "Goodbye Mr. Chips"), that young Yehudi Menuhin and young Artie Shaw had Duke performances scheduled in January, and that it looked like there was another world war on the way.

With a former North Carolina governor and a current Chapel Hill major on the Duke payroll, there is a temptation to observe that perhaps "we've come a long way, baby." But we'll pass for now.

Assuming a posture of watchful waiting—at the boys at the State Dept. like to say when they don't know what's really coming off—this is the Duke Chronicle, published at Duke in Durham, North Carolina. Volume 65, Number 61. News of personnel changes: Ext. 2663. Position wanted ads: Ext. 6588.



Photo by Bob Hewgley

Duke's newly appointed president, Terry Sanford (center), made his first public appearance at yesterday's press conference. Surrounding him are from left to right Clarence Whitefield, head of the Office of Information Service, Dr. John McKinney, dean of the graduate school and head of the presidential search committee, Charles Wade, chairman of the Board of Trustees, and Dr. Barnes Woodhall, chancellor pro-tem.

Welcome

We welcome former Governor Terry Sanford to the Presidency of the University.

The process of his selection raises significant problems of student participation, in that students were granted but two of the eighteen voting positions on the Presidential Search Committee. This issue is important, and will be dealt with at greater length on this page in the coming days. For now, however, we wish to extend our support to Mr. Sanford in the hope that his term of office will be innovative and imaginative one.

Duke will need, we think, a vigorous, active President who can lend the institution firm leadership and direction; Mr. Sanford's record in political life suggests that this may be what we have gotten. If so, his term will stand in marked contrast certainly to the last eight months and, unfortunately, some time prior to that period. At the same time, we hope that the need for decentralization expressed by the new President in some of his writing on state and local government will be carried over to the University. Specifically, both students and faculty deserve greater autonomy on some issues and greater participation in others.

Mr. Sanford's selection may be a good omen for Duke's participation in community affairs. Greater involvement *per se* of course, is not necessarily an improvement. But as countless commentators have pointed out, an institution of this size is bound to have an influence on the community, and it is the nature of that influence that matters. Mr. Sanford's long association with this region, coupled with his apparent grasp of societal problems like poverty, racism, and environmental pollution, leads us to hope that Duke will begin making a more progressive contribution to the local community.

On the other hand, the commitment to attaining the stature of *national* university in terms of intellectual excellence must not be abandoned. The two goals are complementary, not contradictory.

Finally, we applaud the new President's avowed intention to stay out of party politics. The danger of having the University's highest office exploited as a springboard to political candidacy need hardly be elaborated. His sole constituency must be the University community.

-McKinney on commission-

(Continued from Page 1)

Information was gathered about each and for those who looked promising, further data was gathered, he noted. McKinney said he interviewed many prospective candidates, and the entire committee spoke to each of those who were finally nominated.

The twelve-point criteria list which the committee published in September served as a "working benchmark" for the search, McKinney said. He called the criteria the characteristics of the committee's "image of what a president could or should be."

Among the criteria were "intellectual activeness," "capacity for administrative responsibility, and creative leadership," "sensitivity to the aims and desires of students, faculty, and non-academic personnel," "sensitivity to social and community problems," and the like.

Questioned as to the possibility of Sanford's involvement in politics, McKinney said that the University has "assurances that if he took this job, he would not be

involved in politics" for the length of time he committed himself to serve. McKinney said that this time period is usually around "five to eight years" at most universities.

Thomas Langford, chairman of the religion department and one of the six faculty members on the search committee, said Sunday he is "happy" with the choice of Sanford.

He stressed Sanford's record of "innovation" and said that his choice represents "a creative possibility" for the University at a time when many other schools are "retrenching."

Langford said he was satisfied that the search committee did a "careful job" in its evaluation of prospects. The committee had "a great deal of information to go on," he noted.

According to McKinney, the search committee is now "defunct." However, McKinney said, much of the information the committee gathered will be passed on to the chancellor search committee for use in its deliberations.

