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THE AIMS OF DUKE UNIVERSITY

THE AIMS OF DUKE UNIVERSITY ARE TO ASSERT A FAITH IN THE ETERNAL UNION OF KNOWLEDGE AND RELIGION SET FORTH IN THE TEACHINGS AND CHARACTER OF JESUS CHRIST, THE SON OF GOD; TO ADVANCE LEARNING IN ALL LINES OF TRUTH; TO DEFEND SCHOLARSHIP AGAINST ALL FALSE NOTIONS AND IDEALS; TO DEVELOP A CHRISTIAN LOVE OF FREEDOM AND TRUTH; TO PROMOTE A SINCERE SPIRIT OF TOLERANCE; TO DISCOURAGE ALL PARTISAN AND SECTARIAN STRIFE; AND TO RENDER THE LARGEST PERMANENT SERVICE TO THE INDIVIDUAL, THE STATE, THE NATION, AND THE CHURCH. UNTO THESE ENDS SHALL THE AFFAIRS OF THIS UNIVERSITY ALWAYS BE ADMINISTERED.

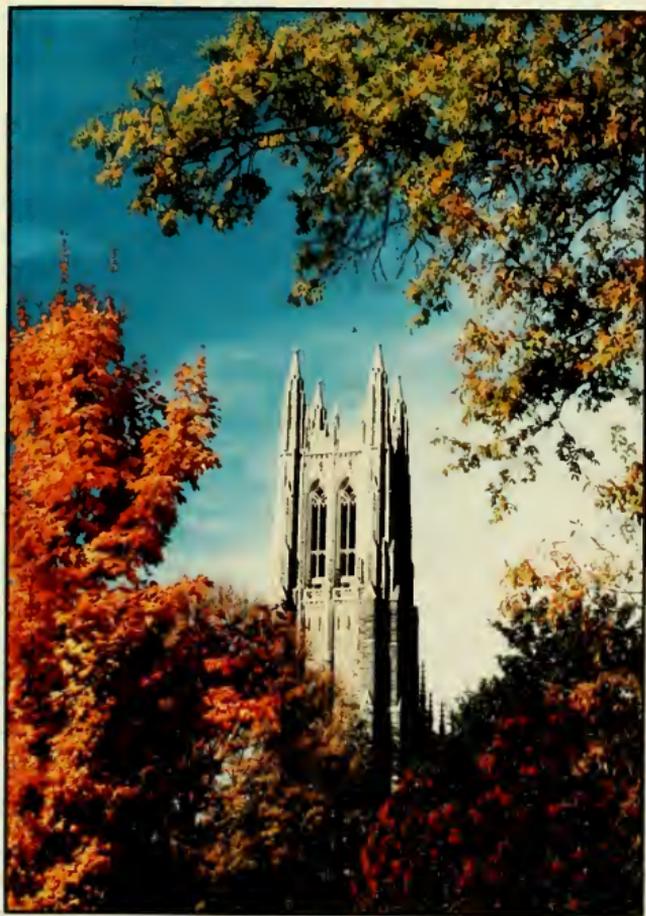


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CROSSING THE THRESHOLD



THE 1986 CHANTICLEER





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CHRISTOPHER G. CAPEN
EDITOR

DUKE

INTRODUCTION

In the heady talk of Sun Belt prosperity in the late twentieth century, it is all too easy to forget that things were vastly different in North Carolina and the South in the early decades of the century. Poverty — stark and pervasive, affecting both whites and blacks — characterized most of the South after the Civil War and up until the time when World War II finally began to bring changes. The massive economic fact of that poverty together with the region's persistent sectional defensiveness guaranteed that the South would lag behind in many aspects of the nation's development.

In higher education the most revolutionary change came in other parts of the nation when the idea of the modern research university, an idea imported from Germany, inspired the establishment of Johns Hopkins University in Baltimore. It opened its doors in 1876, and within the next three decades in the Northeast, Midwest and Far West either older colleges reorganized and transformed themselves into research universities or new institutions (such as Chicago and Stanford) were launched. While Johns Hopkins is in the border state of Maryland, in the rest of the entire South as late as the 1920s there was not a single major research university. True, there were stirrings in state-supported universities in Chapel Hill, Charlottesville and Austin, stirrings that augured well for the future of those institutions. But they too were then only in the early or take-off stages.



In the mid-1920s William Preston Few, the scholarly professor of English who had become president of Trinity College in 1910, sold the idea of organizing a new university around Trinity College to James B. Duke. Few's dream was an audacious one, for he meant for North Carolina and the South to have a voluntarily supported, major research university, one that would generously but rigorously serve students from its own region as well as those from other regions who might wish to come to it.

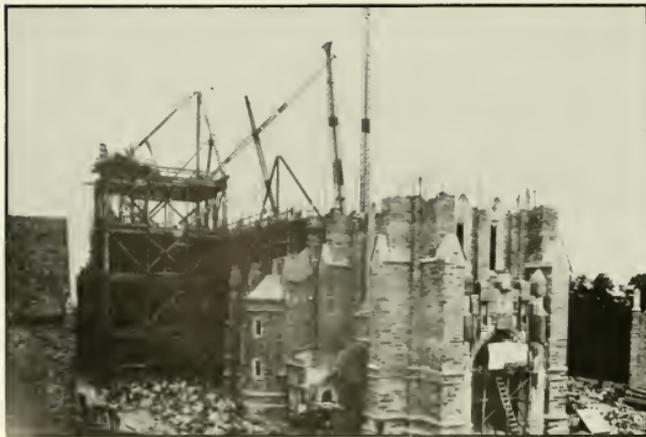
From Methodist-related Trinity College, Duke University inherited several salient characteristics. Trinity early set out to transcend the old-style, often bitter sectionalism that engulfed so much of the South after the Civil War. That it succeeded in its courageous course is

best illustrated in the Bassett Affair of 1903, where the college stood up for academic freedom, as well as for a professor who had uttered "racial heresies" according to prevailing orthodoxies.

With financial support coming largely from James B. Duke's father and older brother, Washington and Benjamin N. Duke, Trinity early began to insist that it wished to measure itself by national rather than regional standards; to stand out as academically strong when compared to other institutions in the most poverty-stricken section of the nation was not good enough — either for Trinity or, ultimately, for North Carolina and the South. Trinity also wanted its sought-for excellence to be of the utmost possible service to the people of its region as well as to those who were welcomed from other parts of the country. All of this fitted well with the thinking of the Dukes, for they were unusual Tar Heels in their day: while they were staunch Methodists, they were also nationally minded because of their far-flung business interests, and they were rich Republicans in a sea of mostly poor Southern Democrats.

Managing with great sensitivity and skill to oversee the transformation of the old liberal arts college, whose roots went back to 1838, into a modern research university, Few also managed to keep the loyalty and support of the college's largely Methodist alumni and friends. And he shared with James B. Duke the happy task of planning for the construction of the extensive new facilities that the university would require.

As the plans began to take shape for a new university to be organized around an old college, the president, William Preston Few, prophesied in September,



1924 it would be "The most harmonious, imposing and altogether beautiful educational plant in America." Such physical beauty as Few envisioned would be owing in part to the university's setting in the North Carolina Piedmont, with its gently rolling terrain and forests filled with pines, dogwoods, red-buds and numerous other varieties of trees. But human choices and aesthetic tastes played an even larger role than the setting in producing the beauty, for the Carolina Piedmont, like other scenic areas of the nation, has perhaps been more often defaced than enhanced by human design.

The prospect of extensive construction at Trinity College excited James B. Duke, for that was something he enjoyed and had learned a great deal about in his varied careers in tobacco, textile manufacturing and the electric-power industry. To design the new buildings he selected the then well-known architectural firm of Horace Trumbauer of Philadelphia, which had built for Duke both an elegant white marble mansion on New York's Fifth Avenue in 1910 and elaborate greenhouses on his estate in New Jersey. In the spring of 1924, Few and Frank Brown, a professor of English and key aide to Few in matters relating to the grounds and buildings, visited Trumbauer in Philadelphia before embarking on a study-tour of a large number of colleges and universities. At Bryn Mawr College, for example, they carefully examined and collected pictures of the stone buildings constructed in what was known as the Collegiate Gothic or Tudor Gothic style.

Handsome dormitories in that style had been erected at Princeton University not long before World War I. Duke's country estate was not far from Princeton, and he had seen and admired the new, stone structures. He could not have articulated the matter as did Princeton's president, but James B. Duke perhaps unconsciously shared the thinking of Woodrow Wilson: "By the very simple device of constructing our new buildings in the Tudor Gothic style we seem to have added to Princeton the age of Oxford and of Cambridge; we have added a thousand years to the history of Princeton by merely putting those lines in our architecture which point every man's imagination to historic traditions of learning in the English-speaking race."

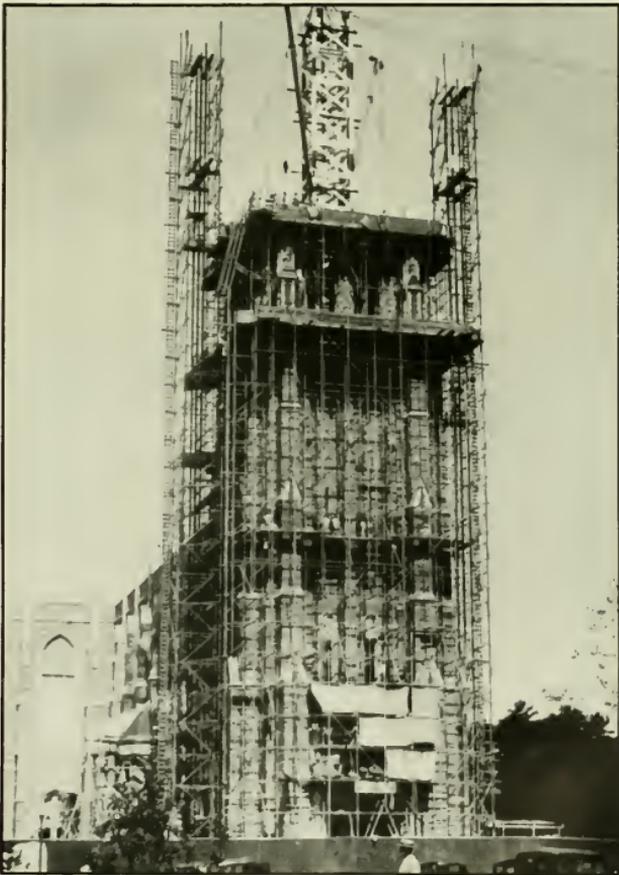
Few and Brown certainly shared Wilson's penchant for the Tudor Gothic style, and they carefully studied more of it at Yale, Cornell, Chicago and elsewhere. They were also charmed, however, at Thomas Jefferson's University of

Virginia, and at other colleges in that state, by the pleasing combination of red brick and white columns in buildings of neo-classical or Georgia design. Nevertheless, by September, 1924, James B. Duke, Trumbauer, Few, and Brown had decided that the new buildings at Trinity would be constructed of stone in the Tudor Gothic style — "distinctly my first choice," Few happily reported to Ben Duke.

Despite the fact that Trinity's campus was already a spacious one, additional land would be required for the planned expansion. Land to the north of the campus, especially in the area of what was then Watts Hospital, would be needed for the possible medical school. Although Few put agents quiet-

ly to work acquiring options for the necessary land as early as 1923, they encountered various obstacles as well as sharply rising prices as rumors spread about Trinity's expansion. With James B. Duke growing increasingly annoyed by the delay and difficulty in acquiring the land, Few had an inspiration as he hiked with his young sons through a beautiful wooded, hilly area a mile or so to the west of the Trinity campus. "It was for me a thrilling moment when I stood on a hill," Few later wrote, "... and realized that here at last is the land we have been looking for."

With James B. Duke's approval, Robert L. Flowers, the vice president of Trinity College, went to work acquiring the new land with the utmost discre-



tion. He secured the first option in November, 1924, and by the spring of 1925 had succeeded in buying more land than was immediately needed. Purchases to round out the holdings continued for many years, in fact, and Duke University wound up eventually owning around 8,000 acres, mostly in a forest preserve. It would never be handicapped by the land scarcity that plagues many educational institutions. Until James B. Duke had seen the new land, however, no one knew whether it would actually be used for the university or, if so, just how.

In three busy spring days in late March, 1925, as the dogwood and redbud trees bloomed in what can be a magical time in the Carolina Piedmont, a great deal of the planning was accomplished for what became the two campuses of Duke University. When James B. Duke finally inspected the new land, he, in consultation with Few, Trumbauer, and one or two others, quickly decided that the Tudor Gothic buildings, with a soaring chapel at their center, would be erected on the new land on a crest overlooking a deep ravine, which Duke envisioned as a lake. A lifelong lover of fountains and water-falls, Duke pictured a great fountain in the central quadrangle with the water cascading over falls that emptied into the lake. The long-desired coordinate college for women, rather than being



crowded into a corner of the old Trinity campus, would occupy that entire campus. While some of the existing buildings there would be retained, several would have to go in order to make room for eleven new buildings to be constructed of red brick and white marble in the neo-classic style so beloved by Thomas Jefferson.

Trumbauer's construction superintendent kept a simple notebook which is one of the few documentary sources

for the decisions made in that spring of 1925. "Met Mr. Duke today," the superintendent recorded, "and went over the ground for the new University." When Trumbauer arrived, the superintendent noted that he explained to the architect "the new location of the layout on top of the hill moving the chapel forward so it will come on the high ground." And the library was "to be moved over to a high spot to the right of where shown on plans, this being Mr. Duke's idea of how the layout should be." Trumbauer and his associates returned to Philadelphia with instructions to prepare working drawings, first for the new buildings on the Trinity campus, soon to be known as the East Campus, and then later for the Tudor Gothic structures to be erected on the new land, which would become the West Campus.

The selection of the stone to be used in the Tudor Gothic buildings was another matter of keen interest to James B. Duke. Initially assuming that the stone would have to come from one of the well-known quarries in the North, he arranged for freightcar-loads of various samples of stone to be shipped to Durham so that test walls could be built on the Trinity campus. Frank Brown, in the meantime, learned of an abandoned quarry near Hillsborough, only a few miles from Durham. After a sample wall of the local stone had been built, Brown informed Trumbauer that it was "much more attractive than the Princeton wall" and "much warmer and softer in coloring." Moreover, it would cost not more than \$3.50 per ton delivered as compared to an estimated \$21.00 per ton for the Princeton stone. Duke authorized the purchase of the quarry and additional testing of the stone. He was



pleased by the wide range of colors in the Hillsborough stone — various shades of brown, yellow, gray, blue, green and black — and gained assurance of its durability from both the state geologist's office and the Bureau of Standards in Washington. When Duke and the trustees of the Endowment met in Durham in late March, 1925, he proudly led them to the sample walls where balloting revealed a decided preference for the local stone. A venerable style of English architecture inspired the original buildings of Duke's West Campus, but the warmly colored stone came from a nearby Piedmont hillside.

