

President Dominates Political Scene

Bugg Outlines Policy Formats Before Forum

President James L. Bugg explained how administrative policies are formed and how he would like to see them changed, in a discussion of large classes at the Emerson Forum Nov. 26.

Bugg began by outlining how the university operates in instigating any sort of curriculum change.

The change starts with a proposal from a department which goes to the dean of the division. The proposal is then sent to the faculty curriculum committee for decision, then to the provost and the president of the university.

The president works out a line-item budget for the proposed change and justifies this budget to the Board of Visitors. The budget is sent to the State Commission of Higher Education, which makes the final decision.

"I would like to revise this method," Bugg said, "so that instead of going to the provost a proposal will go to a curriculum committee with student and faculty representation."

"The job of the provost and the president is to estimate the number of additional faculty members and determine which department needs them most," Bugg explained.

This judgment is made on the basis of how many students are taught, how many dollars it requires and how many graduates there are in each department.

In conclusion Bugg stated that "there is not and never has been a policy that says a department must have large classes on the freshman and sophomore level."

A question and answer ses-



The Mace and Crown, (By Mark Jacobson)

Dr. Bugg . . .

sion followed in which Bugg explained that OD was eighth from the bottom in a priority list of 28 institutes receiving money for each student from the state.

"Gains have been made in the last four years. There has been an increase of 58% but it was so low to start with we still have a long way to go," he said.

When asked directly about the institution of the large

classes, Bugg stated, "I suspect there will have to be some large classes but this isn't a decision I have or am going to make. The department makes the decision according to what it feels it can and must do."

He summed up his role as president by saying, "The president does not speak ex cathedra on all policy questions of the institution. My role is to be a spokesman to the Board of Visitors."

Bugg Analyzes Disputes In Surprise Senate Visit

In an unexpected visit to the Student Senate meeting on Nov. 25, President James L. Bugg, Jr. outlined the method by which policies or changes are made within the university and then fielded questions from the senators on the issue of large classes and the future of the university.

Bugg told the senators that the prevailing view of the president as a dictator who sits in his office and dreams up new schemes to oppress the students was a false one. He mentioned that there also seemed to be a 'devil theory' circulating that branded the administrator as an inherent, evil person who wanted to destroy the university.

A great many students on campus, including many student senators, have been saying that Bugg is "initiating" a policy of large classes at ODU.

"Large classes have been at Old Dominion for many years. I have never presumed to tell the departments how many students they must have in their classes. That decision is up to the department," said Bugg.

"The university is required by the state to meet an overall ratio of one faculty member for each 300 student credit hours taught. This means that if every faculty member was teaching four three-credit courses, there would be an average of 25 students in each class.

"But since some subjects such as art and music must be taught in small classes, this must be made up in other classes that will permit larger classes," said Bugg.

Bugg stated that, in his opinion, anything over 100 students is a large class. He pointed out that at the present time there are only four classrooms on campus that hold more than 100 students.

In reference to the SGA referendum on large classes, Bugg said that "if it is to be

of any value, phrase it in a positive way.

"If you are going to tell me as the representatives of the students, that the administration is going down the wrong road, then you have the responsibility to tell me which road we should take.

"We must convince the state legislature that there has to be an university in Norfolk and that we must be financed as such. We are an urban university but we get the financing of a second rate college," said Bugg.

Bugg said that he objected to the SGA mock election because it would be detrimental to the image of the university in the community.

"There is a great amount of growing opposition to financing higher education and the taxpayers are fed up with student riots. If the students get bad publicity in the press, parade in Richmond, or sit-in in the administration building it will kill this university," Bugg said.

"We have a tremendous job in educating some people in the community and the state legislature who still think we are running a day nursery at Old Dominion. This year's biennial budget request is crucial to the future of this institution and any large cuts could be disastrous."

In stressing his point about the image of colleges in the community Bugg said that everywhere he goes people always ask him "when are those students at Old Dominion going to riot?"

Suggesting ways to improve the financial situation of the university, Bugg said, "The students can help. They all have parents who can write to their state legislator and go on record as supporting additional funding for Old Dominion.

"The Student Senate can pass a resolution recommending that Old Dominion be given better funding and list the reasons why. This could be sent to all state legislators," Bugg said.

When the question and answer period ended, Bugg thanked the senate for their cooperation, indicating his willingness to talk to them whenever they wished and then left.

The Student Senate then passed a series of motions which did away with the mock election and the large class referendum.



. . . Bugged?

"I don't think the university can operate with administration vs. faculty vs. students," said Bugg.

Bugg then discussed what he considered to be the major problems facing the university and some possible solutions to them.

"We are not in an enviable position. We do not have the strength in the state legislature that other institutions have. The state seems to look upon us as if we were in the same category as Madison, Longwood, Radford, and also Mary Washington.

the world of a. b. jackson



VOTE

Today is the second day of SGA election for student senators. Voting tables are set up in several places in the College Center and at the library.

Due to general student apathy there are several offices for which no one petitioned to run.

Students are encouraged to exhibit some interest in their student government and vote today. ID cards must be shown and will be punched.

Also at all the election tables there is a separate ballot, sponsored by the Ad Hoc Committee Against Large Classes, which is a referendum with a YES, NO, COMMENT ballot concerning student opinion on the value and institution of large classes.

Next Week

This year's second installment of Insight will be included in The Mace and Crown next Friday. This issue will deal with several philosophical themes which should provide the reader with something to think, or worry, about over the holiday season, if it occurs.

Articles will be appearing by Warren Mathews, Professor of Philosophy at ODU, Ben Miller, an engineering major, Neil Bryant, a computer programmer in the Data Processing Center, and John F. Walsh, the editor of Insight.

The Mace and Crown

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An Editorial from the Distaff

In support of ODU's traditional practice of exploiting the mundane, the College Center Board is sponsoring the First Annual Mr. Monarch (male beauty queen) Contest. This is a debatable honor to bestow on the student body, despite the notable lack of a n c t i o n e d entertainment here.

Not only are three of the five contestants Sigma Nus (and one an RC), but the debauchery is being umpired by a male. This is absurd.

Would they let June Lockhart judge the Miss America

Contest? Should Kitty Carlisle cast the deciding vote in the Rose Bowl Queen competition? Can John Early, vice chairman of the Center Board, adequately be depended upon to select the contestants for Mr. Monarch of our hearts?

Nay, a thousand times nay. What does a man know of a woman's taste in hairy legs? How can he predict her preference in virile fibre? What cares he for a dimpled chin, expansive shoulders, for scritch necks? We ask you, is this fair to the women of Old Dominion?

We think not. We realize the Center Board had difficulty finding someone to head the panel of judges who selected candidates. After being turned down by such notable as John Sasser and Dudley Crawford, mayhap they were a little desperate. But still, we have to point out that they never asked a girl.