'Play the class open'

Editor, The Chronicle:

When I first arrived at school this year, I was inspired to make a great effort to learn by the thought of a new development in teacher-grading attitudes. The present system of A,B,C,D,F, and various "Bell" curves is an obsolete grading process, not reflecting the basic concept of education: to enter a course knowing little or nothing about the projected subject, and to leave it having answered many preliminary questions, enabling one to extend himself to another level of learning in this subject. Likewise, the student cannot learn if his teacher is not able to place important concepts within the grasp of the student's mentality. This feeling, although not new, has been successfully repressed by many professors at Duke.

To "play a class open" is to allow the student to put forth the effort of learning on his own, and to derive from lectures and discussions that which he feels pertinent to his goal in the course. The difference between the end product of questioning, hypothesis, and debate, and the beginning acknowledgement of knowing little about a subject represents desire and ambition, as well as knowledge of a subject. An evaluation should be made, then, on the basis of the difference between the final understanding itself. Also, one may not, in this system of evaluation be compared with others in such a way as to determine who knows more about what; rather, one must be compared with himself, to determine what metamorphosis in ideas and understanding has been caused by learning.

It is with great disappointment that I find many professors unwilling to take this final independent step in the evaluation of their students. Their excuses are many, including lack of time and interest for involvement. The degree of validity of their excuses, however, is slight. Personal student-teacher relationships must evolve through smaller classes, discussion groups, and interviews. This requires a great deal of time and effort on the teacher's part. An interest in the student and his understanding of a subject is vastly more important than the lecturing on the subject itself, because the very foundation of education is personal understanding and meaningfulness, and not group competition for a certain position in a class.

If evaluation of a person's

intellectual experience is continually based on a comparison with fellow students, education and intellectual curiosity will vanish, to be replaced by the simple results of competitive education: cheating and "grade-grubbing."

Sigmund Tannenbaum '72

To bring us together again

Editor, The Chronicle:

In recent years, along with the general decline in morality, patriotism, and scuba diving, there has been a disturbing trend on the part of many university students away from the concept of institutional allegiance. The insidious cynicism which has brought this alarming attitude down upon us is presently manifesting itself here at Duke.

Those who would have us abandon our school spirit are a small, dissatisfied group of nihilists bent on the destruction of our democratic society. After demanding change immediately on matters which take many decades of careful study, these people have had the audacity to question the wisdom of the Duke administration. Further, they have even come to question the foundations of the free, democratic system of education which Duke embodies. Duke University was here long before they were born, and it will be here long after they are gone. This conclusively demonstrates their foolish naivete in doubting Duke's sagacity in education affairs. As for changing rules (such as the rule against the possession of calendars), change

will come in time. As Aristotle said, Rome wasn't built in a day.

Having recognized the nature and the source of the threat, it remains for us in the unintelligible majority to rekindle the fires of school spirit which used to burn so brightly in all of our hearts. By hearkening back to the happy, carefree days of high school we can perhaps pick up some devices for instilling school spirit into the soul of the Duke student body.

Dumping other people's books was always a charming, subtle way of saying hello to strangers and friends alike. Renewed here, it would bond all classes together in mutual kindness and trust. Putting gum in other people's hair was another delightful way of breaking the ice. (It would also decrease littering, another manifestation of the disregard some people have for our school.)

And how about uniting the students who sit through meaningless lectures during several times a week, never knowing that they all share a common sense of boredom? Bringing back the practice of attacking the teacher with spitballs and paper airplanes would give these students a means for constructive expression of their group identity. (Such intellectual saunsons might also spur the professor to reevaluate his teaching materials and techniques.) Finally, pep rallies, torchlight parades, panty raids, and envelope openings should also be used to get the school back together again.

These are but a few humble suggestions from someone who feels that trust in justice and in America are no sins, and who feels no shame in speaking out for the school he loves. Go Blue Devils!

Barry Jacobs
(Lucky No. 19)

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Unsigned Editorials reflect the opinions of a majority of the Editorial Council. Signed columns express the views of the author.

Sanford to be 'great' says ex-commission head

By John Duchelle

Policy Reporter

"Terry Sanford is going to be a great president," commented Anne Scott, associate professor of history, and former chairman of the Governor's Commission on the Status of Women.

Dr. Scott, a long-time personal friend of Sanford, cited his record as governor of North Carolina with great praise.

"His interest in education was greater than any North Carolina governor ever. Constitutionally, North Carolina has the weakest governor of the fifty states, but you wouldn't have known it when Terry Sanford was governor."