As much concerned about the landscaping of the campuses as about the architecture, Duke selected one of the leading firms in the nation, Olmsted Brothers of Boston, to redesign the Trinity campus and to lay out the grounds for the new one. Founded by Frederick Law Olmsted, the creator of New York's Central Park and of many other famous parks, the Olmsted firm emphasized, among other things, the use of attractive native trees and shrubs where possible; thence came the magnificent Southern magnolias, the great live oaks, the cedars, and other native trees that grace the two campuses.

As the rebuilding of the old Trinity campus began in the summer of 1925, James B. Duke, up to then a vigorous and extremely active sixty-eight year old man, fell ill. His doctors, initially puzzled, finally diagnosed pernicious anemia, and Duke died in his Fifth Avenue mansion on October 10, 1925. Aside from the annual support for Duke University that would come in perpetuity from The Duke Endowment — approximately one-third of its annual income was designated for the university — James B. Duke provided altogether about \$19 million for the physical plant of Duke University on its two campuses.

Saddened by his younger brother's death, an increasingly bed-ridden Ben Duke lived until January 8, 1929. His own interest in first Trinity College and then Duke University never waned. While his gifts to the institution included such significant contributions as the Angier B. Duke Memorial scholarship fund in honor of his deceased son, Ben Duke's role was overshadowed by the munificence of James B. Duke. Nonetheless, Few and others in the university publicly acknowledged and emphasized the institution's long-standing and crucial debt to Ben Duke.

Despite James B. Duke's great generosity to Duke University, the grim but unpublicized truth was that there was



simply not enough money to do everything in the manner that Duke had originally envisioned. Few had sold him on a most ambitious undertaking. If the philanthropist had lived, matters would no doubt have been quite different, but as it was, Few and his principle associates were forced to cut down on various plans in order to stay within available income. The lake that James B. Duke had wanted on West Campus and the two great fountains there, as well as the fountain in the circle between the handsome Georgian library and matching union building on the East Campus, all had to be eliminated. Various other cost-cutting measures, all relatively minor, had to be taken in the Gothic dormitories.

The loss of the lake may have been a blessing, for that ravine became the site first of an iris garden which Dr. Frederick M. Hanes persuaded Mrs. Ben Duke to underwrite. Then after she died in 1936, her daughter, Mrs. Mary Duke Biddle, completed and expanded the project that her mother had helped start. The magnificent Sarah P. Duke Gardens, significantly enlarged in the decades after their formal opening in 1938, became one of the most distinctive as well as most beautiful parts of the university.

By 1930, as the chapel tower, which was the last of the original Tudor Gothic structures to be built, began to climb upward among the lofty pines, President Few's worries about money had somewhat abated. He confided to an associate: "The routine at times may be dull and gray, but the vision of the future is always golden and infinitely inspiring." Few drew great satisfaction from his belief that "we have now hit

the open sea and that a long journey is ahead of Duke University." It was to be a journey in which, in one very real sense, the past lived on in the present.

Robert F. Durden
Professor of History
Duke University







DUKE UNIVERSITY

CROSSING THE THRESHOLD

1986

Excellence.

We strive for it in everything we do.

It motivates us.

It guides us.

It challenges us.

We dream of achieving it. We fight to reach it.

Many times this struggle controls our lives. It possesses us.

But should we actually reach a point where we are so satisfied with our current condition that we are not striving to improve it?

Clearly not.

Over the past several years Duke University has made clear its commitment to higher education. With guidance provided by A. Kenneth Pye and President Emeritus Terry Sanford Duke realized its need to dramatically increase its endowment. The goal was

to double the endowment for the University as a whole, increasing six-fold the restricted endowment for the Trinity College of the Arts and Sciences. A goal termed "outrageous" by many.

But what tangible results will this goal produce? The list is significant. Already, additional distinguished professorships are being established to help Duke recruit outstanding scholars. Expenditures for library acquisitions will increase. Graduate fellowships for the Arts and Sciences will enable us to attract and retain the brightest faculty. And additional scholarship support for undergraduates will be available. The list goes on.

"What may have seemed a hopelessly unattainable dream has become in fact a bold vision demonstrably in the process of realization," commented Joel

Fleishman, Chairman of the Capital Campaign for the Arts and Sciences. The Capital Campaign has a goal of raising \$200 million.

Challenging every member of the Duke community to reach for always higher levels of excellence, President H. Keith H. Brodie now leads Duke forward. Brodie's commitment to the Capital Campaign and his vision of the future will insure Duke's place as a leader in higher education.

Duke University can never afford to become complacent. We must always have a vision of the future and work together to translate that vision into the reality of excellence. We must always be crossing the threshold to ever higher levels of excellence.

Chris Capen

DEDICATION

Many individuals at Duke have made a significant contribution to the growth of this outstanding university: administrators, alumni, faculty, students, and many employees. Each has dedicated a portion of his or her life to helping Duke achieve excellence, yet many never receive a simple thank you.

While all of these people deserve our sincere thanks there are two individuals who must be recognized: Joel L. Fleish-

man, Chairman of the Capital Campaign for the Arts and Sciences, and John J. Piva, Jr., Vice President for Alumni Affairs and Development.

These two men and the people who work with them are providing Duke with the financial resources we must have to achieve our ambitious goals. It is their tremendous dedication to this university that will enable Duke to remain a leader in higher education.

For their total and sincere belief in the future of Duke University and the ever higher levels of excellence it will achieve, it is with deep appreciation that The 1986 Chanticleer is dedicated to Joel L. Fleishman, John J. Piva, Jr., the staff of the Capital Campaign for the Arts and Sciences, and the Development and Alumni Officers of Duke University.

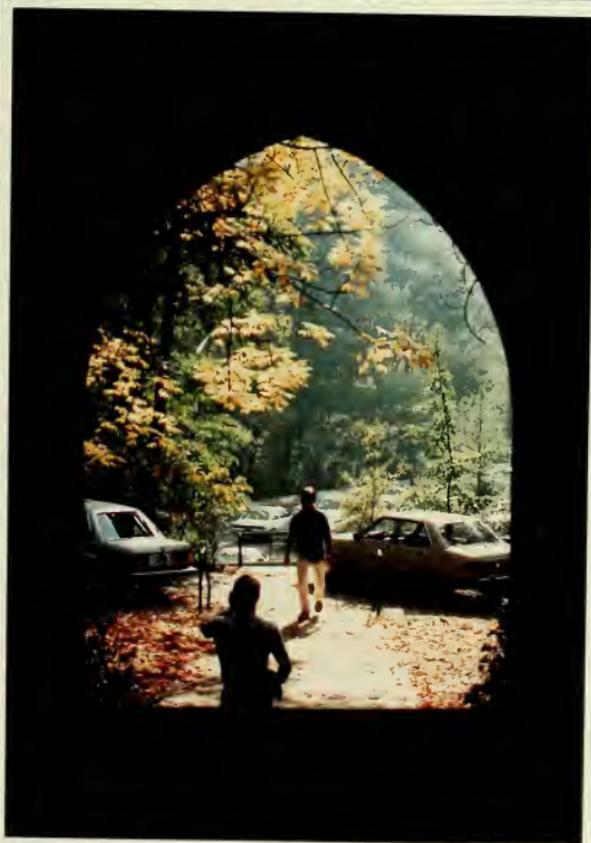


EAST CAMPUS





BRYAN UNIVERSITY CENTER



A SHORT
WALK TO
NEW DORMS

CHRISTMAS
ON CAMPUS





BALDWIN
AUDITORIUM

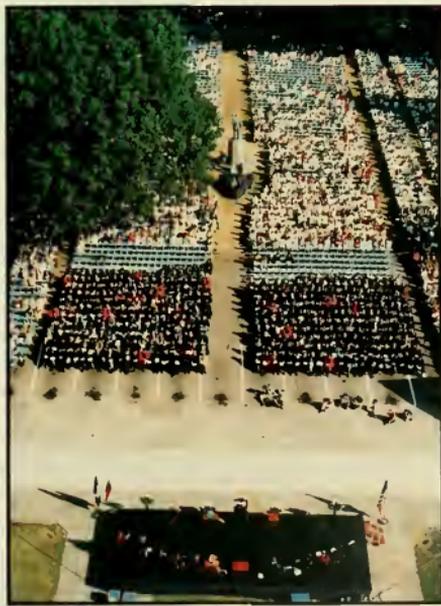
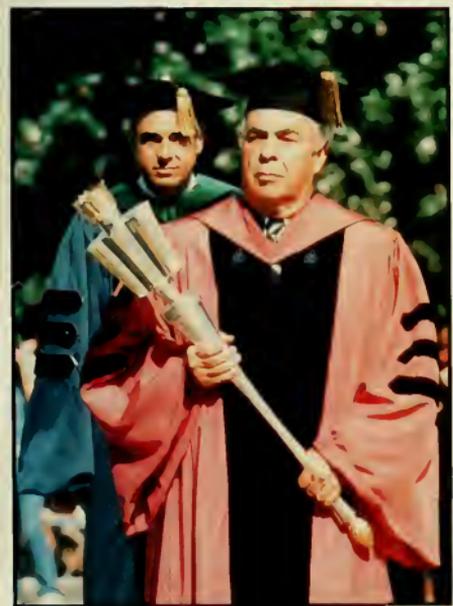


SARAH P. DUKE GARDENS



THE
INAUGURATION
OF
PRESIDENT
H. KEITH H. BRODIE







DUKE: 23 UNC: 21



DUKE: 2 INDIANA: 0



ACC CHAMPIONS
NCAA FINAL FOUR







FRESHMEN GAMES (TOP); PHI KAPPA PSI
AUCTION (ABOVE)