Center Board, beware! Look to the women, who will not overlook such slights so easily. Woe betide you for the discontent you have wrought, and may the Monarchettes have mercy on your souls.



Letter from President Clarifies Position . . .

Editor's Note: The following is a letter to The Mace and Crown from President James L. Buzg, Jr. in which he clarifies his position on several issues which have been heatedly discussed on campus for several weeks.

Since there has been a great deal of discussion over the past several weeks on my supposed philosophy, plans, policies, and ideas on large and small classes, I should like to respond to the unfortunate rumors which have resulted from this discussion.

It has come to my attention that many people believe that:

A—I am initiating, or will initiate a policy of "large classes" (without defining the term) at the undergraduate level, and especially at the freshman and sophomore level.

The facts are:

1—I am an advocate on neither large nor small classes because I do not think this is the basic problem of instruction. The real question is the quality of instruction, and how we create an environment in which the energies and resources of the faculty will be devoted to determining, through actual experimentation and research, the manner in which instruction can best be carried on within the limitation of the resources which the institution has at its disposal.

2—There are two traditional ways of instruction in colleges—the lecture method and the discussion-seminar method. Opinions will differ as to the maximum number of students which can constitute a manageable class in which the discussion or seminar approach will be used. My own experience would place this maximum number at fifteen (15), although others might place it higher, say twenty-five (25), or even thirty (30). If the lecture method is used, classes can be designed for almost any number of students. I would say that fifty (50) students constitute a moderate size class in which the lecture method is used, and any number above one hundred (100) is probably a large class.

3—The effectiveness of instruction, using either method, varies with the particular talents of the instructor. Some people can handle clas-

ses of several hundred effectively, others cannot. Some can conduct discussion seminars effectively, others cannot. Neither method is inherently superior to the other, insofar as learning is concerned. It depends entirely on the particular ability of the instructor.

4—I would surely prefer to have a class of one hundred (100) to two hundred (200) at any level taught by an outstanding instructor who has the necessary talent, knowledge, creativity and ability to communicate, than to have that instructor teach only twenty-five (25) to fifty (50) students, with the others being taught in similar size sections by instructors who do not possess the same outstanding talents.

5—This year, now, Old Dominion has a large percentage of its classes taught by the lecture method; this year, now, Old Dominion has a number of courses enrolling forty (40) to fifty (50) students, several courses which enroll between fifty (50) and one hundred (100), and a few which have above one hundred (100). You have constantly given the impression that large classes represent a departure from the present procedure. At what point do classes then become large?

6—At the present time the Technology auditorium is the only room on campus which will hold a class of three hundred (300) or larger; the second largest room is the Engineering auditorium which holds one hundred ninety-six (196). There are only two other rooms which hold as many as one hundred (100), the large rooms in Chandler (163), and Education (126).

The next classroom building will be Arts and Letters, still at least two years from completion. This building will contain fifty-two (52) classrooms, twenty-one (21) of which are designed to hold a maximum of twenty-five (25) students, six (6) a maximum of thirty (30) students, twenty-four (24) a maximum of forty (40) students, and one (1) a maximum of two hundred seventy-five (275) students. This was the original plan for the building, and the plan has not been altered or changed. Currently, there is no money appropriated for an additional classroom building.

8—On September 3, in my remarks to the faculty, I said: "I am convinced that the Curriculum Committee, the faculty, the administra-

7—In my Commencement Speech in August, I stated: "What is the evidence that substantiates the superiority of small over large classes in various individual disciplines?" This came in the context of a discussion of the necessity for experimentation and change in order to improve both curriculum and instruction, particularly at the undergraduate level. "The job of a superior educational system becomes that of providing not knowledge alone, but the wisdom gained from a disciplined and trained mind, aware of the responsibility of every educated man to use his knowledge in the service of the community. If this is not the case, an institution fails no matter how distinguished its faculty or how meritorious its curriculum. This, I think, is the most critical, most immediate, and most challenging problem that we as educators have to face. When we talk of direction and purpose in education, we are certainly speaking in specific terms of the relevance of the particular courses we teach and the methodology we employ . . . There is a built-in conservatism and traditionalism in the undergraduate curriculum which cries out for reform. It is increasingly difficult for me to understand not only what we are attempting to conserve but even more important why."

"Although it is axiomatic to point to the revolutionary changes which have inundated us since World War II, we find no recognition of this fact in the undergraduate curricular requirements of most institutions . . . Where is the evidence that substantiates the superiority of the small over large classes in the various disciplines? Is the lecture method of teaching really effective or long obsolete? Is a comprehensive examination a useful educational experience for the senior? Why should we not allow the qualified undergraduate seniors an opportunity to do apprentice teaching in discussion sections of introductory courses in tutorials, or in laboratories, under the supervision of experienced faculty members?"

8—On September 3, in my remarks to the faculty, I said: "I am convinced that the Curriculum Committee, the faculty, the administra-

tion, which can overcome the old taboos; which have the foresight to examine all the courses and programs and requirements in the harsh light of current reality, and ruthlessly weed out obsolescence; and which can produce with reasonable accuracy the developments which will shape education twenty (20) or thirty (30) years from now will mold the institutions which will be the leaders of the future. Indeed, this is the exciting possibility, the great opportunity and the real challenge of new institutions."

9—in the same speech I recommended the establishment of a joint faculty-student-administration committee which would make recommendations on all new courses and programs, and a committee on advising, whose responsibilities would include keeping "under continual review ways in which both instruction and advising can be improved."

10—You quoted me correctly, in a recent issue of your paper, in stating that I would like to see some large lecture sections introduced in appropriate disciplines. "It would start out with controlled sections being taught to small classes concurrently with the large classes of the course to determine which is more effective."

11—At the recent Student Government Conference, I stated an impression that some of those present were advocating measures which were possible only for a small liberal arts college, and which I felt were inappropriate for Old Dominion, since the mission of this institution has already been defined as that of an urban university. This, incidentally, was in the context of a general discussion relating to the place of research at Old Dominion. In answer to a specific question,

I indicated that I thought some courses at Old Dominion would have to be larger. I was referring to the considerable number of courses in this section which enroll less than twenty (20) students, and more especially courses which enroll fewer than ten (10), and some of which contain less than five (5) students.

12—I stated to the area Legislators last week my belief that there should be a

sharp reduction in the number of small classes, and that additional physical facilities should contain some large classrooms, (more than fifty (50) maximum). This was in the context of the Governor's public statements, here and elsewhere in the State, that college and university administrators were going to have to find a way to use faculty and physical resources more efficiently. He specifically suggested use of physical facilities over a longer period of the day, and more classes assigned to faculty.