During Sanford's term of office, the legislature increased budgets for state-supported colleges and universities by 70 per cent and public school by 50 per cent, while extending the sales tax to include food to finance this increase.

When asked to comment on the fact that Sanford is not a professional academician, Dr. Scott replied "Isn't this attitude what students have been complaining about? A great deal of student discontent has been directed toward the separation of the academic world from the real world."

Dr. Scott expressed the hope that Sanford could bridge this gap. "He has both a long history of interest in education and a lot of experience in the real world."

Sanford has been interested in every major problem of our time, with the possible exception of the war, according to Dr. Scott. "His concern for the poverty program, civil rights, and making government more efficient during his term of office bear this out."

Dr. Scott served as chairman of the Commission on the Status of Women from October, 1963 to January, 1965. She submitted a report to Sanford entitled "The

Many Lives of North Carolina Woman" which she believes has had a considerable effect on employment policies toward women and the establishment of day-care centers throughout the state.

"This will be the beginning of an important era," Dr. Scott continued. "We have been talking about the University's involvement in the community. Now we have a man who can bring that about."

Several other Duke professors have worked on state commissions under Sanford. Ewald W. Busse, chairman of the psychiatry department, was a member of the Governor's Co-ordinating Committee on Aging. Alan Bone of the music department served on the North Carolina Arts Council. Deryl Hart, Duke president before Douglas Knight, served on the Governor's Commission on Education Beyond the High School.

Paul M. Gross, professor emeritus of chemistry, and Provost Marcus Hobbs have both served on the North Carolina Board of Science and Technology. Former president Douglas Knight and Everett Hopkins, vice-president of regional programs, were on the Board of Directors of the Learning Institute of North Carolina.

Marshall Pickens, member of the Board of Trustees, served on the North Carolina Medical Care Commission, while Charles Wade, Chairman of the Board of Trustees, was on the Board of Conservation and Development.

Chancellor Barnes Woodhall has served on the Atomic Energy Advisory Committee, the Medical Advisory Council to the State, and the Board of Mental Health.

Robert H. Woody, of the history department, has been a member of the North Carolina Confederate Centennial Committee.

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free enterprise, of equality and dignity of man, and therefore I seek the fulfillment of these principles through quality education we offer our boys and girls.

Education is the foundation of the needs and hopes of the nation. I am concerned with our part in the world, and I am concerned with the peace of the world, and therefore I propose that we adequately educate the scientists, the statesmen, and the citizenry who will fully understand and are equipped to defend and promote the ideals of our dynamic democracy of the twentieth century.

Education, put in the bleakest terms, is survival. Here in our own small part of the free world, we can do no less than seek the best as we prepare to do our part to defend America and the free world.

And education, put in its brightest terms, is life and growth, and happiness. We are not here merely to make a living. We are talking about the fundamental when we talk about education, and our goal is worthy of the best we have in mind, and heart, and spirit.

As Governor of North Carolina, I will work for a program which provides educational opportunity, appropriate and available, second to none in quality, for all the children of our state, and I will work to obtain adequate support for that program.

Race Relations

On May 18, 1963, Sanford addressed a Capital Press Club dinner in honor of then vice-president Lyndon B. Johnson. *Race relations and the civil rights movement had become a topic of major interest in 1963, and Sanford discussed the situation with this organization of black newsmen.*

I am happy to take part in a program honoring Vice-President Lyndon B. Johnson who has worked so tirelessly against discrimination because of race or religion or region. He is the sturdy indomitable champion of fair play. His actions and successes contain a lesson for every American who believes that all men and women should have the broadest possible opportunity to make the most of their lives.

You know of course that he steered through the Senate the first civil rights legislation of this century, a personal triumph acknowledged by his colleagues. Today, with all of his duties, an aide recently told a national magazine, Mr. Johnson has made his work as chairman of the President's Committee on Equal Employment Opportunity his chief day-to-day responsibility. I have never heard him deliver a speech anywhere on any subject when there did not shine through his conviction that all men are entitled to fair play, his belief that the strong must help the weak, his ambition that this country must be the place where equal opportunity abounds.

He has done much, but the lesson for the rest of us is that he has done it in a manner which is lasting, that serves as a foundation for additional progress, in a spirit comprehending the true and broader goal we seek—good will among all men.