FALL
ON
WEST
CAMPUS



MOVING IN



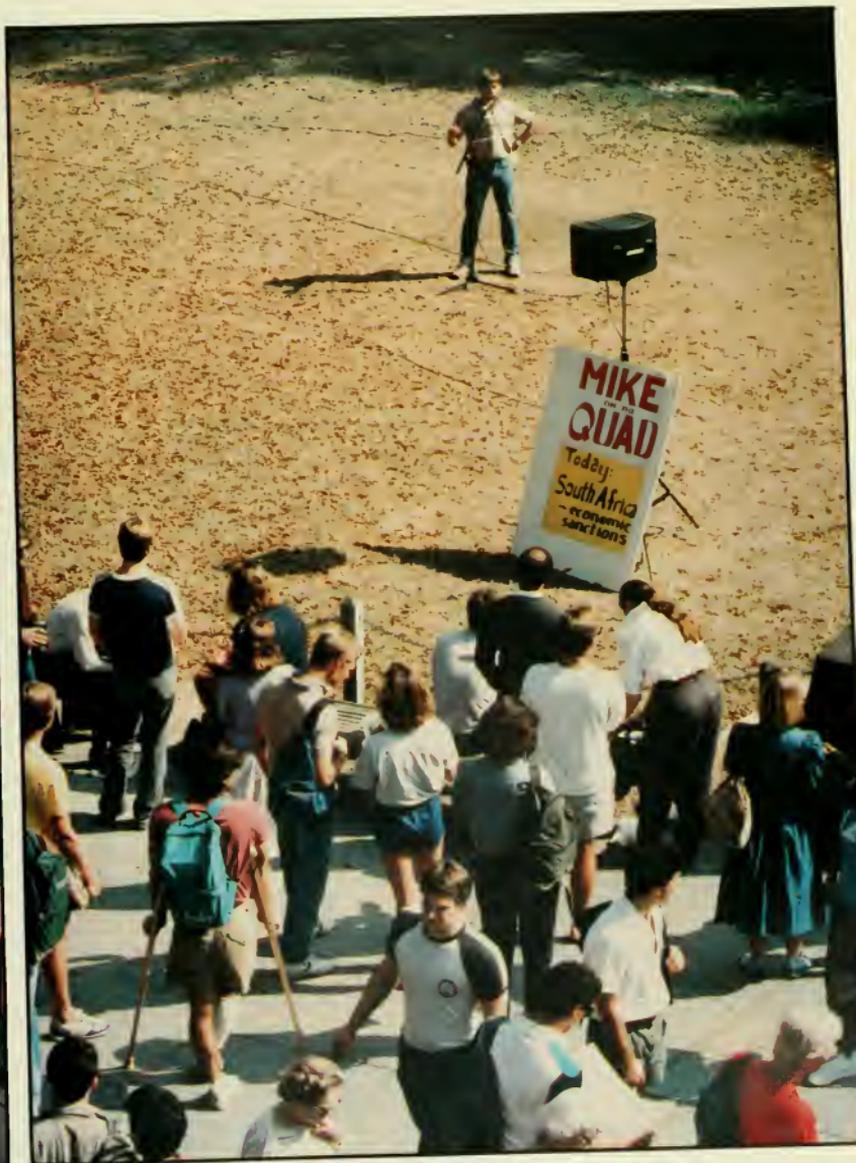
SIGMA CHI DERBY DAY CHUG-OFF



HACKY
SACK



PARENTS WEEKEND





WIND
SYMPHONY
IN THE
GARDENS



CHRISTMAS
TREE
LIGHTING



JAZZ ON MAIN QUAD



THE MESSIAH



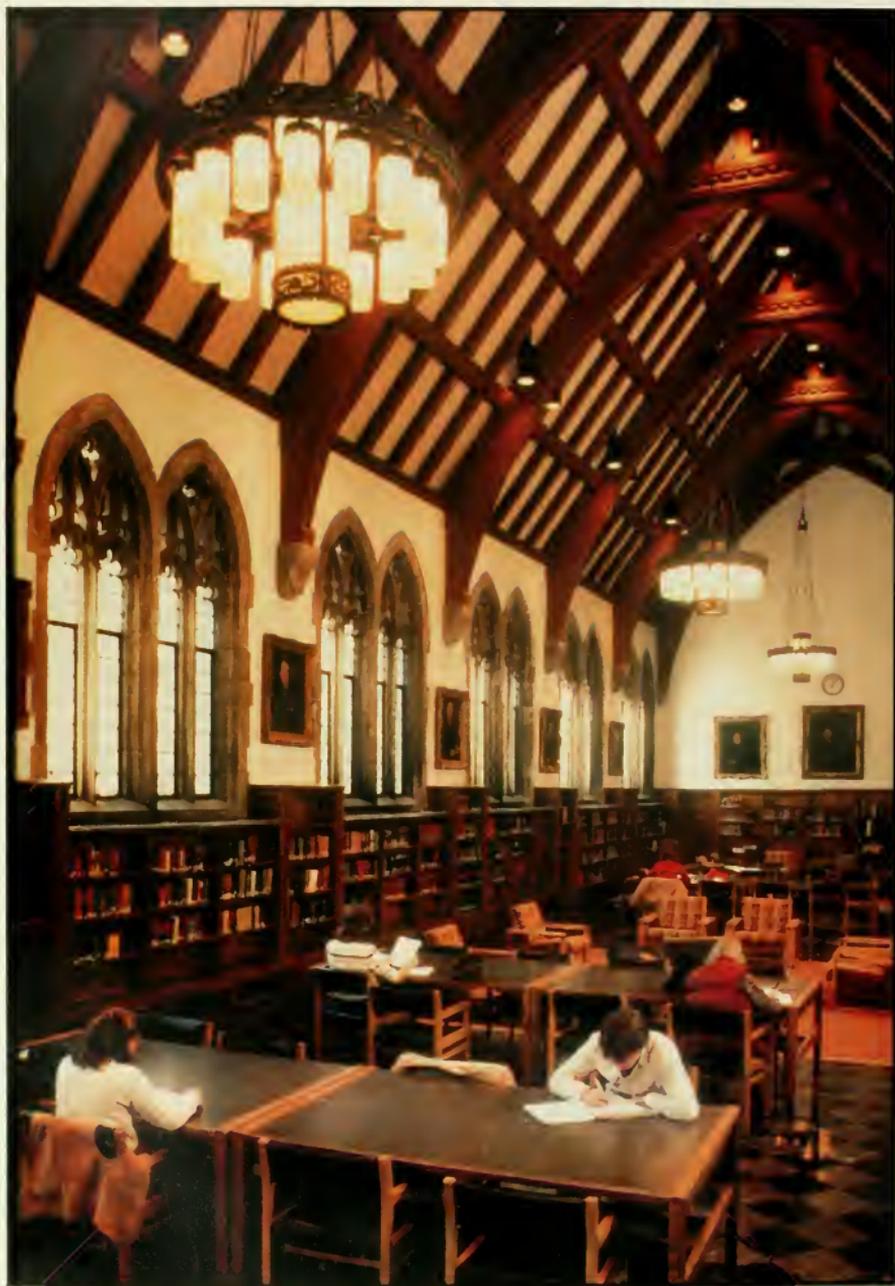
WEST CAMPUS FROM THE CLOCK TOWER



PHILANTHROPIST
WASHINGTON
DUKE





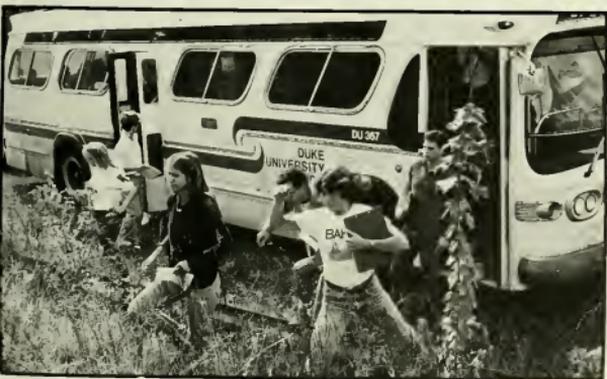
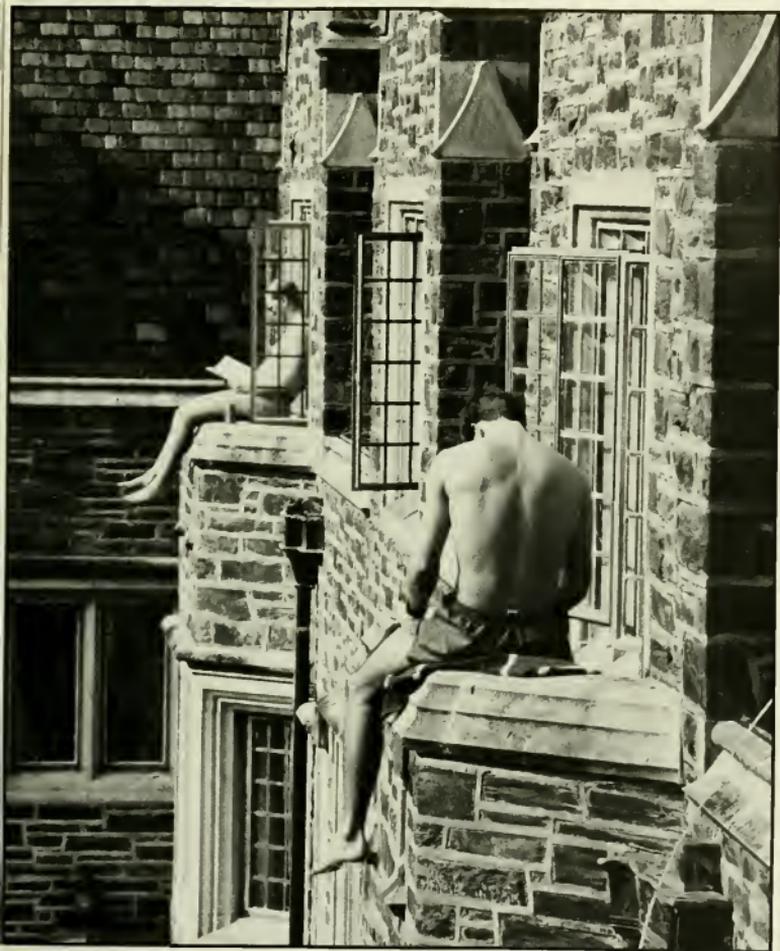


DUKE

CROSSING THE THRESHOLD

ACADEMICS







HOW TO STUDY IN PERKINS

The world outside the stacks is friendlier. However, you must proceed, in the silence, past cool stares, past people who all seem much more industrious than you. Finally, find an empty carrel. As you pull the chair to sit down it will screech, and the girl behind you will turn her cool stare to ice. Fine.

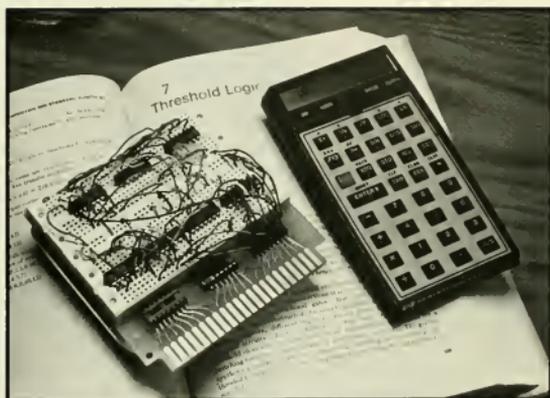
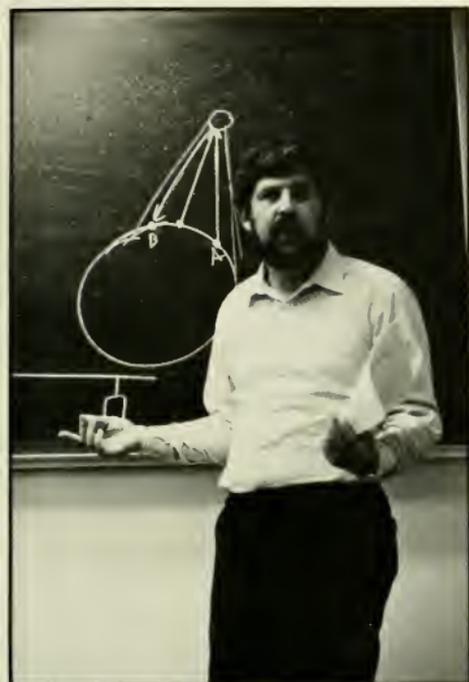
Now sit. Before you begin, check out the graffiti carved on the desk top and around your head. Most is commonplace, benign. However, in the upper left hand corner someone has insulted your home state. Find your pen and settle the score. People learn from graffiti; it is the people's soundboard. You have a responsibility to correct and contribute. Look around to insure no further editing is required. If you are so inspired, write something of your own. It must be worthwhile, however. Avoid Greek affiliations, sex, and poor spelling. Political statements inform, incite thought, and are a mark of the times. If there is really nothing to write, don't. Pointless graffiti is irritating graffiti.

Time to pull the books from the book bag. Of course you have brought your Chronicle. Finish reading this so there will be no excuse for interruption when you finally begin studying. However, do not be afraid to give up on the crossword puzzle. Once you do, don't go back.

And then, your books. Your books will seem heavier when you use them than when you simply carry them on your back. Some people do not find this out until very late in the semester. Don't panic; this happens often.

Begin studying. Obviously this is easier said than done. Before you know it will be nap time. The best way to deal with this is not to fight sleep, but to simply give in. When you wake up, if you are not refreshed, go the CI and get something to eat. Any beverage should include caffeine. Then start process from the beginning.





PHI BETA KAPPA



Initiated December 1985

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FACULTY SPOTLIGHT: ERNEST ELSEVIER

Ernest Elsevier, associate professor of mechanical engineering, joined the Duke faculty in 1949 and officially retired in early 1985. During the 1985-86 school year, however, he continued to teach and advise students, and he plans to do the same in 1986-87. Even after retirement, his office remained filled with textbooks and mementos accumulated over 37 years and his door remained open to students and fellow faculty.

Born in Holland, Elsevier moved to the southern United States as a young man. He joined the U.S. Navy in 1941 and served in the Pacific fleet as Aviation Chief Machinist's Mate until 1945. He attended Auburn for a B.S. in mechanical engineering and earned his masters at Georgia Tech. Although he held positions at some of America's finest universities, and asserted he could have chosen to teach at any of them, he very happily decided on Duke.

"I think it's the best school in America," Elsevier said of Duke. He listed three reasons for this conviction: First, "they have real good people in the administration, who are smart." Also, "they pick real good students; I like to

work with good students." Finally, he felt that at Duke, "there's a first-class relationship between faculty and students," usually lacking at other universities.

Elsevier was involved in much more than teaching engineering classes during his career at Duke. He holds a long list of honorary awards and memberships in professional societies, including the North Carolina regional presidency of the American Society of Mechanical Engineers, an appointment in 1967 to the Board of Registration of the North Carolina State Board of Professional Engineers and Land Surveyors and the "Total Development Award" given in 1968 by North Carolina's Governor Moore. He formed his own consulting firm and served as an industrial consultant in the textile, furniture and tobacco industries. His areas of interest included improving textile mill working conditions and environmental cleaning.

In addition to these activities, Elsevier became what Dean Walter Sealy termed in 1963 "the number one advisor to mechanical engineering students." Elsevier noted that, "as a teach-

er, I want to make students into good human beings." As an advisor, his main emphasis was simply "getting them jobs." He also helped students get into graduate school.

Knowing admissions directors, people in industry and students themselves added to Elsevier's influence in getting students where they want to go. "I've taught more engineering students than any other engineering professor," he said. On his desk, the thick stack of letters from students asking for his help attested to this. In recognition of his concern for students, the Ernest Elsevier Scholarship Fund was established in 1985.

Elsevier recalled a very different past in Duke's engineering department. "It has changed a whole lot" since his arrival in 1949, he said. "At first there were no girls, and no computers." In addition, students had to take many more labs. Elsevier saw the engineering department through turbulent times in the 60s and the computer age. He maintained his role as teacher and advisor for more than three decades. Of his future, he added, "I'd like to stay a while."



FACULTY SPOTLIGHT: ALLEN KELLEY

Allen Kelley, James B. Duke professor of economics, settled at Duke in 1972 despite having "been everywhere." Kelley grew up in Washington and did most of his undergraduate and graduate work at Stanford. He has held teaching or research positions at the University of Wisconsin-Madison, Harvard, Stanford, the Australian National University, Heriot-Watt University in Edinburgh, Scotland and the International Institute for Applied Systems Analysis in Vienna, Austria. Kelley served as chair of the Department of Economics from 1973 to 1980.

Aside from teaching economics classes, Kelley lectured and wrote on Third World countries. His research led him "to do a lot of international travel," he said. "I've published half a dozen books and maybe a hundred articles," which have led to various invitations to give guest lectures. Also outside Duke, Kelley stated that his largest single commitment was with an organization called the Joint Council on Economic Education, which promotes good economics teaching in the United States in high schools and grade

schools.

Kelley described Duke as "exactly the type of school I want to be a part of. It's a school that places an equally important emphasis on teaching and interacting with students ... there are not many schools in the United States that have this type of balance."

"One of the things I enjoy most is the environment for interacting with students and [with] faculty members from other disciplines, he said. "The interaction with other faculty members from other departments has been extraordinary."

Kelley's interaction with undergraduates was also extraordinary. He offered sit-down dinners and one-on-one discussions in seminars. In larger classes, like his "Principles of Economics" class, Kelley had to think of a creative way to meet the students. "I have 300 students," he said, "so what I do is on Friday afternoons I have what I call help sessions. I come in at 3:30 and work with students until the last student leaves, as long as they want. You get to know students pretty well in that situation." As a bonus, he said, "every

time I've taught 'Principles' I have all of the students over to my house on a Sunday afternoon for a meal ... we have a tennis tournament ... and we have a big trophy; it's one of the coveted trophies of the freshman class."

Kelley explained his teaching goal in any course was "to teach students to think critically about the issues related to that course ... I like to teach students to ask intelligent questions ... The other thing I'm hoping my students get from my course is the sense of excitement in discovery," he said. For this reason, "research and good teaching go hand in hand, and one has to be at a place like Duke to really appreciate that."

Students can benefit at a research-oriented institution because "they're in the midst of the discovery process," Kelley said. From the faculty's point of view, "if the other part of your job is not only keeping up with knowledge, but expanding knowledge, that's exciting, and that sense of excitement ... rubs off on students."



FACULTY SPOTLIGHT: LORRAINE WOODYARD

Lorraine Woodyard, assistant athletics director and associate professor of physical education, said she likes to see Duke students get involved in sports. After her appointment as Duke P.E. instructor in 1954, Woodyard gained renown among her students as an enthusiastic and active Blue Devils fan.

Woodyard estimated that her habit of announcing team standings and upcoming sports events began in 1975, when the athletics department became a separate department from physical education and included women. Publicizing the latest information on as many sports as possible "is a way of getting students involved," she said.

Students in one of Woodyard's swimming classes learned not only how to improve their side stroke, but how Duke's baseball team fared in its last game. "Many times we overlook non-revenue sports," Woodyard said. Stu-

dents could relate to them better because so many have played them, she said.

The goal of the physical education department is to teach lifetime sports, according to Woodyard. "They're a good outlet for stress," she said. "During exams more people swim than any other time." She believed that P.E. instructors provide more counseling than any other department. "We feel we're helping people," she said, not only by helping them improve physically but also by being good listeners.

East Campus and Card gyms, the courts and playing fields are informal places that spur communication better than an academic classroom or office, according to Woodyard. She said there is a warmth extended by members of the P.E. department that manifests itself in questions that are important to an individual's life but never asked by

the average college professor, such as where a student spent Christmas break or whether he or she is going to the next basketball game.

Woodyard has been in six different offices since 1975, due to the continuous expansion in the staffs of both departments. She hoped the P.E. department would grow bigger, to extend its advantages to more and more people. The athletics department's goal in 1986 was aimed more toward quality than quantity, due to budgetary limits.

Woodyard earned her masters degree at UNC in Greensboro. She said she enjoys the two-sided view of Duke that she gains by being both a teacher and an administrator. The self-described "transplanted Tarheel from Virginia" was certain about the origin of her Duke spirit. "It kind of breeds in you."



FACULTY SPOTLIGHT: BRUCE PAYNE

Bruce Payne, director of the leadership program in the Institute of Policy Sciences and Public Affairs, said he feels he is doing his job when he knows his students and they know themselves.

He admitted that in the fall of 1985, when the leadership program was getting started, all the extra administrative duties that came with his new appointment kept him away from students too much. "It was really painful," he said, referring to that aspect of the semester. At the same time, though, the program added new opportunities to Duke.

Payne started teaching in 1972 in courses that included leadership, ethics and policy making, public policy and the arts, rural poverty and documentary photography. In 1983 he received the Alumni Distinguished Undergraduate Teaching Award. The best part of his job, Payne said, occurs in "the moments where something gets revealed... where people find out something about the world and something about themselves in relation to it."