The normal teaching load at Old Dominion is now twelve (12) hours, and it is certainly possible to increase this to fifteen (15) hours and gain, in effect, one-fourth more faculty, which is a means of providing smaller classes. But I believe that better instruction would result from a reduction rather than an increase in the number of classes required of the faculty. Thus, my solution to the Governor's Budget Committee and to the Tidewater Area Legislators: "My institution needs increased help from the State very badly, and I believe it is entitled to this. In return, there are certain pledges which I can and will make to the General Assembly.

"First, we can increase our efficiency of operation. Old Dominion University already has a good record . . . We can do better. We intend to initiate a sharp reduction in the number of small classes, taking multiple sections of the same course and combining them into larger lecture sections to the extent that our physical facilities permit. And additional physical facilities will be built with the need for larger classrooms very much in mind. There are no studies with which I am familiar which indicate that small classes are inherently superior education, the single criterion is the competence of the faculty and its interest in the student body. I assure you that due accord will be paid to quality education, and that this will not be sacrificed.

"Moreover, we are initiating budget controls which will be strengthened and rigidly enforced. We intend to centralize operations wherever possible, and we are currently undertaking rather

extensive administrative reorganization with the objective of producing further gains in efficiency. All faculty and administrative employees will be examined and their records reviewed annually . . . We are currently reviewing our admission policies with the objective of admitting only those who have a reasonable chance of graduating . . . Our physical facilities will be utilized to the fullest extent from 8 a.m. to 10 p.m. And above all, we are instituting disciplined, directional, overall planning, which will result in a comprehensive 10-year academic plan (which) . . . will not only establish clear and realistic objectives, but will set program and curriculum priorities, and provide for a realistic and conservative expansion."

B—All freshman and sophomore classes will be "large."

The facts are:

1—I have never stated, implied, nor in any manner indicated either that all freshman and sophomore courses would be large, or that these courses would be increased so that either upper level undergraduate and/or graduate courses could be small.

2—I have stated several times, and requested the Academic Deans to discuss with department chairmen the establishment of larger courses (at all levels) on an experimental basis in appropriate disciplines.

3—in my Commencement Address, I stated: "We must find the resources and the faculty to provide for every student at the freshman level at least one course of the seminar type in which he is forced to read broadly in different disciplines and test his ideas in the give and take of intellectual discussion."

I conceive of such courses as enrolling, hopefully, fifteen (15) students, if our resources permit, or, at most, twenty (20) students as an absolute maximum.

C—The State and/or its Commission on Higher Education, has adopted a policy of requiring large classes.

The facts are:

1—in answer to a question

Improvements in Curriculum and Grading Suggested

We propose that OD begin now to rearrange its curriculum and method of education.

There are so many courses in all departments which are repetitive or useless that we question whether any student here (or in most institutions) goes through a truly educational process in the four years it generally takes to graduate. This question has many ramifications which we shall attempt to cover as briefly as possible.

First, the question of large classes vs. small classes has been raised—raised to a point where the real issue has been obscured.

The real issue concerns the value of the lecture system, especially in the field of the humanities.

In our opinion, the interaction between faculty and students, necessary for a true education, will be almost non-

existent in a large class. This is especially true when one considers a class (substitute professor) wherein no interaction takes place.

That is, a professor dedicated to the lecture system does a great deal of harm to a few students by not allowing them the free expression of their opinions. In a large class this problem would multiply many fold.

Secondly, in our opinion, much of the emphasis in OD's classrooms usually falls on the testing system. That is, many students are graded purely on whether or not they pass the required number of tests and quizzes. This tends to render a class merely a place to go three hours a week where notes are taken and the text is read. Learning surely does not take place in such a situation.

This leads us to another problem. This problem lies with the grading system.

As an indication of the problem we see that at a time when some universities are doing away with graded physical education classes in favor of the pass/fail system, OD seems to be going in the opposite direction, by giving grades and credit to the P.E. classes.

In a recent article in *The Mace and Crown*, we saw that Brown University has instituted a new grading scale. This movement to change the grading system has come to many of the large, well-established institutions—like Brown and Princeton. OD, which has no real traditions and would tend to prevent such change, could profit by their example.

Herein lies our proposal for change at OD. All large classes should be done away with. Teaching should be done by those skilled in the seminar technique with most of the emphasis for learning

put on the student. Fairly long hours in the library should be encouraged as well as greater amounts of reading to be done at home or in spare time at school. This should especially be true for upper level courses.

The lower level courses should be small with the usual emphasis placed on the introductory material. However, in addition we feel that every freshman should be required to take a course in methodology to learn the rudiments of the library, how to properly research and to write papers, how to study properly, and how to take part in a discussion group.

This last is most important inasmuch as the typical freshman has been molded into a preconditioned non-thinking sausage in high school.

Further, we suggest that the testing system be thrown out (especially so in the up-

per level) in favor of grading on class performances and papers required for the course.

We also suggest that the grading system be changed in order to get the most out of a student. In a person's major the grading scale should run A, B, F. Outside of his major it should run optional for A, B, C, F or Pass-Fail.

This system, unfortunately rough in outline and detail) should take place within a curriculum that has been expanded and modified. For instance, now a history major is required to take some form of math, some form of science, and the insidious physical education besides the other requirements of language, political science, etc.

We feel it would be much more appropriate to do away with the courses that do not lend themselves to a true learning process. Most stu-

dents take the easy math, easy science, etc. courses which they had in high school and are taking simply for the easy grade. We feel students should be encouraged to take other more relevant classes such as economics, philosophy, psychology, etc.

By "modified" we mean that courses which are too general to be rated upper level courses (for instance, again using the history department as a source, the East Asian histories 351 and 352, attempt to cover 3,000 years of history each semester and History 311 tries to cover 700 years of medieval history in a semester) should be either split up or cut down in some manner allowing the student to be more specific in his studies.

We also feel that the system of holding 400 level issue and topic centered courses be expanded. Most of the departments have one topic course a semester, some having as many as three. In our opinion 5-7 topic courses should be available every semester to interested students as well as majors.

It has been suggested that the Honors Program be expanded to try to get more students involved in individual study. In our opinion this expansion would defeat the purpose of the educational aspects of our proposed system by withdrawing the really bright students from the upper level seminar as well as serving to tie up some professors with too many different courses during one semester.

We offer this proposal in all seriousness hoping that perhaps the education department and other related departments like psychology might institute such studies as needed to change the system established at OD. We feel that no purpose could be served by waiting to begin such studies—such as waiting for the proper committee in the University Senate to take this matter up.

For all this to even begin to take place it will be necessary for students, faculty, and especially the administration to face reality in terms of spending the money available to us. We have been plagued in the past by distorted priorities where a new gym came before we had an adequate library.