He hasn't sounded the bugle and

declared war. He knows from the history of his own homeland that unwarranted militancy breeds prejudice and resistance, and that any victory is hollow if it arises out of bitter combat between brothers.

It would be a tragic denial of the lessons of civilized and Christian humanity for us to assume that progress in the American democracy can come only from conflict and force. It will come more surely from good will, and it will be more lasting.

The press of America has ever championed the cause of liberty and human dignity. It can best do this by promoting broader understanding of the hopes of minorities, avoiding studiously the promotion of inflammatory situations. It also has the power to incite emotions of bitterness and blind rebellion. Restraint is not difficult, but restraint is the mark of civilized man. Restraint is not weakness; restraint is courage. Restraint in the face of irresponsibility of others is great courage.

I happen to agree with the historians who argue that slavery could have been abolished without the fratricide of the Civil War and without the legacy of bitterness and impoverishment which that war left with us. The theory of peaceful abolitionism never really got a chance because of hotheads. We suffered because the hotheads in all parts of the country and on all sides of the question prevailed then, and we will suffer if the hotheads prevail now.

In a place where we have reaped the bitter fruit of that needless conflict, North Carolina hopes to demonstrate to the world that prejudices can be erased and full opportunities can be opened up in a climate of restraint and a spirit of good will with "malice toward none." Others may fight, but we will reason. Others may operate out of inflamed passions, but we will proceed with a calm faith in the intrinsic goodness of the children of God.

This is not a time for impatient action even if impatience is justified. It is important for us to understand that inflammatory statements by demagogues purporting to work for the rights of minorities can hurt the cause of the minorities as much as irrational statements by demagogues who falsely claim to be speaking for the majority. This is a time for good

faith and good will and a determination that we will help all men and women achieve their best chance in life because it is the right thing to do. That is the North Carolina story.

New generation and technology While Sanford was in office the Governor's School for gifted children was established with the purpose of "offering each student the opportunity to develop his individual potential to the fullest."

On June 10, 1963 he addressed a group of 400 students at the school's opening.

In preparing for this talk, I have tried to focus on the generation you students represent. You were born just after World War II, so you didn't know about the war firsthand. You have lived all your lives in the time of the cold war. This has been a dangerous period, too, and no doubt the tension has taken a toll on you, whether you realize it or not. If we could hook you 400 students up to a testing apparatus—and I'm just as glad we cannot—we might find that you are jittery by force of habit. You have been waiting for catastrophe all your lives. And here you are tonight, and it hasn't struck yet. The dangers still exist, however.

You have also lived in a period of social unrest. We are this summer in a peak phase of that unrest, and this state is certainly in the middle of things.

We might add that this increase in knowledge is changing the balance among the disciplines, so that today many thoughtful people are concerned about the shift toward a technically-oriented society. They argue that the new knowledge should not replace the old, that what man has considered basic to education down through the years should not now be replaced by the sciences. They tell us that specialization will fragment our society and might produce men and women who cannot see the forest for trees.

As you see, technological changes are pressing upon us changes in value judgments. We are making changes in value judgments all across the board. For example, when I was a boy, if a man traveled a lot, he was considered to be unreliable. He was not many of the best men in the country are traveling around a lot, including many of the bankers.

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-Stressed restraint in race relations-

-Liberal victory-

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As well as being the favorite of liberal trustees, Sanford had strong support among influential liberal faculty members like Academic Council Secretary Anne Scott (history), Council chairman Donald Fluke (zoology), Presidential Search Committee member Thomas Langford, chairman of the Religion department, and Robert Kreuger (English). It seems likely that under Sanford's presidency the more liberal faculty members will have greater input into policy-making administrative decisions and the selection of administrative personnel than they have in the past.

Under Sanford, Duke is almost sure to play an expanded role in the external community. At yesterday's press conference, Sanford responded at great length and with obvious enthusiasm to a question about the University's role in the community, saying that "any great university has an immediate responsibility for its urban surroundings." He continued, saying "with urban problems becoming the most urgent of American problems, this gives us a workshop and an opportunity to demonstrate how we can do our part in meeting these urban challenges."

Sanford, however, has a reputation for being somewhat of a paternalistic liberal, preferring reform from the top down rather than through grass-roots organizing efforts like ACT, and his style of community involvement can probably be expected to follow the former pattern.