According to Payne, the burgeoning popularity of the PPS major came as no surprise because "people understand that public problems are important."

He said the public policy program is "oriented not to disciplines but to problems in the world, and aimed at the millions of people who want to make a difference."

The leadership program was built partly on this aim. Administrators desired to harness the energies of students who want to help move others forward. "We really want to focus on people's imaginations, that they understand just how much difference they might make in the world," said Payne.

The leadership program was designed to educate students who want to be involved in important public problems and to stimulate useful hands-on work through internships.

The concept of leadership development geared toward America's voluntary sector and both political and corporate leaders, together with a new endowment, set Duke's leadership program in motion, according to Payne. "The whole thing has been working wonderfully as planned," Payne said. Students from several majors learned not only from Payne but from leaders from all over the country who spoke in seminars, as well as from direct project experience in the Duke and Durham

communities.

"The best thing about my life is teaching students," Payne said. He liked to see his students develop and change into "the person they want to become."

Payne said he enjoyed helping to give students, friends and associates the confidence to accomplish everything they can. "I tend to think my time is used best advising and encouraging and providing emotional support rather than doing organizational and administrative work." He advised leaders in the Duke Africa Initiative and supported local artists, among other activities on his long list of causes.

According to Payne, philosophy and literature should be taught with politics and economics. He considered these fields helpful in providing the insight necessary for developing leadership ability. Payne's own areas of interest have included the civil rights movement in the '60s, opposition to America's Vietnam policy, and migrant labor issues in North Carolina. Of his work in the classroom, he said, "If a student leaves saying, 'Well, I'm a little bit different person than I was when I came,' then I've done my job."

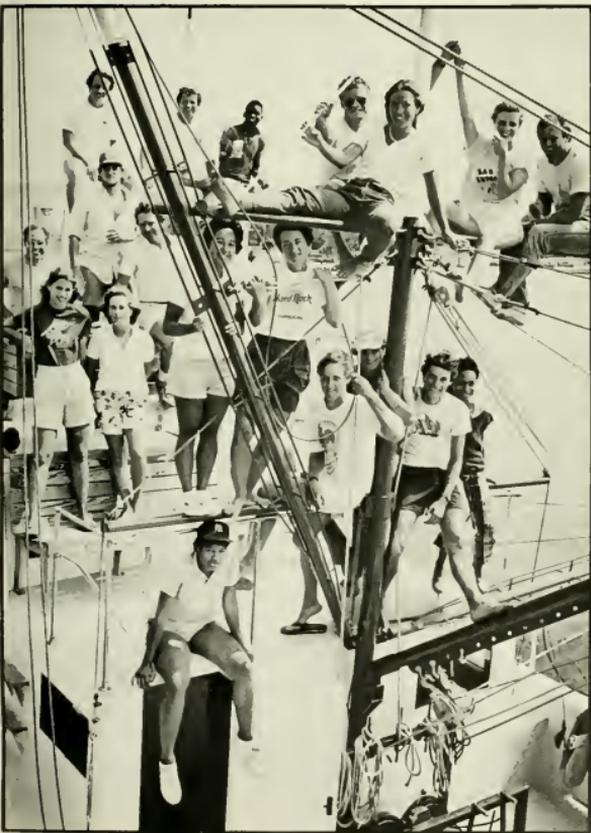


DUKE MARINE LAB BEAUFORT, N.C.

The Duke Marine Lab in Beaufort, North Carolina is an independent learning and living community. Duke's campus on the North Carolina shore replaces great Gothic architecture with unassuming, single-story cabins and a view of the ocean. Volleyball with fellow students and faculty substitutes for a workout in crowded Card gym, and well-equipped labs and libraries that are always open supercede Perkins and the Gross Chemistry lecture hall.

Beaufort students in 1985-1986 took courses in oceanography, ecology, botany, physiology and independent study. Although the curriculum was science-oriented, non-science majors went also. Tracey Knock, a junior zoology major who was at Beaufort for the fall, 1985 semester, said the family atmosphere there helped make it "the best experience I've ever had at Duke." And it wasn't just because it's near the beach, she said.







STUDY ABROAD

During the 1985-1986 school year, 281 students studied abroad, a marked increase over previous years. Students' reasons for enrolling in academic programs in foreign countries included the desire for something new and the desire to learn first-hand about another language, culture or political system. Options for locale were almost limitless; students chose Canada, Scotland, Denmark, China, England, India, France, Belgium and, in the summer, the USSR, among many others.

According to Lori Humphrey, study abroad advisor, the University has encouraged foreign study because students acquire not only more knowledge of foreign affairs, but also increased self-sufficiency and confidence on their return. The language departments encourage study abroad because "a student who has struggled for years with a language will find it comes easy to them" when abroad, Humphrey said. April Pulley, a Trinity junior who studied for a semester in Britain as well as "all over," added, "You can't help learning when you're in another country . . . You learn so much more than studying in your little carrel on East Campus."



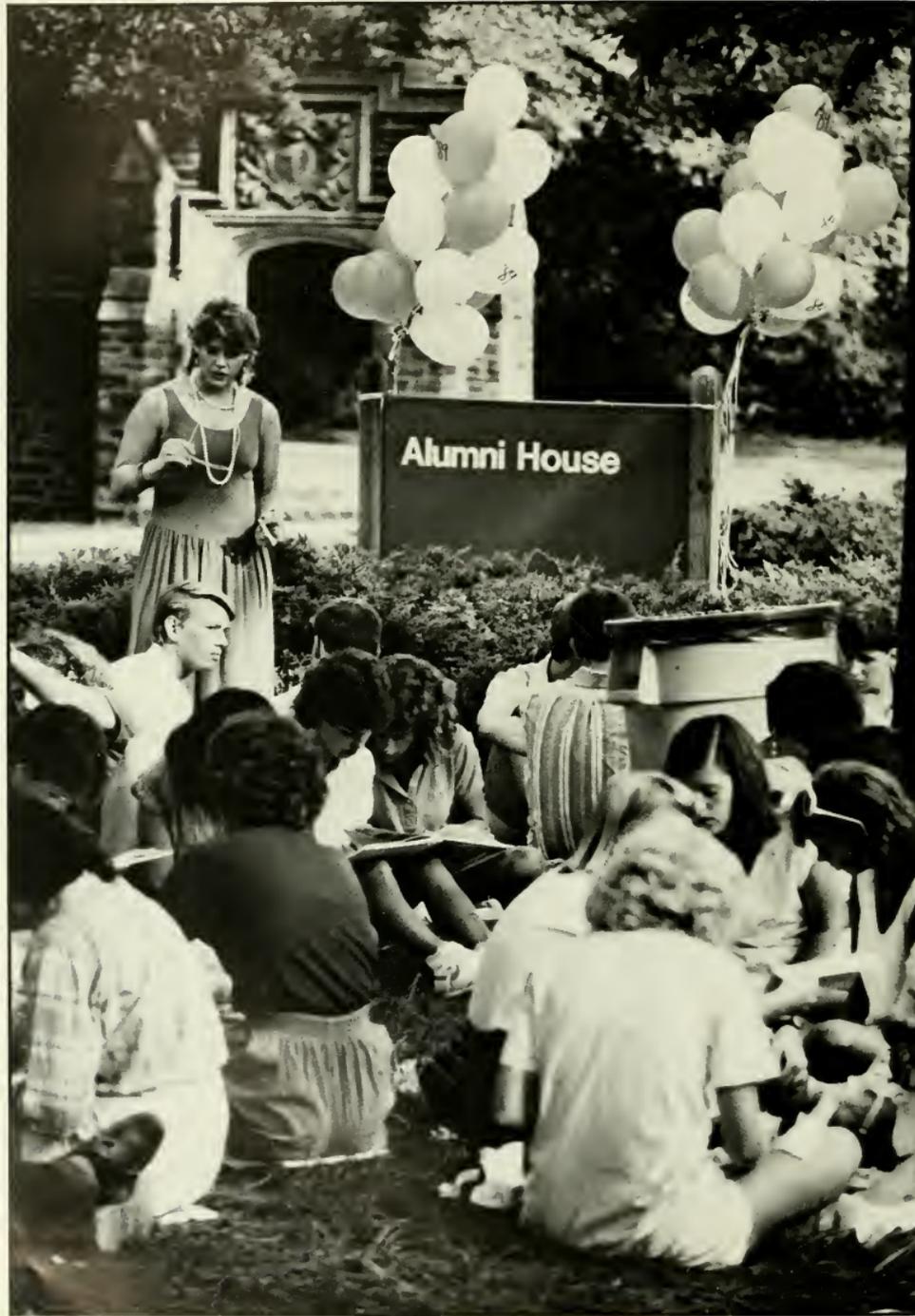




DUKE

CROSSING THE THRESHOLD

EVENTS





FRESHMEN ORIENTATION

Residential advisers, known as R.A.s," spent a week on campus before the August 21st matriculation of the class of 1989 in preparation for both the incoming freshmen and the returning upperclassmen. The freshmen resident advisers, however, played a unique role during freshmen orientation.

In addition to the meetings and lectures attended by the R.A.s for upperclassmen, including subjects on dorm security, fire safety and advising systems, freshmen R.A.s were required to attend meetings which specialized in problems that newcomers would be more likely to face, according to Marc Fischer, a Trinity senior. Fischer was an R.A. in Wannamaker.

Freshmen R.A.s were instructed in special areas of concern such as homesickness, academic responsibility and alcohol policies, which are more likely to be freshman problems, according to Fischer. Kirk Kicklighter, also a Trinity senior and an R.A. in Wannamaker, reiterated the difficult adjustment period that freshmen have and emphasized the problem of bullying. "One roommate will let the other dominate the entire situation and not say anything because he doesn't want to cause problems," said Kicklighter.

It is one of the R.A.s responsibilities to recognize this situation and try to terminate it before it develops and be-

comes an irreversible norm.

During the R.A.s orientation, they were also taught how to deal with the tension that surrounds fraternity and in particular sorority rush. They were also advised on the University's alcohol policies. According to Kicklighter, "Whether R.A.s agree with the alcohol policy or not, they have to abide by it."

Ironically, the R.A.s jobs became much less demanding when the students actually arrived August 21st because the Freshman Advisory Counselors (FACs) initially introduced the freshmen to the campus, according to Fischer. The R.A.s took this time to get to know people and to make sure that the students weren't having any serious problems.

R.A.s differed on what they viewed as their most important role during orientation. The roles of host, informant, friend, counselor and disciplinarian were all cited.

Parents seemed to appreciate the concern and care given by the upperclassmen, Kicklighter commented. In several of the dorms, donuts, bagels and drinks were provided for the parents and students while they waited to pay house fees and receive dorm keys. Karen Steinour, assistant dean for residential life, was in charge of all resident advisors.





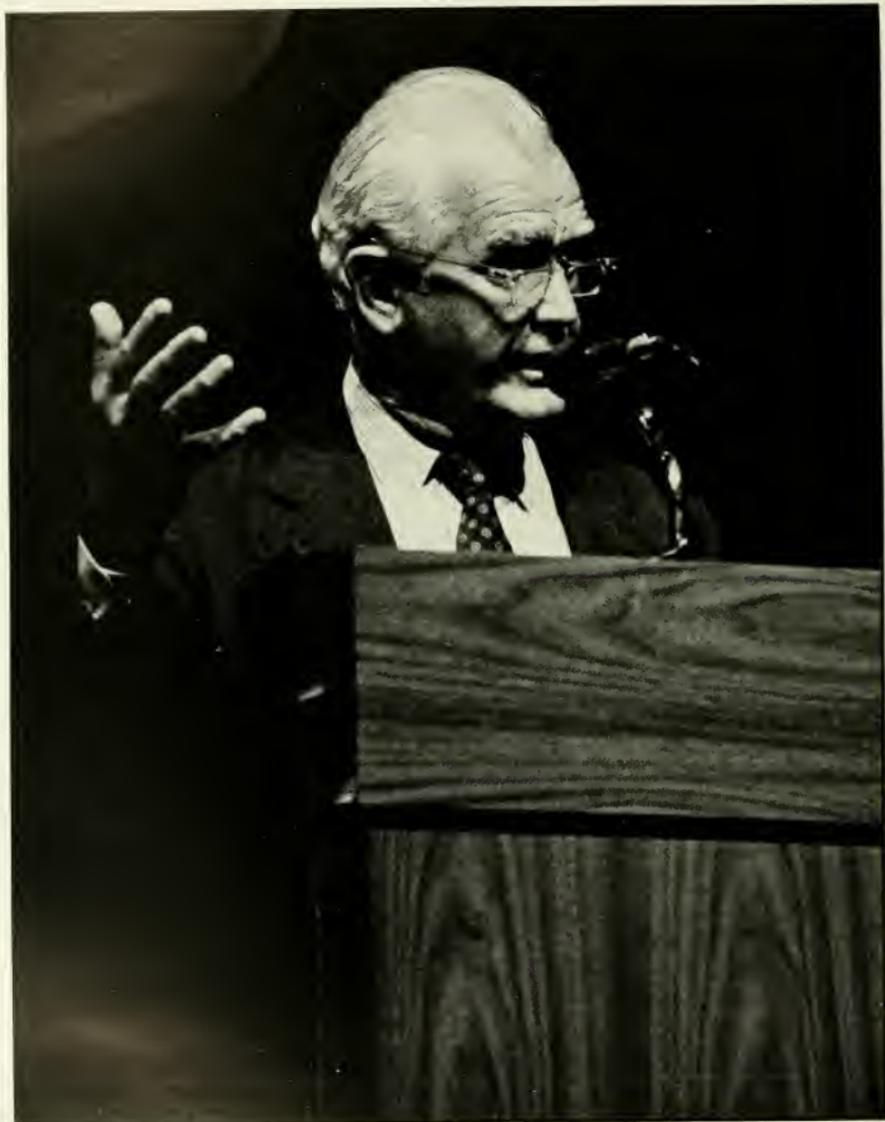


MOROCCAN FESTIVAL

The week of September 9 was one of cultural exchange for Duke University, when it shared its grounds with part of Morocco. The first Moroccan Cultural Festival was initiated by Miriam Cooke, assistant international studies professor, and Bruce Lawrence, a religion professor, when they set up an exchange program between Duke and the University of Marrakech. "Morocco is too enormous an area to be subjected to a simple stereotype . . . stereotypes make it impossible to see reality," said Cooke. The program is the first of its kind between an American and an Arab university.

The festivities, which included lectures on various aspects of Moroccan living, fashion shows, an art exhibit, a film on Moroccan women and a Moroccan dinner, were sponsored by a group called The Association of the High Atlas, which was named after one of Morocco's four mountain ranges.







GENERAL WESTMORELAND

On his visit to Duke University September 19, retired General William Westmoreland defended the soldiers who fought in the Vietnam War but was critical about the tactics that the soldiers were ordered to carry out. The Vietnam veterans were not welcomed home "as in other times, other wars" because "people raised in the 1940s and '50s . . . couldn't imagine men could be sent to war in the 1960s by their nation."