Once again, it seems to us, that somebody is instituting new distorted priorities. That is, large classes before we have a program instituted to recommend modifications to OD's educational system. Possibly we should not add to the obvious weaknesses of OD's undergraduate program by half measures.

It is time that OD stopped glory seeking and settled down to establishing itself as one of the best undergraduate schools which supplies the students for other graduate schools.

BILL DEANE and DUDLEY CRAWFORD

...On Large Classes and Other Issues

at the Student Government Conference, I indicated that the formula under which Old Dominion and every other public institution of higher education in Virginia receives faculty, required at the undergraduate level, that the overall faculty-average be approximately three hundred (300) credit hours of teaching per semester.

It does not mean that every faculty member must teach three hundred (300) credit hours, or that all courses must enroll exactly the same number of students. It does mean that the total faculty must average out at approximately three hundred (300) credit hours. Stated another way, if all faculty taught nine (9) class hours per week, (three courses of three credit hours each), the classes must average thirty-three (33) students per course. If all faculty taught twelve (12) class hours per week (currently, the normal teaching load), the classes must average twenty-five (25) students each. Is this a requirement for large and impersonal classes? This formula is roughly equal to, or slightly more liberal than, the national average and is certainly more generous than some states provide, whose resources are larger than those of Virginia. The use of a formula to allocate faculty is a normal practice followed by most states, and its use in Virginia will, if anything, benefit rather than damage Old Dominion.

D—Undergraduate education at Old Dominion will be sacrificed for the benefit of graduate education, and introductory courses will be turned over to graduate instructors entirely.

The facts are: 1.—In my Commencement Address I stated: "I have long been convinced that the most difficult, most challenging, and perhaps the most important, teaching done on the college campus is the so-called introductory level courses. Not only should the most experienced members of the faculty be assigned to this level of teaching, but those teachers who are most successful in challenging and educating the general student who does not intend to major in the particular discipline being taught, should be among

the most highly rewarded teachers on a campus . . ."

"I have long been convinced that the research most needed in our colleges and universities at the present time is that which will give us the answers to the questions of what is good teaching? How do we identify it? How can we restore the balance which will insure the proper perspective between teaching and research? How can we persuade college faculties to invest at least a portion of their research training and experience in investigating the question of liberal teaching and liberal learning?"

"Any group of educators who see their function primarily as that of instilling knowledge and reproducing their own kind, are deluding both themselves and their students . . ."

"The most creative faculty minds must be assigned to curriculum and instructional committees and a greater measure of freedom be given to individual instructors to experiment with the reading courses, with tutorial programs, with interdisciplinary approaches and with independent study. Universities must return to the basic questions of purpose and objectives in undergraduate education. If as some believe, the departmental structure is the great barrier to the needed change and reform, then its continued usefulness in the university must be questioned. The validity of the grading system, the familiar patterns of courses and hours, and the unsystematic and often senseless distribution system in general education, must be justified or changed.

"Certainly, we must broaden our concept of what constitutes an education, and consider the potentiality of practical training in politics, social work, and other available areas, and take full advantage of the vast and crucial laboratories which the metropolitan area provides. There is no inherent superiority in theoretical as opposed to so-called practical courses; the only justification of either is the ability to provide relevant education. We need to encourage the broadest and freest use possible of the laboratory and the library for those who can profit from such experiences. "We need to strengthen the

honors program, encourage creative experimentations and broad interdisciplinary approaches to these programs, and apply the lessons learned from them to the general curriculum . . ."

"Most of us in the academic world pride ourselves upon adherence to scientific methodology and a belief in a rational and reasoned discourse as a way of life, yet we seem to be so tragically reluctant to test any of our assumptions on instruction and curriculum by these same standards and to change when these prove to be deficient."

2.—On September 3, in my remarks to the faculty I said:

"The post-industrial age which we are entering, the new technology which characterizes the cybernetic revolution, the increasingly interdisciplinary nature of knowledge, and the constantly more rapid expansion of knowledge raises questions of both relevance of contemporary education and its ability to summon sufficient flexibility and foresight to meet the needs of the present . . ."

"The content, the structure, the orientation of many of the courses we teach, and the requirements we insist on retaining, bear little discernible relationship to the needs of education in the last third of the twentieth century . . . At the undergraduate level, our general distribution requirements are more often than not a crazy patchwork of unrelated and poorly designed requirements which can be justified on no basis other than unexamined self-interest. And in far too many disciplines even the major requirements are less justified with each passing year, as the interdependence and interdisciplinary nature of our knowledge becomes more apparent . . ."

"Every member of this faculty is expected to be an adequate teacher . . . If the average level of instruction is high, as I believe it is in this institution, superiority requires an even greater effort to stay ahead of the competition . . . Creative and meaningful research in curriculum and instruction, particularly that which leads to publication, is one of the most necessary and productive of areas of research, and one which I would strongly encourage."

3.—In the first Graduate Council meeting I spoke against the idea that the faculty at Old Dominion should be given reduced teaching loads for graduate instruction, indicating that it was my belief that introductory level courses (if well taught) required an equal amount of preparation, and were in fact, more difficult to teach.

I frankly know of no way in which I can express in more specific language, my primary concern for excellent instruction at the undergraduate, and particularly at the freshman and sophomore, levels. I have, for the past 20 years, spoken and written about this. This concern has in no way diminished since becoming President of Old Dominion, and to indicate otherwise simply misrepresents my thoughts and my words.

E—Large classes will place Old Dominion in the same category as large universities like UCLA, Berkeley, and Wisconsin.

The facts are: 1.—Old Dominion is not a "large university." It has a head count of less than nine thousand five hundred (9,500) and a full-time equivalent enrollment of less than seven thousand (7,000). To equate this with universities enrolling from twenty-five thousand (25,000) to fifty thousand (50,000) students is simply not appropriate.

2.—Old Dominion is not a rapidly growing institution. This year the enrollment did not increase at all, during the previous two (2) years it increased only an average of four and one-half (4 1/2) percent per year, and during the last six (6) years, it has increased on an average of only six (6) percent.

3.—All three of the universities mentioned enroll more than twenty-five thousand students, and one enrolls above forty thousand (40,000). Old Dominion has this year, nine thousand and forty-seven (9,477) students on the campus in both its day and evening programs. Even our most optimistic projections over the next ten (10) to fifteen (15) years fail to place Old Dominion close in its enrollment to the present enrollment of the three institutions used as a basis of comparison.

4.—Two of the three institutions have graduate enroll-

ments equal to, or larger than, their undergraduate enrollments, and all have extensive Ph.D. level programs in virtually all disciplines, to say nothing of large professional school enrollments at the graduate level. Old Dominion has no Ph.D. programs, it plans to institute only a few such programs within the next decade.