With the ex-governor's wide experience with the personalities and structures of state and local government, the Sanford administration is likely to have considerable pull in governmental circles. Although he flatly denied it at yesterday's press conference, reliable sources have linked his name with an offer last November by the Nixon administration for the post of Secretary of Health, Education, and Welfare—an indication of his high respect among national politicians.

Despite their similar liberal views, Sanford is in many ways a contrast to ex-president Knight. Personally, he is more direct and businesslike, but with a North Carolina politician's outgoing charm. Knight was more academically oriented, and his language was often vague to the point of being obscure. Being more experienced in political dealings, Sanford is likely to be a firmer administrator than was Knight, and more capable of dealing with pressures from conservative trustees and alumni.

Next year's tuition up \$ 100

Duke Chancellor pro tem Barnes Woodhall announced in a recent letter to parents that next year's undergraduate tuition will be raised \$100, to \$2100. The increase will be the fourth increase in as many years.

Woodhall also announced in the letter an increase in room and board expenses.

The action to raise tuition, effective Sept. 1, 1970, came in a vote by the executive committee of the Duke Board of Trustees. The committee also voted to eliminate the distinction between tuition and fees which, combined, comprise the current \$2000.

In November of 1968, Duke tuition and fees were raised from \$1800 effective at the beginning of the current academic year. The \$1800 tuition and fees charge was effective for the 1968-69 year.

Woodhall advised parents that the increase had been found necessary following "careful study of the university's minimum financial requirements for the next academic year."

He urged that the increase to \$2100 be considered in light of the University's average expenditure for each full-time degree study of about \$3,750.

"The new level of tuition is below that of many private universities," Woodhall said. "Tuition here is devoted entirely to the current educational costs of the university; none of it is used for capital expenditures in the building program..." He did not elaborate on the increase.

"We shall continue to make every attempt to provide financial aid as an offset to the hardship this increase may bring and shall make every effort to increase our current levels of gift support," the chancellor said.

He added, "We shall certainly do our best to eliminate any expense for the University which does not strengthen the education we give our sons and daughters."

In announcing the earlier increase to \$2000, then president Douglas M. Knight revealed that the University had been operating for

the two previous years with a deficit. Knight cited an employee wage increase to \$1.60 per hour for non-academic employees as necessitating the tuition hike.

Duke's minimum wage for most non-academic employees went up this year to \$1.80 per hour.

Meeting

The Chronicle editorial board will meet at 8 p.m. and the editorial council will meet at 9 p.m. Monday night in 206 Flowers. All Chronicle editors are urged to attend. All members of the University community are invited.



Photo by Bob Hewigley

Present at President Sanford's first press conference yesterday were, from left to right, Dr. Barnes Woodhall, chancellor pro-tem., Dr. Marcus Hobbs, provost, and Charles Huestis, vice-president for business and finance.

-Avoid confrontations by anticipating trouble-

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we could avoid too many confrontations. There are certain things that a president would have to maintain in terms of positions and policies that are beyond being changed merely because some people want to insist that they be changed...I don't really look for any trouble. I don't think it's likely to develop where we have not anticipated and worked with the students and understood the students."

However, "if trouble comes I assure you I'll not panic and we will handle it," he added.

Sanford forsoes "no serious differences of opinion" with students on the question of student participation in decision making.

Winning teams

In response to a question of the Academic Council subcommittee's DUA report, which mentioned the possibility of Duke leaving the ACC, Sanford said that he was for "winning athletic teams" as long as academic standards were not compromised. He added that this held true whether Duke was in the ACC or not. Sanford said that he was not yet familiar with the specifics of the report.

In discussing the role of the university in the society, Sanford said "I see a reshaping of the basic

purposes of the university...changing outlooks and concepts." He feels that Duke should help "point the way for other universities," and that "basically Duke has been headed in the right direction all this time." He explained that it is "a matter of emphasis and relating to immediate needs."

Not a slumlord

In explaining his position on collective bargaining Sanford, Duke's sixth president, said "a great institution of this kind is not going to do anything to oppress these people (non-academic employees) or treat them unfairly as long as I have any part in it."

Asked about the recent controversy over Duke owning housing Sanford said "We're not going to be slumlords."