Due to strong anti-Soviet sentiment, a resolution was passed in 1964 that gave the president authority to commit forces overseas as he deemed necessary in order to protect American ideology. President Johnson was led into military intervention because of a political "concern for unchecked communist movement into insecure and unstable areas," said Westmoreland. However, "The president could have and should have asked for reaffirmation [before he reacted to the situation in Vietnam] . . . Con-

gress should have demanded it," he said.

Westmoreland also criticized the nation's reaction to U.S. involvement in Vietnam. "The obsession with Vietnam was chiefly ideological and emotional, and not strategic."

In a question and answer period after the speech, Westmoreland said that he has always stuck by the Vietnam vet. "When I retired in 1972, I said 'I'm going to be a spokesman for the vet.' I've never turned down an invitation to speak. I took abuse . . . but it didn't scare me off," he said. "Cynics describe what I'm doing as flag waving. I'm not embarrassed to wave the flag; I've spent my life doing it. America is great because men have been born and died defending it . . . Yes, we have made mistakes, we are not perfect. But we have made the American Dream a reality . . . Cynical and petty people harp only on the mistakes."

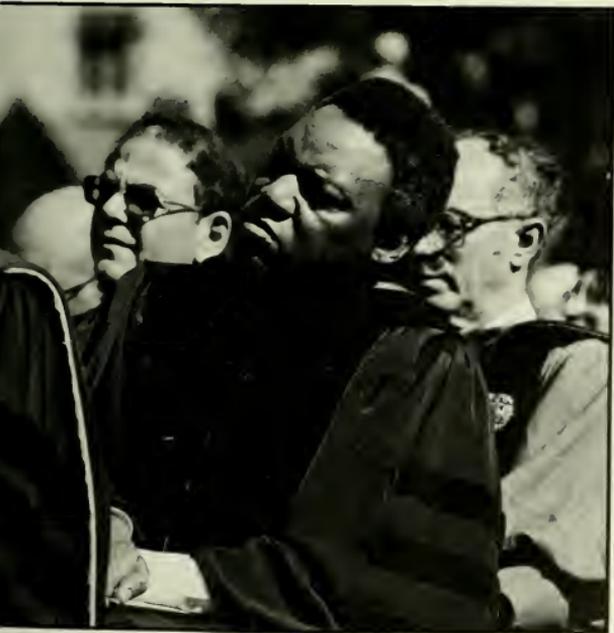
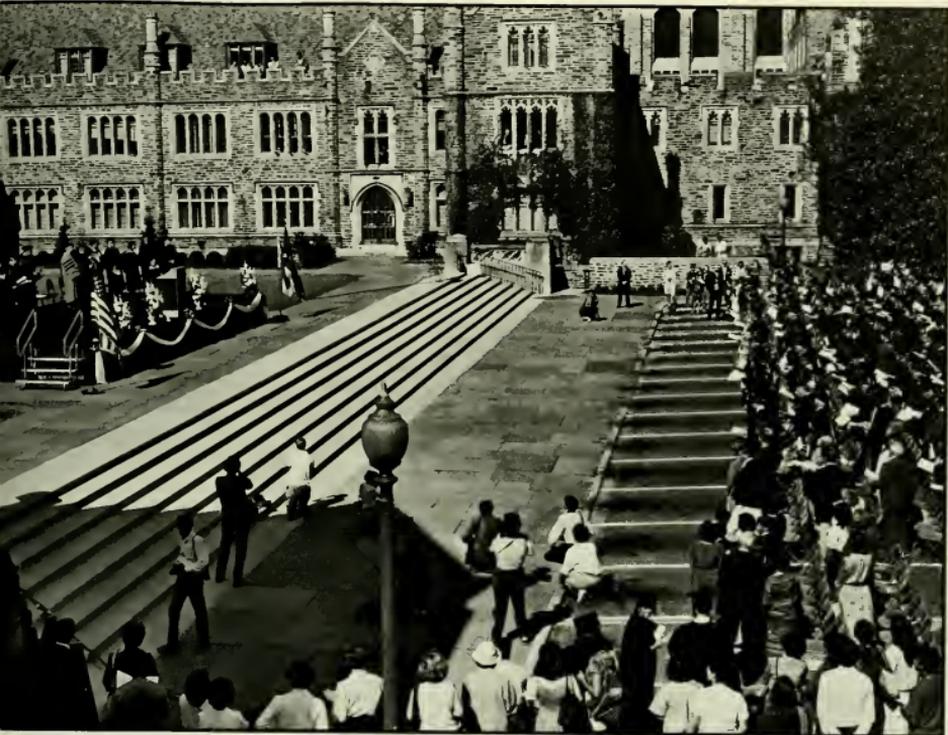




THE
INAUGURATION OF
H. KEITH H. BRODIE
AS
PRESIDENT OF
DUKE UNIVERSITY











UMBRIA JAZZ FESTIVAL

For the second year in a row, the Umbria at Duke Jazz Festival gave Duke students and Durham residents the opportunity to experience a variety of jazz music on campus and around the city.

Wynton Marsalis, a twenty-three year old jazz musician, performed with his quartet to an enthusiastic audience in Page Auditorium. His show included contemporary sounds found in songs like "Black Codes" from his latest album. Following the show, the four-time Grammy award winner unexpectedly appeared at Uncle Al's American Grill.

Jazz legend Lionel Hampton performed the following evening with his seventeen piece band. With the occasional accompaniment of the Duke Jazz Ensemble and a string quartet comprised of Durham youths, Hampton led the crowd through a nearly four hour concert.

In addition to these two performances, a quartet of musicians from Umbria, Italy displayed their talents during the week in October. The group appeared at the Duke Art Museum, the Fuqua School of Business, Brightleaf Square and Uncle Al's American Grill where they played with the Paul Jeffrey Quintet.

The festival was brought together by Paul Jeffrey, director of jazz studies at Duke. Support for the program was granted by many local, corporate and university groups including the Duke jazz department, AT&T, the Black Student Alliance, the Alumni Association and Morris Morgan, a local jazz musician.





UB40

Judging by the lines outside Page Auditorium last October, it looked as though the Duke basketball team would be playing a pre-season game in front of the chapel. But the attraction was instead UB40, an English pop band with a reggae sound.

Tickets for the October 16 concert went on sale at 9 a.m., October 2 at the Page Auditorium box office. Even before midnight the previous night, reggae fans began to camp out on the lawn

in front of Page. Stocked with music systems, UB40 tapes, food, beverages and an occasional text book, students signed a list to secure their position in line.

Was the concert worth all of this trouble? According to Sunny Rha, a Trinity freshman, "It was really worth the wait because UB40 put on a terrific show."

"The waiting outside would have been worth it even if [UB40] were horri-

ble, but they were great. I didn't stop dancing until the show was over" commented Lee Stephens, also a Trinity freshman.

The group played for approximately one and a half hours. For their encore, UB40 performed their version of Sony and Cher's classic "I've Got You Babe." The audience sang along. The appearance of the band marked the first rock concert of the school year.





DAVID BRENNER

"The yo-yo was a stupid toy before someone invented the string." If there's one thing David Brenner hates, it's stupidity. If there's one thing his fans love, it's his digressions on stupidity.

Brenner delighted a near-capacity audience in Page Auditorium October 17 with a monologue which seemed more like a conversation with an entertaining friend.

His fluid, natural style allowed Brenner to cleverly move from topic to topic by way of a series of digressions, all based on his "You know what really gets me?" theme. You know what really

gets Brenner?

Weather forecasts. "The one thing more boring than weather is weathermen. What do you need them for? Stick your head out the window, if it comes back wet, it's raining. If it doesn't come back, it's windy."

Earthquakes. "Los Angeles is like living on a giant vibrating bed, and God has the quarters."

Shortages. "The world's been here four billion years, and just in our lifetime, they're running out of everything."

Doggie-doo. "Don't believe this

pooper-scooper law — some of the best skiers live in Manhattan."

Brenner, who is probably best known for his guest hosting and appearances on "The Tonight Show," was named the most frequent guest on television by the 1980 *The Book of Lists #2*. In 1984 he became the official representative of the Sands Hotel in Atlantic City.

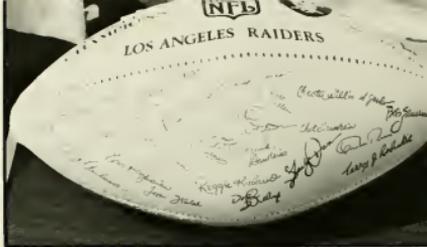




PARENTS WEEKEND



PHI KAPPA PSI CELEBRITY AUCTION





EGG DROP





PAUL YOUNG



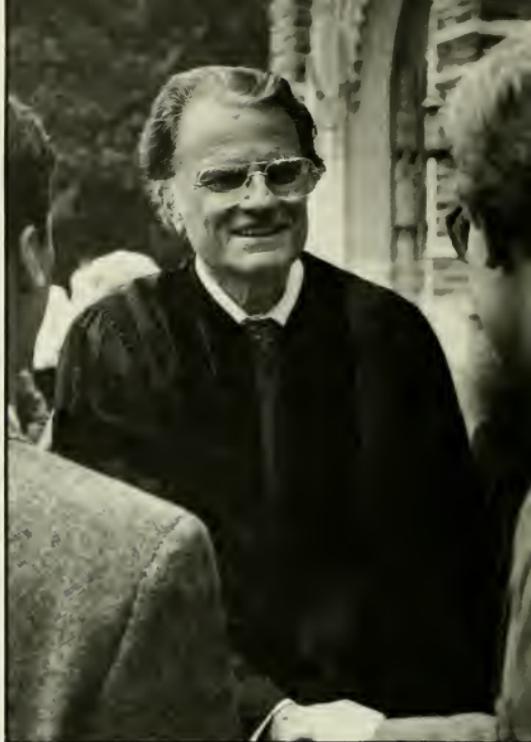


THE HOOTERS





BILLY GRAHAM





BISHOP TUTU





ALDOLFO CALERO

In what might have been the most controversial student sponsored event at Duke this year, Aldolfo Calero, leader of the FDN contras attempting to overthrow the sandinista government in Nicaragua, spoke in front of a divided audience January 28 in Page Auditorium. He asked for U.S. citizens to support his group's efforts by passing a bill for financial support in Congress.

"All we are asking for is material support to overthrow Soviet weaponry in Nicaragua. I will never, now mark my words, never ask for U.S. military support in Nicaragua," he said in a question and answer session following his speech.

Prior to the speech supporters and protestors gathered in front of the auditorium to express their opinion of the Nicaragua issue. One group of anti-contras dressed in black and white wore arm bands and face paint to "remind [observers] of the thousands of Nicaraguan civilians the contras have kidnapped, raped, and massacred," as explained in a pamphlet distributed by the group.

Another group cited testimonials of alleged victims of the contras. Chants of "Russia out of Nicaragua" and "Stop the communists, stop Ortega" were countered with "Nicaragua si, contras no" and "Stop Calero, stop the contras" in front of and inside the auditorium.

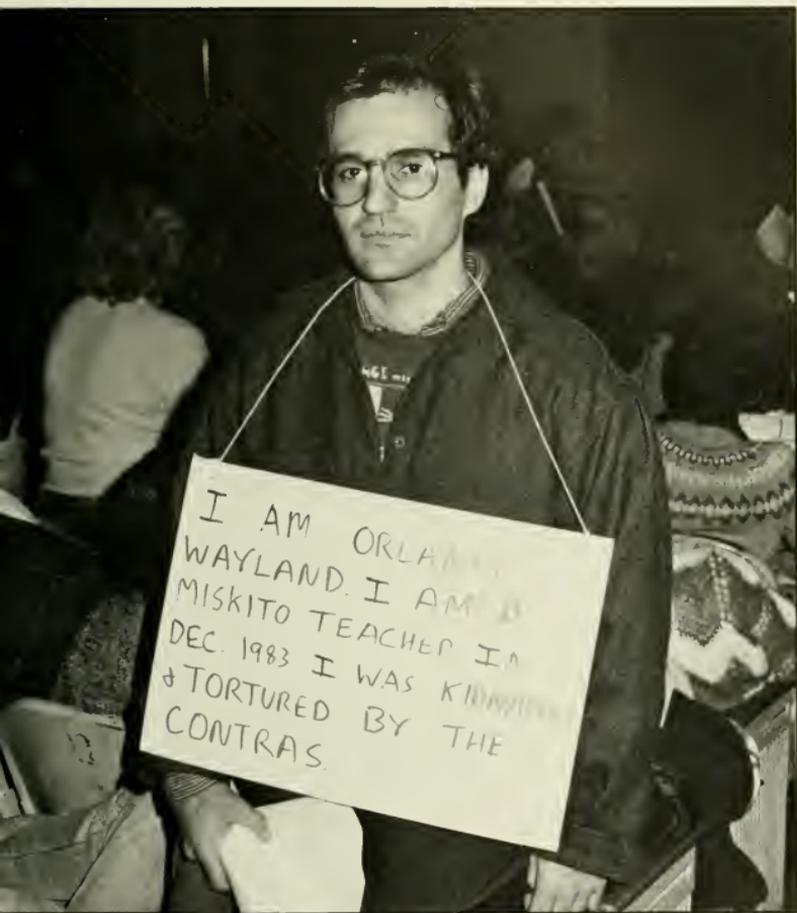
Enough protestors arrived to fill the entire middle section of the lower level of the auditorium. They kept their backs turned to Calero throughout the speech. Several audience members taunted Calero with laughter and shouts of "that's a lie." He was both hissed and applauded.

"I appreciate protestors. It is a luxury we do not have in our country," Calero said early in his speech.

The majority of Calero's speech was directed toward personal involvement in Nicaragua and the events leading to his banishment from his homeland and his association with the FDN. "We did our best to establish democracy in the country. We did our best to find a political solution."

"It is strange that some people would accept for themselves a type of government they would not accept for themselves," Calero said. "In this country you have lived under freedom. You have helped to fight tyranny in other countries. ... We also have a right to ask for that kind of help, and we're going to get it," he said.

Calero denied having any official ties with the C.I.A. "I did not work for the C.I.A. or any government agency, but I had a choice, I would rather work for the C.I.A. than for the K.G.B.."





AL MCGUIRE

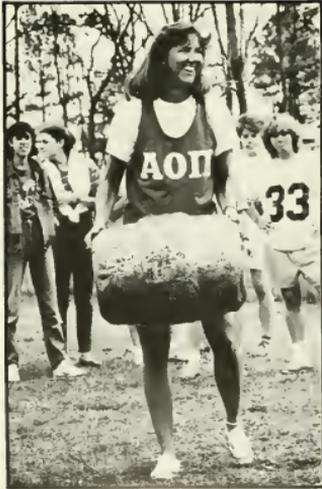




PRE-BROADWAY
PERFORMANCE:

LONG DAY'S JOURNEY INTO NIGHT







GREEK WEEK

Fraternity and sorority members returned from spring break to find that the party continued, this time in the form of Greek Week.

Participants celebrated their involvement in Duke greek life by wearing their letters on one designated day, helping with fund raisers and ecological projects, and competing with other greek groups in the concluding greek games.

Although originally marred by rain, the games were enjoyed by many greeks. Students held chariot races, pizza eating contests and tug-of-war games.