It is difficult to find any legitimate basis of comparison between Old Dominion and any of the three universities.

F—"The lecture system is on its way to Old Dominion," and we are changing from the "lecture method" (daily lectures combined with tutorial discussions, seminars, workshops, daily question periods)" to the "lecture system" ("strictly a daily lecture")

The facts are: 1.—Without debating the validity of the differences you see between a lecture system and a lecture method, both are now in use at Old Dominion. Indeed, most of the courses taught here this year use some form of the lecture method.

2.—In large lecture classes, I have stated often and consistently that provisions must be made for small seminars or discussion sections as an integral part of the course. I would certainly use whatever influence I possess to prevent the establishment of large lecture sections, without some adequate provision for periodic and regularly scheduled meetings by small groups (approximately twenty-five (25) as part of the course. I have never indicated, stated, or believed that large lectures could be successful without this.

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Forum Seeks Abortion Reform

Several prominent professionals spoke out at a conference on abortion held on Friday, Nov. 21.

The forum, sponsored by the Norfolk Chapter of Virginians for Abortion Reform, was held with the purpose of examining the present abortion laws and considering possible changes.

Speakers were: Dr. Mason C. Andrews, M.D.; Dr. Dietrich Heyder, M.D.; Attorney-at-law Stanley E. Sacks; and Mrs. Beatrice Stagg, instructor of sociology.

Dr. Dietrich Heyder, M.D., psychiatrist and director of the Mental Health Center of Norfolk and Chesapeake, spoke first upon the psychiatric justifications of abortion.

"It is a question of whether this is a medical or legal question but in many ways mental health people wind up with the problem," he said in discussing the present attitude toward abortion.

Dr. Heyder stated that he thought there should be "no abortion law and the woman



The Mace and Crown (By Mark Jacobson)

DR. DIETRICH HEYDER gives a psychiatrists' view at a conference on abortion on Nov. 21.

and her doctor can make the decision. There is no need for the psychiatrist to come into the question." He felt that most physicians were capable of evaluating the situation and a woman can and should make her own decision.

"I don't believe the number of actual abortions will increase terrifically if the law is changed," he said and concluded his speech by telling the people not to "put the burden of conscience on the

which results from rape."

He suggested that we "move on a scientific basis from where we are now to another, more comparable position."

Following Dr. Mason, Mrs. Beatrice Stagg, instructor of sociology at OD and formerly a member of the staff of Child and Family Service, spoke on the role of the social scientist. She stated that the problems with abortion laws "demanded a new policy and even the sociologist, who has been traditionally neutral, must take a stand.

"Social scientists are citizens as well as scientists and can emphasize policy, not just show the reaction to existing problems. They can show the relationship of policy to reaction."

Mrs. Stagg said there are ten thousand illegal abortions a year in the U. S. alone and "as you go down the social and economic ladder you find more negative reaction about the present abortion laws."

"Trying to perpetrate a value through out-dated laws," she stated, "creates unwanted, disturbed children."

Mr. Stanley E. Sacks, attorney, read parts of the existing law and explained that Virginia's law is as strict as any in the country. However, in California, a law similar to Virginia's was ruled unconstitutional because the phrase "necessary to preserve life" was too vague.

Sacks also pointed out that a state commission was about to release a study which he believed would request that Virginia's law be liberalized.



LIEUTENANT Hurst of the Narcotics Squad of Norfolk lectured on drug addiction, not as a crime but as a sickness, to the Health and PE classes on Nov. 25.

'Trojan Women' Tryouts Slated For Dec. 10

Tryouts for Euripides' The Trojan Women will be held Wednesday, Dec. 10 at 4 p.m. in room 212 of the Education Bldg.

There are eight women's parts and three men's parts. Several extra soldiers are also needed. All roles are open and this will be the last tryout.

Material from The Trojan Women is available for anyone who would like to see it before tryouts in Prof. Rolla Nuckles' office, room 167-2 Education Bldg.

Prior to the tryouts, there will be a brief meeting of the Old Dominion Players in room 212. All students who have worked in any of the university plays, or who are interested in joining the club, are asked to attend.

Surgeon Experiments: 'A Day in the Life'

BEVERLY HILLS, Calif.—

A neurosurgeon from Case Western Reserve University, of Cleveland, Ohio, suggested here recently that he may soon be able to keep human brains alive for days after the body dies.

Dr. Robert J. White announced at a convention sponsored by Research to Prevent Blindness, Inc. that he had already managed to keep monkey brains alive and concluded by communicating with them that they "retained some semblance of consciousness."

He expressed similar conclusions as a team of Soviet scientists who are trying to train monkey brains as biological computers after the bodies have died.

He raised speculation that human brains could be used as well, "since the process of keeping them functioning would be the same."

Dr. White's process utilizes a heart-lung machine that

continues to supply the brains with blood. He communicates with them via electrodes placed in them before they're taken out of the bodies.

Dr. White said he is sure he has provoked both visual and audio responses within the mass of white convulsions, and believes with the right hook-ups and training, the brains could be conditioned to act like analog computers.

Or, in other words: "I found that such an impulse traversed all the intricate intracerebral fiber pathways and arrived at the appropriate portion that serves visual or auditory retention of inherent electrical rhythmicity that strongly suggest it may retain some semblance of consciousness."

So far, Dr. White has only managed to keep the brains alive an average of 12 hours, sitting in their metal tripods surrounded by a saline solution.

But he's trying harder.



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A. B. Jackson: The Contemporary Interpreter

By CRISTOF HARRISON
Mace and Crown Features Editor

A Black Nationalist A. B. Jackson is not. As the first Negro instructor to come to Old Dominion he is, however, very much interested in the progress of his race as his affiliation with the National Association for the Advancement of Colored People portends.

The art world has constantly acclaimed "The Porch People," Jackson's impressive expression of a disappearing American heritage. The many drawings and paintings depict an element of Negro culture in the wrinkled and weather-beaten faces of his neighbors sitting on their front porches.

"I respond to people," Jackson relates. "I am excited by what happens to light and people on a porch."

In an American Artist article, Sidney Hurwitz begins, "In (this) series of paintings and drawings... A. B. Jackson has done what an artist is supposed to do. He has created a piece of the world... The artist has seen what is



"I respond to people..."



around him and has given existence and meaning to what might otherwise have gone unrecorded."

Jackson attended the Yale University School of Art and Architecture where he received his undergraduate and graduate masters degrees in Graphics Design. He worked as a designer for Watson-Manning Advertising, a Stratford, Conn. firm, during the early fifties, then left his home state to begin his teaching career in Baton Rouge, La. at Southern University in 1955.

At present, Jackson is extremely proud of a show in Baton Rouge. The exhibition, "in-retrospect" as it is called, is unique since it is a review of his past works—paintings, drawings and sketches that show the various styles and techniques he has worked through. It is a collection that might not have been accepted as show material a few years ago.