Sanford intends to maintain the recently created position of Chancellor, calling such policy "sound administrative approach."

Asked about possible conflict of interest arising from his new job Sanford said, "I intend to get off almost every other board immediately."

Although a final decision has not been reached, Sanford said there is "serious question" on whether he and his family want to live in the University house, the president's official residence.

-Sanford: author, lawyer, politician-

(Continued from Page 1)

defunct North Carolina Fund, one of the nation's pioneer anti-poverty programs, begun a year and a half before the national program.

He is a trustee of the University of North Carolina and Methodist College in Fayetteville and is a past chairman of both Trustee bodies. He also is a former chairman of the Southern Regional Education Board.

Although not an alumnus of Duke, he has spent some time here. After completing his term as Governor, Sanford for two years directed "A Study of American States" at Duke, a project designed to study and recommend ways in which state government can become more effective, more creative and more responsible to the needs of the people.

Early in that project, begun in April, 1965, Sanford spearheaded the drive to make a reality of Dr. James B. Conant's idea for an Interstate Compact for Education—a partnership between the educational and political leadership for the advancement of education in America. That idea became a reality and now 38 states have joined the Compact to form the Education Commission of the States.

In 1967, McGraw-Hill published Sanford's book, "Storm Over the States," which described means for improving state government and the federal system. It was his second book. The first, "But What About The People," was published in 1966 by Harper and Row and was the story of what happened in the field of education during Sanford's four years as Governor.

Sanford established the State Board of Science and Technology to relate advances in science to North Carolina industry. Over one billion dollars in new and expanded industry came into North Carolina during Sanford's term.

He established a comprehensive program for the training and care of mentally retarded children, and developed a more successful means of prison administration and prisoner rehabilitation.

Sanford established the North Carolina Good Neighbor Council to foster better racial understanding, and was the first Southern Governor to call for employment by both private and governmental agencies without regard to race, color or creed.

Born in Laurinburg, Sanford, who is 52, attended Presbyterian Junior College and UNC where he earned both A.B. and LL.B. degrees.

Sanford was a Special Agent with the FBI when he enlisted in the U.S. Army during World War II, serving with paratroopers in Europe. During 1946-58, he was assistant director of the Institute of Government at Chapel Hill, and in the latter year became a practicing attorney in Fayetteville. He was elected president of the North Carolina Young Democratic Clubs in 1949, and in 1953 was elected to the State Senate.

He is married to the former Miss Margaret Rose Knight of Hopkinsville, Ky. whom he met as an undergraduate at Chapel Hill. They have two children, Elizabeth Knight and Terry Jr.

Sanford is a member of the Advisory Board on Higher Education of the Department of Health, Education and Welfare. He has served as a trustee of Shaw University and Berea College, as chairman of the Board of Visitors at Wake Forest University, and is a

member of the Board of Visitors at Davidson College, Appalachian State University, Chowan College and Guilford College.

From 1964-69 he has served as a member of the National Advisory Council on the Education of Disadvantaged Children. He also is a member of the National Advisory Board of the National Association for Retarded Children and a member of the Executive Committee of the National Committee for Support of Public Schools.

In still other areas, Sanford is a member of the Board of the Arts Council of America; served from 1964-67 as a member of the Carnegie Commission on Educational Television; is a trustee of the Citizens Conference on State Legislatures, National Council on Crime and Delinquency; is a past president of Urban America, Inc.; and is a director of the Children's Home Society.

Sanford is currently a practicing attorney and partner in the firm of Sanford and Cannon in Fayetteville.

-favorable reaction-

(Continued from Page 1)

role in the community." Rich Hartz, chairman of the Men's Judicial Board, said that "the University needs some basic reforms" but he questioned whether Sanford would be able to meet these needs. "I don't expect any miracles," he said.

Douglas Knight, previous president of Duke, had a "very positive" impression of his successor. He said he respects "his quality of mind," and described him as a man of "nerve and principle."

When asked for his advice to the new president, Knight called on his Latin and said "de illigitimes non carborundum," which he translated as "don't let the bastards get you down."

Questioned on Sanford's ability to deal with the faculty, considering his lack of a Ph.D. and a generally non-academic background, Knight said "this could be a source of conflict" but advised that "the faculty should give him a chance."

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