LIP SYNCH







NATIONAL SPORTS FORUM '86





MARY LOU WILLIAMS JAZZ FESTIVAL



THE
1986
DUKE
ARTIST
SERIES

PINCHAS ZUKERMAN



LAR LUBOVITCH DANCE COMPANY



LYNN HARRELL





COMMENCEMENT 1986

Lee Iacocca, Chairman of Chrysler Corp., addressed the roughly 2,000 men and women who received degrees during graduation exercises on May 4, 1986.

Iacocca, who received an honorary degree, emphasized the national financial hurdles students will face.

"It's my duty as your commencement speaker to impart the final wisdom you'll get here at Duke," he said. "I'm here to wrap up everything you've ever learned from your parents, everything you've learned from your teachers, and everything you've figured out all by yourselves . . . And I have to do all that before the champagne gets warm."

"Let me start with three simple words: Think for yourselves. Let me repeat it: Just think for yourselves."

"Now every generation inherits both the successes and the failures of the one that came before it. And so are you. One of the greatest successes my generation can claim is that we helped to create a stronger and more competitive world economy. But one of our greatest fail-

ures is that we haven't equipped you to compete in it," he said.

"We (Iacocca's class of '46) had a big debt but nothing like the whopper we are leaving you."

Few students waited for the champagne to get warm.

Before the speeches began, undergraduates stood and chanted, "Go to hell Carolina!"

David Allen, a lawyer educated in Great Britain, received a law degree and delivered the student address.

Allen said the degrees will be "tangible evidence" of what the students learned in the classroom.

"It is one of the lessons that you learn outside the classroom that I address myself," he said.

"Nine weeks ago today all of us united to share the dream of the men's basketball team and that dream came true to the satisfaction of the whole Duke community," Allen said.

"Graduate or undergraduate, another shared dream lies within our mutual grasp, the qualification which we have



been seeking is before us now."

"As time goes on, I believe none of us will need reminding of the time spent here," he said.

Dr. Sydney Nathens, a history professor, received the alumni distinguished undergraduate teaching award.

In addition to Iacocca, honorary degrees were awarded to Robert M. Lumiensky, acting director of the American Council of Learned Societies and a former Duke trustee; state Senator Kenneth Royall of Durham; 'Uncle' Terry Sanford; and Ralph O. Slayter, a world authority on plant physiology.











DUKE
CROSSING THE THRESHOLD
ATHLETICS

FOOTBALL

Record: 4-7, ACC: 2-5

Duke		Opp.
40	Northwestern	17
18	West Virginia	20
34	Ohio University	13
14	Virginia	37
7	South Carolina	28
9	Clemson	21
10	Maryland	40
0	Georgia Tech	9
7	Wake Forest	27
31	N.C. State	19
23	North Carolina	21







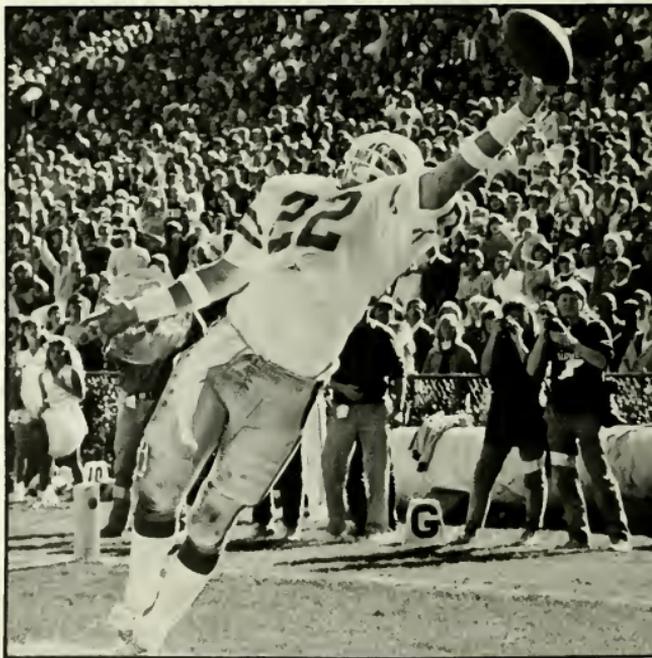


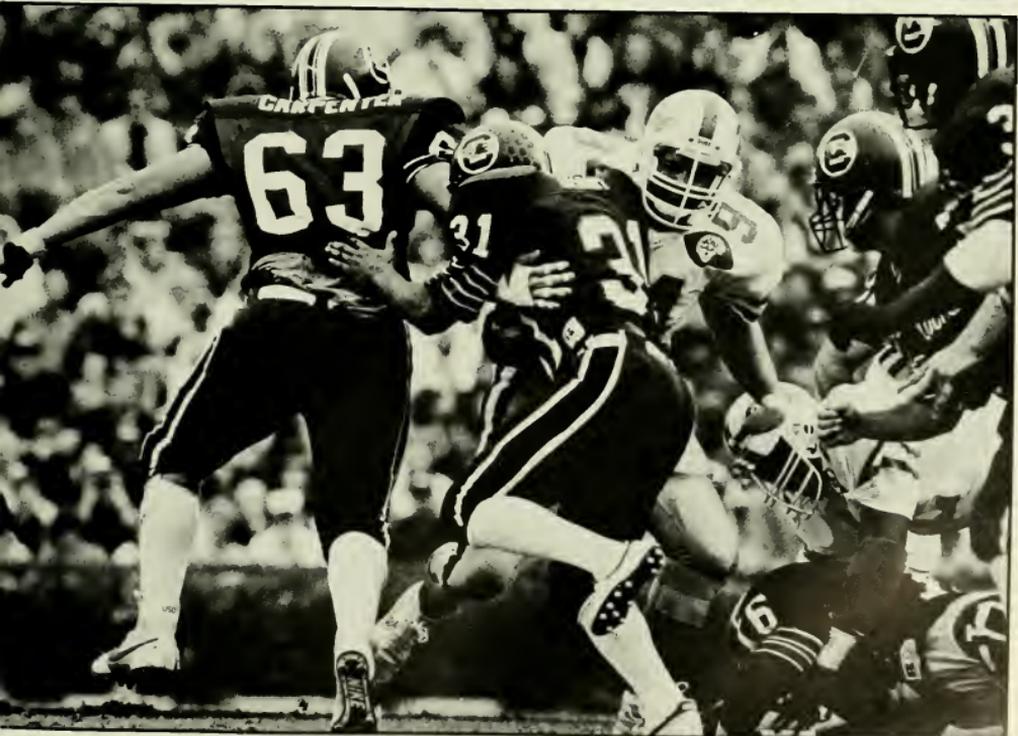


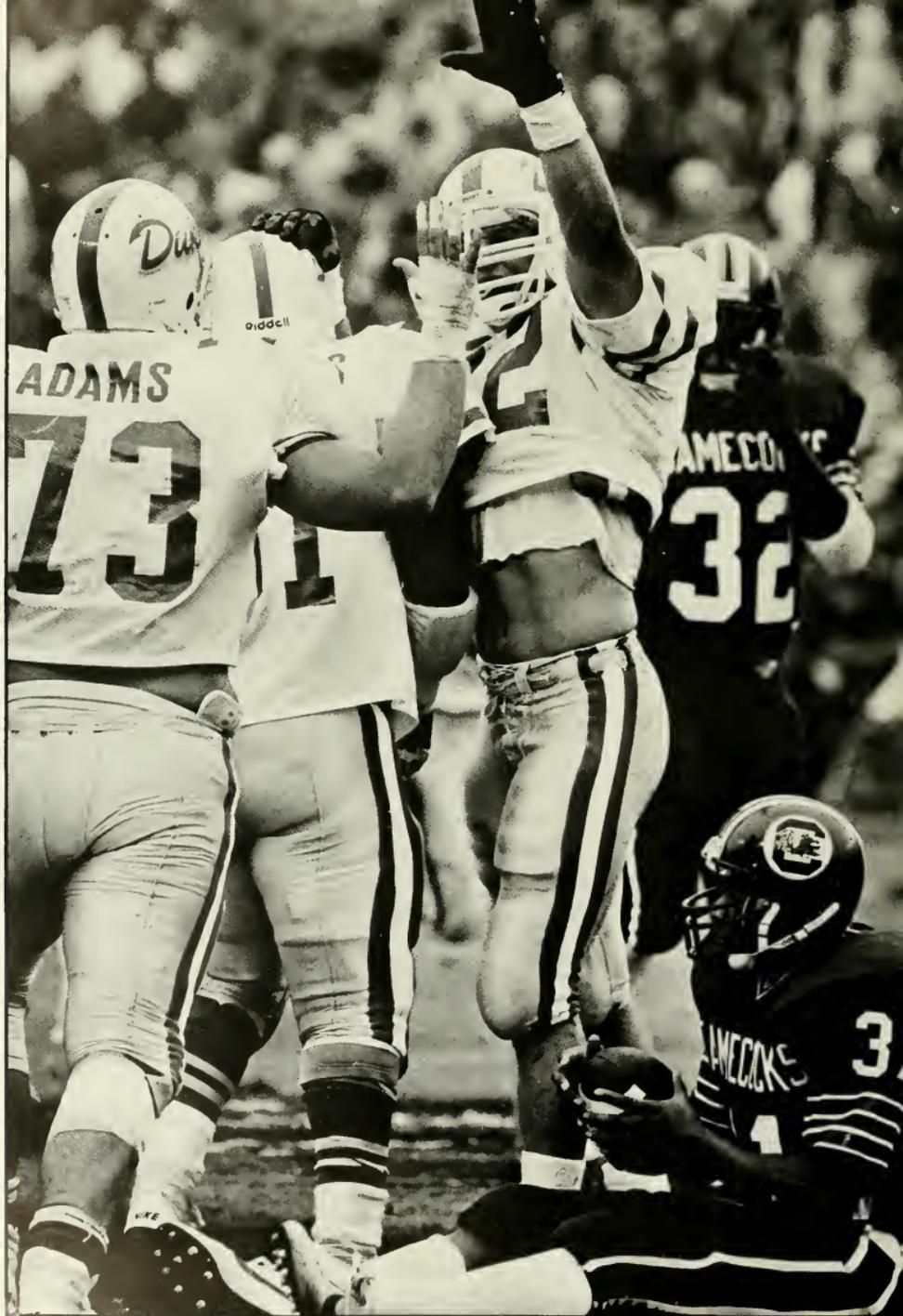


















SOCCKER

Record: 16-5, ACC: 4-2

Duke	Opp.	
8	Furman	0
5	Georgia State	2
3	UNC-Greensboro	0
3	N.C. Wesleyan	0
2	South Florida	0
2	Indiana	0
0	Davidson	1
0	Clemson	2
6	Richmond	0
3	Penn State	0
1	UNC-Charlotte	0
2	Maryland	3
3	George Mason	ot 2
1	Campbell	0
0	South Carolina	1
3	Wake Forest	1
1	Virginia	0
1	N.C. State	0
10	Stetson	0
4	North Carolina	0
0	South Carolina	3







TOM KAIN
FOUR-TIME ALL-AMERICAN
WINNER OF THE 1985 HERMANN TROPHY
National College Soccer Player Of The Year







FIELD HOCKEY

Record: 10-6-1

Duke		Opp.
0	Penn State	1
3	Wake Forest	0
4	High Point	0
5	Pfeiffer	0
1	William & Mary	2
0	Richmond	1
4	Appalachian State	0
2	James Madison	ot 1
7	Davidson	0
1	American	0
1	Maryland	ot 1
0	Virginia	4
0	North Carolina	4
2	Longwood	1
1	Radford	0
9	Wake Forest	2
1	North Carolina	6













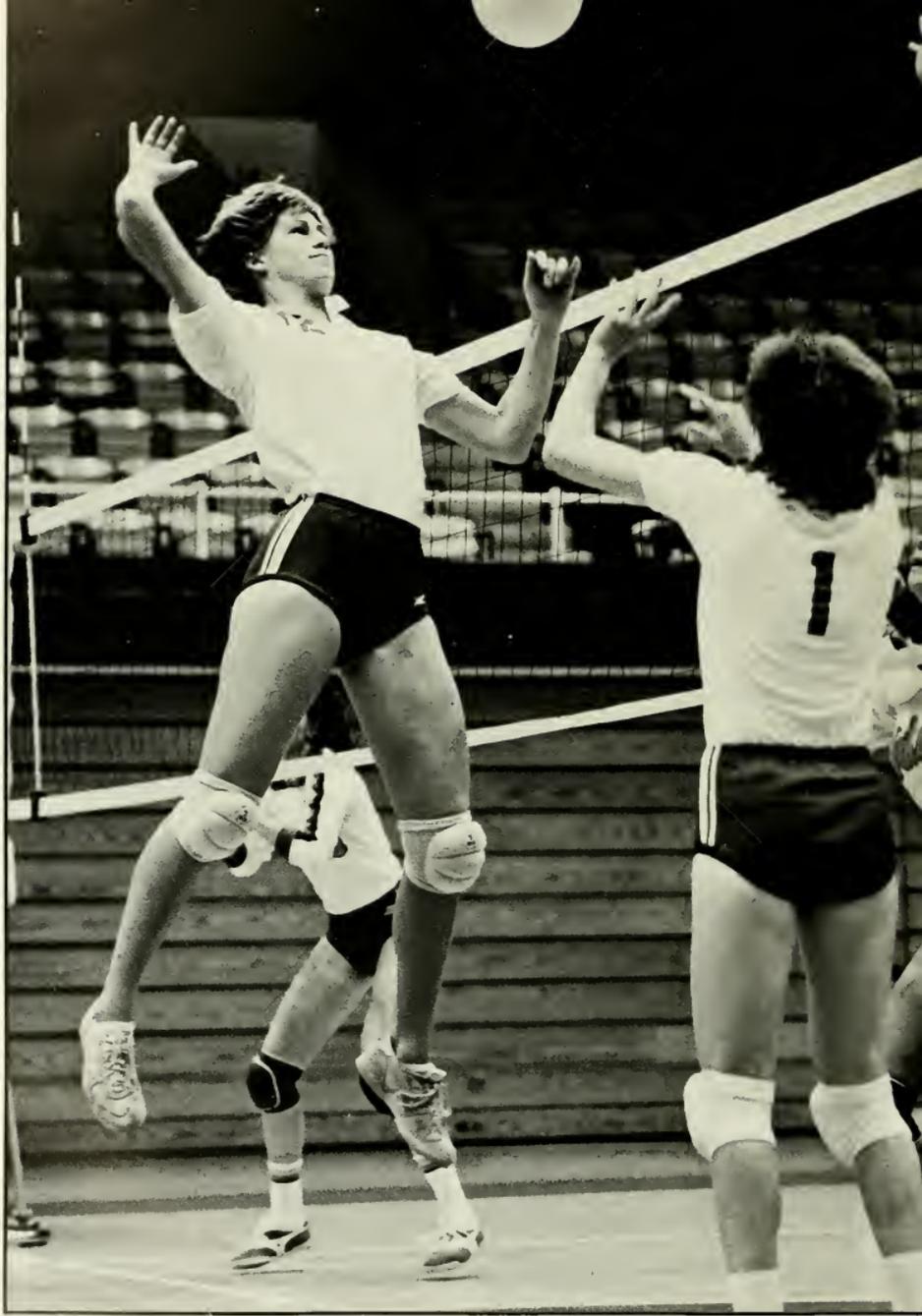
GOLF

MEN

Tournament	Finish	Score
Miami Invitational	6 of 18	914
Imperial Lakes Invitational	18 of 21	906
Palmetto Invitational	6 of 15	891
South Carolina Invit.	6 of 12	599
Iron Dukes Classic	6 of 24	877
Furman Invitational	5 of 23	878
Tar Heel Invitational	6 of 15	890
ACC Championships	5 of 8	895