This is not to say that Jackson's talent has ever been unacceptable, but rather that perhaps the judges (circa 1956) were influenced by less aesthetic and more sociological motives. Only recently has the artistic talent



of the Negro been truly recognized in the American South.

Jackson may be proud of his 'exhibition-in-retrospect,' not only because of its acknowledged virtuosity but because it describes the continuing advancement the Negro is enjoying in our modern society. The show will transfer to Jacksonville, Fla. for the month of January.

Jackson has taught in Virginia since 1956 and accepted an art professorship at Old Dominion in 1967. Previously, he was chairman of the Art Dept. at the Norfolk Division of Virginia State College. Jackson now is also a member of Norfolk's Fine Arts Committee. He has had exhibitions and one-man shows in North Carolina, New York, Connecticut, Washington, D. C. and Massachusetts as well as in Virginia.

This past summer was a most rewarding period for

Jackson. He spent six weeks at the Living Art Center in Dayton, Ohio. He was artist in residence in a million-dollar, three-year federal grant program. The project incorporated a high-key instruction and consultation course of study attuned to junior and senior high school children of all social and economic backgrounds.

It was a time in which students, whether their art background was extensive or not, would be able to come in



close contact with thoroughly skilled and sensitive masters in the field of art. Jackson says: "As for teaching, I feel that a very large part of what the learning process involves is exposure. Young people should be exposed to what the man practices as well as to what he preaches."

Jackson's drawings have a very optical resemblance to the style of the realist Daubier, in the suggestiveness and the delicacy of his draftsmanship quality of line. His paintings, however, recall the subtleness of the 19th century artist Aegas. Jackson is, truly, an artist Degas. Jackson is, power of understatement and the use of paint to create illusion and dignified contrast. Inasmuch as, painting relies primarily on the interaction of color and drawing

on the use of line, Jackson recently has been involved in a reversal of technique.

"My work is an extension of my personality through training and experience. Joseph Albers once remarked to me the importance of less achieving more in my work. Much of it now is an extension of Albers' point of view," Jackson says.

Jackson is now in the process of using black and white paint to create 'color.' He is attempting to express what artists have endeavored for centuries: that is, to create illusion through a brush, a statement of unreality via the non-illusionistic implements of a contemporary age.

Color is composed of three integral factors: hue, value and saturation or intensity. Hue is the individual wave length of light as reflected by the pigment such as a red, blue, violet, etc. Value is the darkness or the lightness of the hue. Maroon is a dark value of red, pink a light value. Intensity is the brightness or dullness of the hue.

Hue, through the indiscernible and complementary in-



fluence of intensity, displays remarkable qualities. A hue may produce a physical, yet minimally perceptible, sensation; that it, red or violet may incur a 'feeling' of warmth.

A blue or green, depending upon the intensity, may produce a coolness. A high intensity may create one sensation in one hue and the opposite effect in another pears to recede.

This dimensional illusion is hue. Again, a low intensity might cause an orange to appear sunny, summery or even aglow, while a blue may pro-



"My work is an extension of my personality"

examples remain predominately moderate. Exceptions do exist as universality has limitations; but the norm predominately exercises consistency and affirmation.

Since Jackson will tend to disregard hue, he will be working with the intensity of blacks, grays and whites. To achieve the warmth, coolness and space usually prescribed by the addition of hue, it will call for great technical and perceptive skill using only one device; that is, of intensity to sustain what the master painters of the past have conceived using two of the three expedients of color. The third expedient, value, is used less as a spacial device and more as a substitute for a basis of color to which intensity can be applied.

As an interesting comparison Jackson has, in the past, refrained from using color in his pen and ink drawings. As his paintings become more and more like black and white sketches, his drawings take on the appearance of a vanished fresco with its vivid utilization of color; bold in its statement, yet so intimate in its association with the architecturalism of Jackson's line.

Color has become subordinate in paint, it betrays its competence, yet it achieves a newness of duty in its interaction with Jackson's pen; an extensive elaboration on the trend of the contemporary artist to question the canons of creative expression and to strive for more articulate and inclusive meanings into the interpretive realm of fine art.



photography by Mark B. Jacobson.



"... the learning process involves... exposure"

duce an icy, bleak or chilling sensation.

At the same time, along with physical sensations, hue and intensity can generate spacial effects. Simply, blues recede and reds advance. The picture plane or canvas is a two-dimensional surface. By the application of paint, by the swipe of a brush, an artist is able to produce three-dimensionality.

If a cool color and a warm color are placed together on the surface of the canvas, such as a light, but intense blue and a bright violet, respectively, a striking dimensional illusion occurs. The violet will advance toward the eye, while the blue appears as concrete as it sounds; depending upon the graduation of intensity, this axiom will dominate so long as the

NEWS BRIEFS

Center Board Selections Set

The College Center Governing Board announced that applications for membership to the Governing Board are now available in C. C. room 200. There are six openings and final election will be made by the Governing Board during its last meeting in December.

Scuba Diving Class Opens

Health and PE 141 will begin a new course in Beginning Scuba Diving and will accept 16 students next semester. To qualify for the class a student must be able to swim 1,000 feet in 10 minutes and tread water for 15 minutes.

Game Tickets Sold

Student tickets priced at \$1 each are available to all students prior to OD home basketball games in the College Center at the information desk. Students are reminded that identification cards are required not only for the purchase of the tickets but may also be required at the game site.

Minister to Speak

Reverend Morris, Suffolk minister and an organizer for the Obici Hospital workers, will speak to the student body Tuesday, Dec. 9 at noon in front of the College Center. He will explain the reasons for the Obici strike and the ensuing boycott of Suffolk business.

Demo Candidate Speaks Today

Alvin D. Edelson will speak before the Young Democrats Club today at noon in College Center room 206. Edelson is an announced Democratic candidate for the U. S. Senate, opposing Harry F. Byrd Jr. He was the Charlottesville campaign coordinator for Henry Howell's gubernatorial campaign.

WAVE Visits Campus

Lt. Jane F. Renninger, WAVE officer representative for the middle Atlantic states, will be on campus with the U. S. Naval Officer Procurement Team Dec. 10.

Lt. Renninger will be available to answer questions and discuss the WAVE Officer Program with interested students at the team's display table in the College Center front lobby.

Music Dept. Presents Annual Dec. Concert

The Old Dominion University Department of Music will present its annual Winter Choral Concert Friday, Dec. 5 at 8:15 p.m. in the ODU Tech Theatre.

The University Chorus will present a program of pre-classical works, the cantata "Rejoice Earth and Heaven" by D. Buxtehude; two anthems by M. Franck, "When Fears of Death Do Frighten Me," and "Jesus, Thy Cross Redeem My Soul" and a "Magnificat" by H. Purcell.