WOMEN

Tournament	Finish	Score
Lady Gator Invit.	3 of 12	919
Hudson Industries Invit.	2 of 12	921
Lady Paladin Invit.	5 of 14	951
Duke Spring Invit.	3 of 12	898
ACC Championships	2 of 4	922





VOLLEYBALL

Record: 23-9 ACC: 6-1, Champion

Devils Claim ACC Title

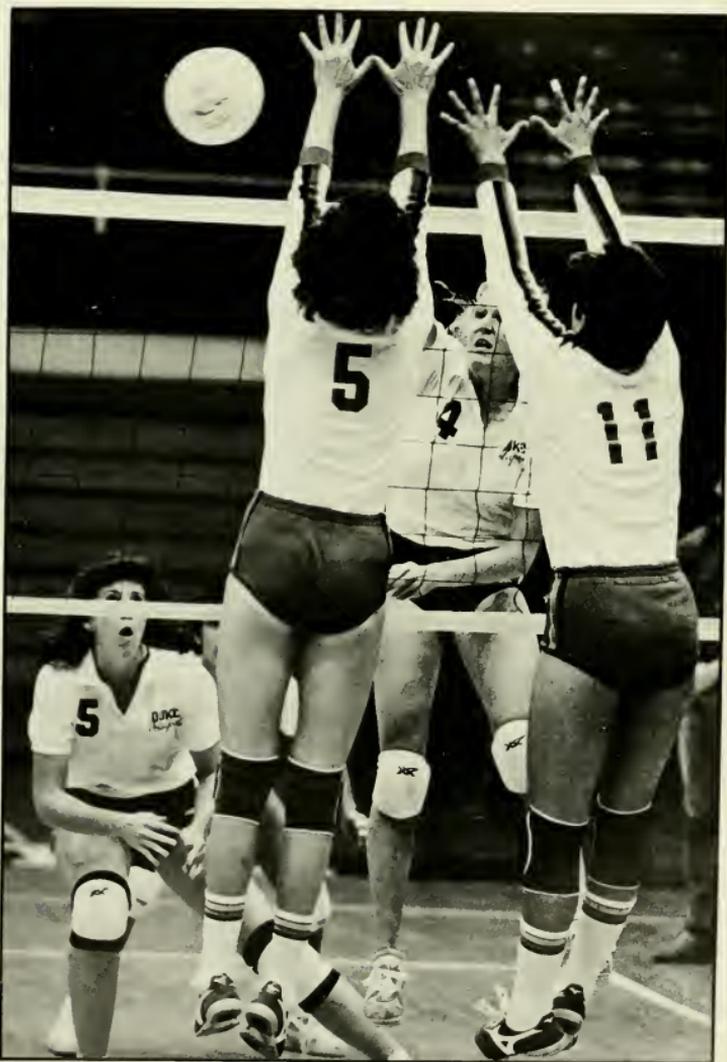
In 1985, the Duke Volleyball team dominated the Atlantic Coast Conference for the second consecutive year. After winning the regular season title, the Blue Devils swept through the conference tournament without dropping a game.

Diane Brown, an outside hitter who ranked eleventh nationally in kills per game, particularly savored the victory over North Carolina in the tournament championship. At the match, the Trinity senior from Chapel Hill sported powder blue fingernails each marked with a diagonal black slash. "Winning the ACC title at UNC was one of the more exciting things this season," Brown said. "UNC was out to get us and had a good advantage with their incredible fan support. They get psyched up to play us, no matter where we play. They had a shot at the tourney title. It was really nice to take it from them on their own court."

Duke's post-season impetus was halted by Texas in the first round of the NCAA tournament, but the loss did not diminish the team's accomplishments. "We had a good year," said Coach Jon Wilson. "It was nice to go to the NCAA tournament again. We didn't do anything unexpected. By most standards we did well, but after the exceptional year before, we had hoped to do better. But we were happy to win the conference and go back to the tournament."

V	Virginia Tech	14-16, 15-6, 15-6, 15-6
V	Virginia	15-11, 15-12, 15-7
V	South Carolina	15-12, 8-15, 15-11, 15-9
V	Penn	5-15, 5-12, 15-5, 15-8
V	James Madison	15-7, 15-12, 15-7
V	North Carolina	15-12, 15-9, 15-12
V	N.C. State	15-2, 13-15, 15-4, 15-5
V	Wake Forest	15-9, 15-10, 15-5
V	East Carolina	15-6, 15-10, 15-1
V	St. Augustine's	15-9, 16-14, 13-15, 15-4
V	N.C. State	15-9, 10-15, 15-11, 15-2
V	Rhode Island	10-15, 15-13, 8-15, 15-6, 6-15
V	Tennessee	15-9, 15-6, 16-14
V	North Carolina	10-15, 12-15, 15-7, 15-10, 15-13
V	Cal-Berkeley	16-14, 8-15, 5-15, 8-15
V	San Jose State	15-8, 12-15, 9-15, 3-15
V	Cal-Santa Barbara	10-15, 11-15, 6-15
V	Cal Poly SLO	2-15, 3-15, 8-15
V	North Carolina	15-7, 15-12, 10-15, 15-8
V	Clemson	15-4, 15-2, 15-6
V	Penn	15-12, 15-7, 15-8
V	Penn State	15-11, 10-15, 15-3, 10-15, 10-15
V	Maryland	15-6, 15-9, 15-17, 15-11
V	Georgia Tech	16-14, 15-10, 15-5
V	Florida	15-11, 15-4, 12-15, 15-10
V	Georgia	13-15, 12-15, 13-15
V	N.C. State	9-15, 15-8, 2-15, 15-11, 10-15
V	South Carolina	15-5, 15-6, 8-15, 15-11





1986 DUKE BASKETBALL A CHAMPIONSHIP YEAR

BIG APPLE NIT CHAMPIONS
ACC REGULAR SEASON CHAMPIONS
ACC TOURNAMENT CHAMPIONS
EAST REGIONAL CHAMPIONS
NCAA FINALIST

The 1985-1986 season. A 37-3 season. A season that began and ended in Texas. A season we will never forget.

When the 1982 freshmen Blue Devils — Mark Alarie, Jay Bilas, Johnny Dawkins, David Henderson, Bill Jackman and Weldon Williams — were billed as the year's top recruiting class, Duke fans were pleased. After an 11-17 season that ended with Jackman transferring to Nebraska, few could have possibly imagined what champions they were. Four years later, few could doubt it.

These five seniors, along with their teammates, proved their superiority to the country by winning the Big Apple NIT championship, the ACC regular season championship and the NCAA East regional championship. Three new banners hand in Cameron because of this team.

The Blue Devils started off the season by going 16-0, the best start ever for Duke. Beginning January 25th they launched a 21-game winning streak, the longest in Duke's history, that did not end until the NCAA championship game. The 37-3 season broke the NCAA record for the most wins ever in a single season.

Records were not broken only as a team. Johnny Dawkins, who inspired the slogan "Duke is Dawsome," became the all-time leading scorer at Duke while playing against North Carolina in his final game in Cameron. He also became the first player in ACC history to score 2000 points, make 500 assists and pull down 500 rebounds. He ended the season as a consensus All-American and was the recipient of the Naismith award, given to the nation's top college basketball player. For his accomplishments, Duke retired jersey number 24, only the third time a number has been retired in Duke basketball's 80-year history.

Tommy Amaker shared some of Dawkin's glory by overtaking him as the Duke player with the most career assists. David Henderson was named

MVP of the Big Apple NIT after giving a 30-point game against Kansas in the finals. Mark Alarie joined Johnny Dawkins on every all-tournament team in which Duke participated. Coach Krzyzewski was named both ACC and national coach of the year.

Unfortunately, the team season ended all too quickly. But we Dukies will always remember the joys it brought us and the crazy things we did. We will



remember the chaos of Cameron with four of our last five home games were nationally televised — Al McGuire trying to tame the zoo, chants of "In-Hal-Ex-Hale" directed at Carolina's Steve Hale when he punctured his lung and signs like "Mark Price may be a chd boy, but Johnny Dawkins is a god." We will remember blue hair, blue faces, blue bodies. We will remember the Blue Devils:

*Dawkin's reverse slam against Navy;

*Bilas's steal and break-away dunk against Georgia Tech in the ACC Tournament;

*Henderson's grin while holding the Big Apple NIT trophy over his head;

*Amaker stealing the ball against Carolina and making a lay-up at the buzzer, allowing Duke to enter the locker room with a three-point halftime lead;

*Alarie's game-winning shot over John Salley for the ACC Tournament championship;

*Ferry taking the charge against Kansas, then sinking both free throws to seal the game;

*King's touch-the-floor defense;

*Snyder's haircut by a crazed barber;

*Strickland's patented corner jump shots;

*Coach K hugging Johnny Dawkins after winning the ACC Tournament.

And we will remember Dallas. The victory over Kansas resulted in a part like we have never seen before, and a loss to Louisville did not even begin to diminish the feeling of pride we had for our team and their multiple accomplishments. We will not forget the unification of this campus behind a group of men we had faith in. Who we still have faith in. They brought us joy, excitement, hoarse voices, pride. They allowed us bragging rights, tastes of success. They thrilled us with victory after victory. And they gave us memories. Incredible memories.

RECORD: 37-3 (Best in NCAA history)

Lamar (NIT)	W	66-62	Clemson	W	89-78
Ala-Birmingham (NIT)	W	66-54	Wake Forest	W	68-58
William & Mary	W	84-61	Virginia	W	77-65
St. John's (NIT)	W	71-70	Georgia Tech	W	75-59
Kansas (NIT)	W	92-86	Stetson	W	85-66
East Carolina	W	98-66	N.C. State	W	72-70
Vanderbilt	W	84-74	Notre Dame	W	75-74
Virginia	W	72-64	Miami, Fla.	W	104-82
Davidson	W	69-52	Oklahoma	W	93-84
Appalachian St.	W	88-46	Clemson	W	77-69
Northwestern	W	78-55	North Carolina	W	82-74
Maryland	W	81-75	Wake Forest (ACC)	W	68-60
St. Louis	W	84-58	Virginia (ACC)	W	75-70
N.C. State	W	74-64	Georgia Tech (ACC)	W	68-67
St Joseph's	W	87-66	Miss. Valley (NCAA)	W	85-78
Wake Forest	W	92-63	Old Dominion (NCAA)	W	89-61
North Carolina	L	92-95	DePaul (NCAA)	W	74-67
Georgia Tech	L	80-87	Navy (NCAA)	W	71-50
Maryland	W	80-68	Kansas (NCAA)	W	71-67
Harvard	W	89-52	Louisville (NCAA)	L	69-72

All-Big Apple NIT

David Henderson
Johnny Dawkins
Mark Alarie

Most Valuable Player Big Apple NIT

David Henderson

Sports Illustrated College Basketball Player of the Week

David Henderson

All-Atlantic Coast Conference

Johnny Dawkins (first team)
Mark Alarie (first team)

All-ACC Tournament

Johnny Dawkins
Mark Alarie
David Henderson

Everell Case Award

(MVP of ACC Tournament)
Johnny Dawkins

All-East Regional

Johnny Dawkins
Mark Alarie

MVP of NCAA East Regional

Johnny Dawkins

All-NCAA Finals

Johnny Dawkins
Mark Alarie
Tommy Amaker

Best Field Goal Percentage

Jay Bilas

1986 BLUE DEVILS

Mark Alarie
Tommy Amaker
Jay Bilas
George Burgin
Johnny Dawkins
Danny Ferry
David Henderson
Billy King
Martin Nessler
John Smith
Quin Snyder
Kevin Strickland
Weldon Williams

Naismith Award

(Nation's top college basketball player)
Johnny Dawkins

All-America

Johnny Dawkins
First team — AP, UPI, NABC, USBWA

Mark Alarie
Third Team — UPI

ACC Coach of the Year

Mike Krzyzewski
AP and ACSWA

National Coach of the Year

Mike Krzyzewski
UPI, Basketball Times, Basketball Weekly, CBS/Chevrolet

Best Free Throw Percentage

Mark Alarie

Best Defensive Player

Team

Best Rebounding Average

Mark Alarie

Most Assists

Tommy Amaker

Outstanding Manager Award

Jon Biggs

Captains Award

Johnny Dawkins
David Henderson

Most Charges Taken

David Henderson

Most Minutes Played

Johnny Dawkins

Glenn E. (Ted) Mann, Jr. Award

(Reserve contributing most to team morale)
Billy King

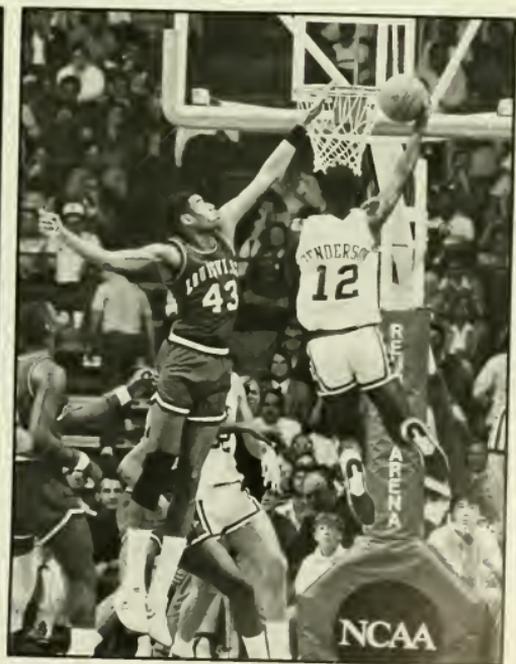
Swett-Baylin Award

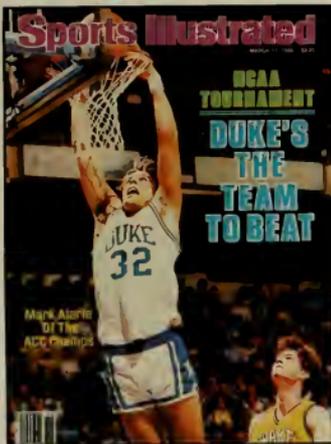
(Most Valuable Player)
Johnny Dawkins

Dr. Deryl Hart Award

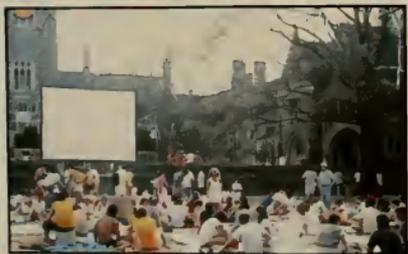
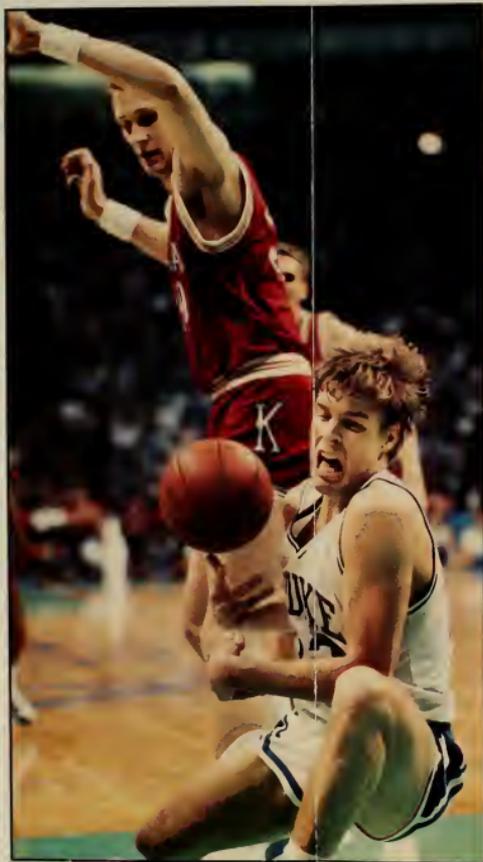
(Outstanding Student-Athlete)
Mark Alarie