The Concert Chorus will present a program of 20th century pieces, "Gloria" by W. Latham; "Expectatio Justorum" by B. Phillips; "Tantum Ergo" by J. Goodman; "Monotone" by N. Lockwood; "Six Chansons" by P. Hindemith and the "Divine Poems" by B. Heiden.

The concert will be under

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(The Mace and Crown (By Tom Miracle))

THE SECOND COFFEE Hour, sponsored by the College Center Governing Board, was held in the faculty dining room on Nov. 25. The socials are planned in an effort to promote a closer relationship between students and faculty and administrators.

Harper's Mag Hosts College Critic Contest

NEW YORK — Harper's Magazine is announcing its Second Annual College Criticism Contest to encourage better critical writing on the campus. The contest is open to all literary forms of political, social or artistic criticism of national import which have appeared in any college publication between March 1, 1969 and February 27, 1970.

The magazine is offering

three first prizes—\$500 for political criticism, \$500 for social criticism, and \$500 for film, theatre, music, art or literary criticism, with a matching prize of \$500 to the publication which carried each of the prize winning articles.

The entries will be judged by the Board of Editors of Harper's Magazine and the winners announced in June 1970.

Male Beauty Queen To Rule Over Games

The first annual Mr. Monarch will be elected on Dec. 10 from a list of five candidates. The students running for the title of male beauty queen are John J. Frazier, Harry Lozan, Ronald E. MacGarvey, Rodney Alexander Norden and Carl Ragland.

Contestants were chosen by a panel of judges headed by John Early, vice chairman of the College Center Governing Board. The five candidates were required to submit an information sheet listing their description and qualifications.

John (Jack) J. Frazier, a 21-year-old senior, was sponsored by the Newman Association and listed as some of his college activities: co-chairman of March of Dimes Car Wash, and social chairman of Newman and described himself as a "real comit."

Harry Lozan, sponsored by Alpha Phi sorority, is a 22-

year-old senior who plays varsity basketball and is a member of Sigma Nu fraternity.

Senior Ronald E. MacGarvey, 22, also a member of Sigma Nu, was sponsored by that fraternity and is on the Student Faculty Parking Committee.

The only junior running is Rodney Alexander Norden, 21, sponsored jointly by the Gaffly, Student AGLU, the Emerson Forum and CADA. Among his 11 college activities the most notable are: lab assistant of the chemistry department, defense minister of the Emerson Forum and coordinator for the CADA-sponsored March solar eclipse.

Carl Ragland, another Sigma Nu, is sponsored by Pi Beta Phi sorority. Along with being 5'10" at 165 lbs., Carl is on the varsity wrestling team and belongs to the American Society of Civil Engineers.



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New-Born ROTC Works For Present and Future

By **BILL BEARDEN**
Mace and Crown Staff Writer

"The general objective of the Reserve Officers' Training Corps Senior Division is to procure and produce junior officers who by education, training, attitude and inherent qualities are suitable for continued development as officers in the Army."

"As stated by an Army manual this is the goal of the ROTC unit now operating as part of Old Dominion University. According to Major Daniel P. Schneider, one of the regular Army officers administering the Corps of Cadets, it wasn't by chance that the ROTC program came to OD."

"President Lewis Webb requested in March of 1968 that the Army establish an ROTC unit at OD. On November 25, 1968, OD was one of 13 colleges and universities selected from a list of 75 applicants to receive an ROTC unit. In the spring of 1968, the first Army personnel arrived on campus to lay the foundation for the classes to begin in September."

OD offers a modified four-year program and the compressed course. For all three programs the uniforms and text materials are provided free.

The four-year course consists of two parts. The first part is the two-year basic course which includes one hour of lecture and two hours of leadership lab weekly for the first two semesters. During the second two semesters the lecture is increased to two hours while the lab re-

mains the same.

The first two years carry no military obligation at all. The second part is the advanced course. Individuals who have completed the first two years may apply for admittance into the last two. Acceptance is based on demonstrated ability as observed during the basic course.

If accepted the student will enter into a contract with the Army to complete the ROTC program and serve on active duty for two years. For the remainder of the program the student receives \$50/month and attends summer camp between his junior and senior years. In camp he will receive one-half of the basic pay of a second lieutenant on active duty.

In the two-year program, sophomores who have not participated in the ROTC program are sent to summer camp at Fort Benning, Ga. This takes the place of the basic course and qualifies them for the advanced course of the program.

The compressed course is for students who didn't take ROTC as freshmen but have completed one year of college. They can take the basic course compressed into one year.

Also available to seniors is the flight program which will give them 36 1/2 hours of in-flight training and 35 hours of ground instruction. This will be given free through a civilian contractor and will come close to qualifying for a civilian pilot's license.

The only obligations are that cadets agree to apply for

Army aviation training when ordered to active duty and to serve on active duty for three years upon completion of that training.

Upon graduation the student is commissioned as a second lieutenant and will serve on active duty for a period of two years. His first active duty assignment will consist of a minimum of two months advanced training in his particular specialty.

If a student is accepted for graduate work his entry on active duty may be deferred for up to four years. Once through the first semester all cadets are eligible for an ROTC draft deferment. This is of particular interest to seniors, as they can participate in the two-year program while in graduate school.

Two- and three-year scholarships are available through competition for freshmen and sophomores. These consist of tuition, books and \$50 per month.

On Dec. 4 the corps will be divided into two separate companies and from then on will be run by cadets. There are plans underway for a 22 caliber rifle team which will compete with ROTC units at other institutions, and a precision drill team.

A social organization that is known as the Pershing Rifles will sponsor the drill team and a Spring Ball, which will be attended by the cadets and their dates. Sometime in May the Corps will be reviewed at a dress parade and awards will be handed out to cadets.



ODU FLICKS

ODU PRESENTS "Grand Illusion" by Jean Renoir, a French release starring Eric von Stroheim and Jean Gabin, tonight at 8 p.m. in Chandler 120 for 50 cents. Released in

1937, only one year before Hitler began to spread his armies over Europe, this film examines the mysteries of why men submit to war.



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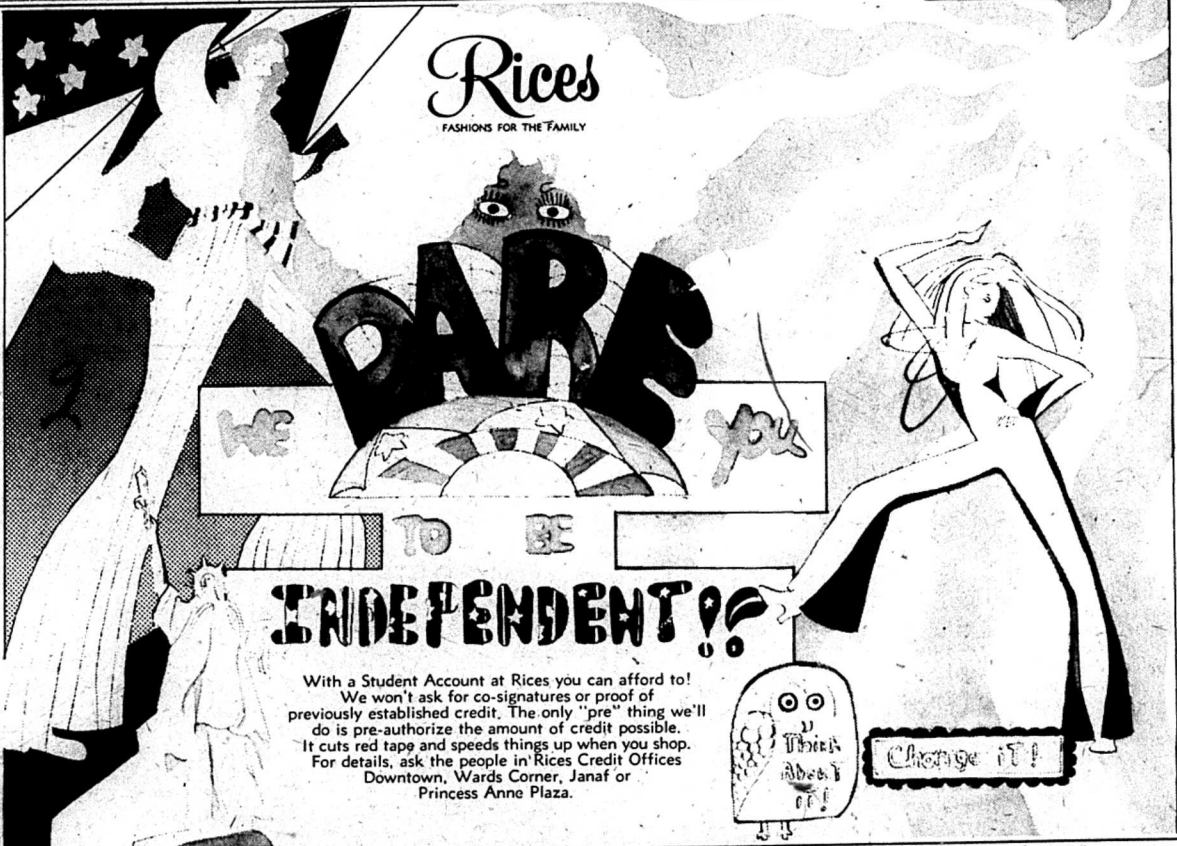
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Two Wins Bolster Varsity

By JOHN REY

Mace and Crown Sports Writer

The Monarchs of 1969, Sonny Allen's "best team ever," started the season Monday by knocking off St. Francis of Pennsylvania, 83-79, in Altoona.

After a sluggish start, Old Dominion overcame a seven-point deficit to build up a four-point lead at the half, 48-44. Dave Twardzik playing with a broken little finger, was inserted after 10 minutes of the first half to add the mobility needed to get the fast break started.

With St. Clair and Twardzik moving the ball the Monarch offense built up their lead. Skip Nobles, showing the form that led him to freshman laurels two years ago, led the scoring charge in the first half with 16 points.

In the second half it was OD fighting to hold on to its lead. In his first varsity game Jim Cole led the way in the second half with 10 points and finished with 16, second only to Nobles' 20. St. Francis pressured the Monarchs until the final buzzer, but the team effort and balanced scoring of the Monarchs proved too much for the hometown Frankies.

Cole and Dick St. Clair with last second foul shots, killed the chances for the Frankies. Team was the pass-word for the Monarch's effort, for it was a true team effort in this big win.

Totals

- Lozon—6
- St. Clair—14
- Cole—15
- Nobles—20
- Cox—18
- Twardzik—10



By RICHARD HINSHAW
Mace and Crown Sports Writer

The OD varsity basketball team overpowered the freshman squad 110-81 on Nov. 25.

Led by the ball handling of Dick St. Clair and the scoring and rebounding of Billy Ray Hayes the varsity rolled to a 23-point half time lead, and easily went on to defeat the Freshmen.

In the first half, it seemed that the Freshmen might be run off the court. The game started slowly, but the varsity, ahead 3-2, got consecutive baskets from Jim Cole, Skip Nobles and Harry Lozon to put them up by seven points.

The Freshmen battled back to within three, but the varsity used a 10-2 spree to break it open again, on two baskets by Lozon and one each by Noble, St. Clair and Hayes.

With Hayes hitting the boards and St. Clair directing the fast breaks, the varsity went on a 14-6 surge to turn a 28-17 lead into a 42-23 rout. Hayes scored six of the 14 points. At the end of the half the varsity held a commanding 52-29 lead.

The Freshmen gave a better showing during the second half. Led by 5'9" Rick Nau they stayed close thru-out the second half, being outscored only six points in the final 20 minutes. Had it not been for the one-sided first half, Nau's hot scoring hand and fine passing, might have made it a close game.

Nau led the scoring with 31 points, while Hayes led the varsity with 29. The varsity started off with a strong performance and appear ready for another fine season. The Freshmen, however, were not disgraced and as they gain experience they should get stronger.



The Mace and Crown (By Fred Frankel)

SIGMA NU EKED out a hard fought 6-0 victory over TKE for the fraternity football championship Nov. 18. The game, which ran 35 minutes overtime, was characterized by a stubborn TKE defense and a steady Sigma Nu offense. The 500 fans were treated to the pass catching of Sigma Nu's Mike Tuccorri (four catches, one TD) and Hal Hamberg (four catches) and the savage defensive rush of TKE's defensive ends Bill Burkhard and Richard Behrens.

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POLICHECKER OF THE WEEK
Kennis L. Sigmon is a senior majoring in Business. After graduation he plans to continue his work in the Naval Reserves as a jet fighter pilot. Ken is a varsity wrestler at ODU and a brother of ATO Fraternity. He was formerly a Rugby Club co-captain, and attended Temple University.

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HAM	60	1.10	MEAT BALL & CHEESE	60	1.20
TURKEY	60	1.10	GRUB STEAK	65	1.10
HAM & CHEESE	65	1.15	GRUB STEAK & CHEESE	70	1.30

PIZZA

LARGE 1.00	Small	85	Small	85
ANCHOVIES	1.25	85	HOT PEPPER	1.25
MUSHROOMS	1.25	85	ONIONS	1.25
PEPPERONI	1.25	85	CONSTITUTION	1.25