T H E F I N

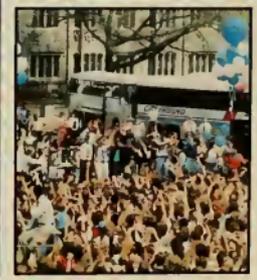
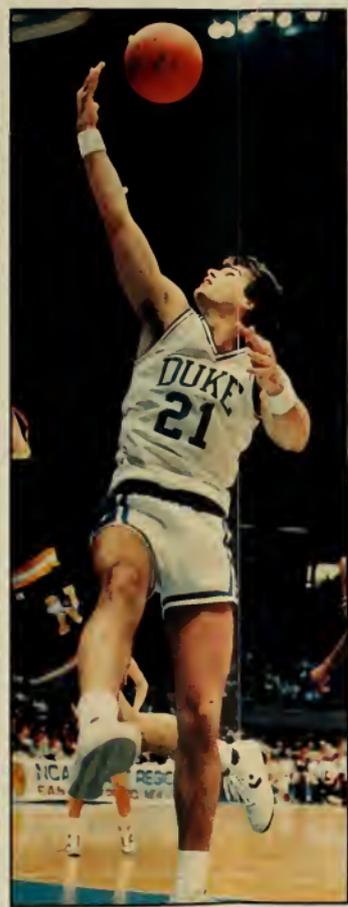


THE WINNINGEST TEAM IN THE

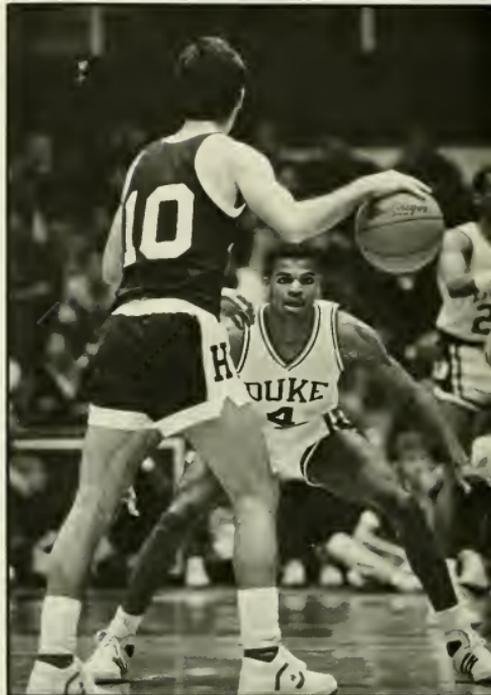
A L F O U R



1 9 8 6



HISTORY OF COLLEGE BASKETBALL



















DUKE'S SIXTH MAN

Chaos reigns. The sixth man in Cameron has thousands of screaming heads and twice as many waving arms. The ball orange as fire falls more times for the Devils in Cameron than for anyone else. The nah-nah song, every time.

In effect the games begin the night before. Frisbee games, hackey-sack, and drinking, beer after beer, all within the small town of tents, bonfires and barrels. Students who cannot make a 10:20 morning class rise to take their place in line shortly past dawn on Saturday. This is called PRIORITY.

Neutral territory, once in Cameron. That is, except for those dribbling balls dressed in basketball garb of other than Duke blue. It is one big fraternity — Roman letters D-U-K-E take precedence over Greek on sweatshirts. Tres-

passes are forgiven; we're all saying the same prayer now: AIRBALL.

One lone character sits in his paid seat, high above the sixth man, obstinate in Carolina blue. A Carolina fan, in Cameron? Stu-pid-shirt. He's there again next game too. STU-PID-SHIRT! And the game after that. Stu-pid-man.

Majoring in smart-ass. Faces and bodies painted blue. We beg to differ, ref. Dawkins is god. If you have committed a crime, the Blue Devils will punish you again. They will throw underwear and stereotypes to make their point. We should have our little blue fannies spanked? No sir. See our halos? Good-guys often finish first, and we often did.

Go to hell, Carolina. Cameron won't be quiet next year. The sixth man doesn't graduate.







I'll never forget you.

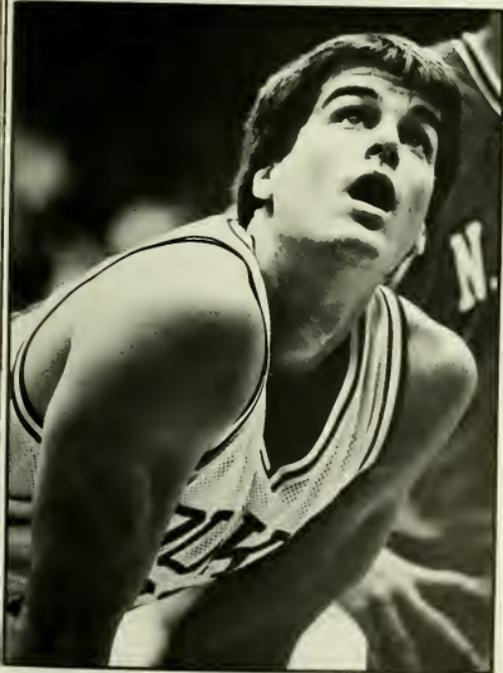
*Johnny
Saucers
24*

Mark Han
32









JAY BYAS
21

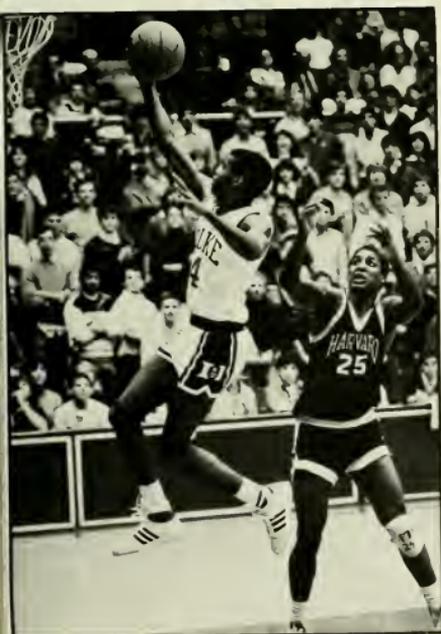
THANKS FOR MAKING MY
FOUR YEARS SO SPECIAL!

David Anderson









*Lenny
Gnahee
4*



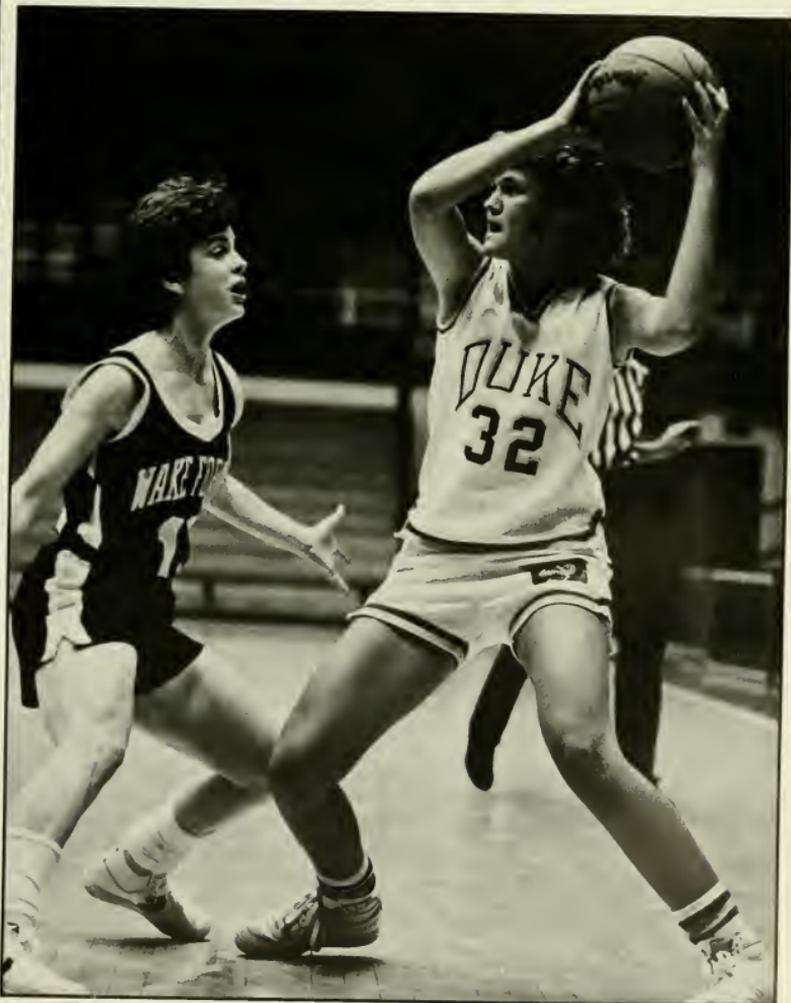
WOMEN'S BASKETBALL



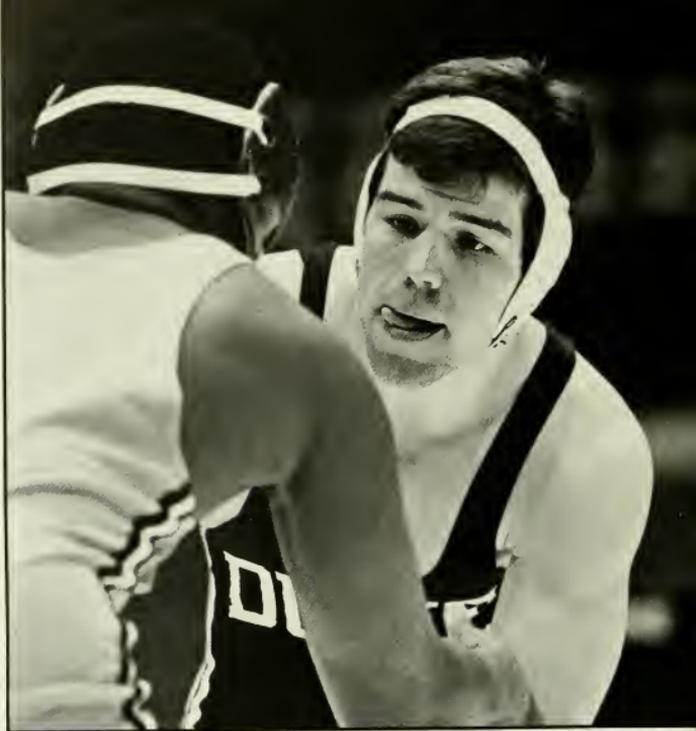
W	Md. Eastern Shore	85-58
W	Cheyney	98-66
W	George Mason	85-66
W	Richmond	99-65
W	Wake Forest	77-67
L	Maryland	60-74
W	Rider	79-36
W	Seton Hall	88-66
L	Washington	71-83
W	Cheyney	100-56
W	Indiana State	94-40
W	Radford	86-72
W	North Carolina	78-69
W	Georgia Tech	93-77
W	Clemson	93-77
L	Virginia	76-90
W	N.C. State	70-66
W	Georgia Tech	77-61
W	Princeton	77-35
L	Virginia	67-81
L	N.C. State	86-102
W	Clemson	80-76
W	North Carolina	86-79
W	Wake Forest	76-59
W	UNC-Asheville	95-41
L	Maryland	67-72
L	Wake Forest	71-72
W	W. Texas State	68-67
L	N. Western State	88-89
L	Notre Dame	67-74





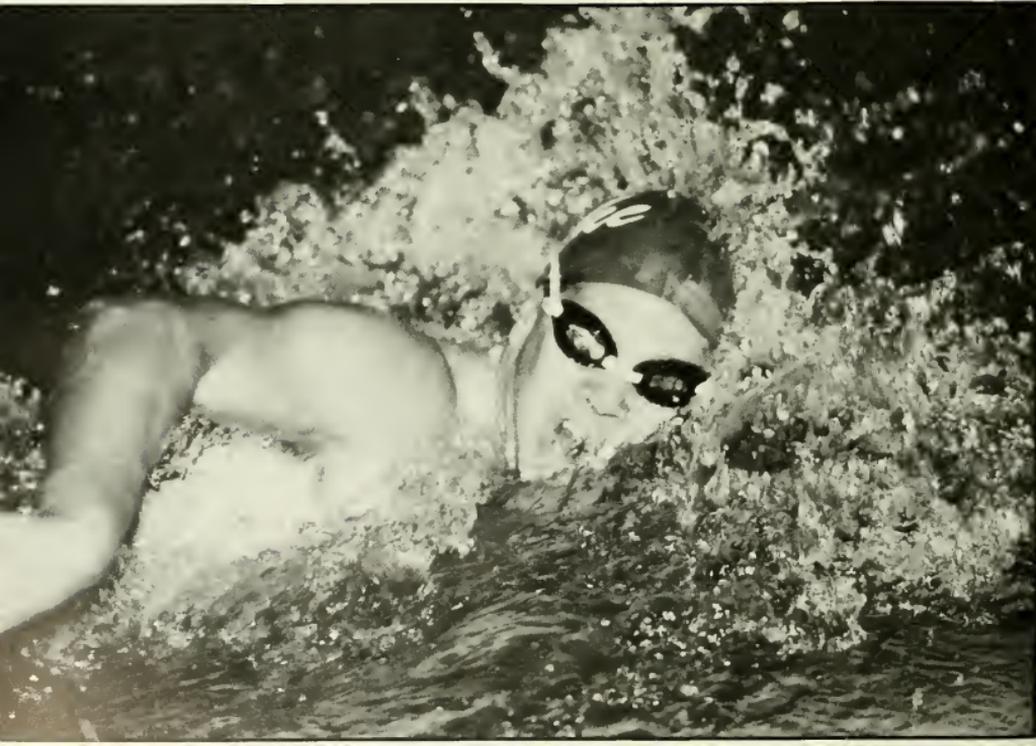


WRESTLING





SWIMMING







TENNIS

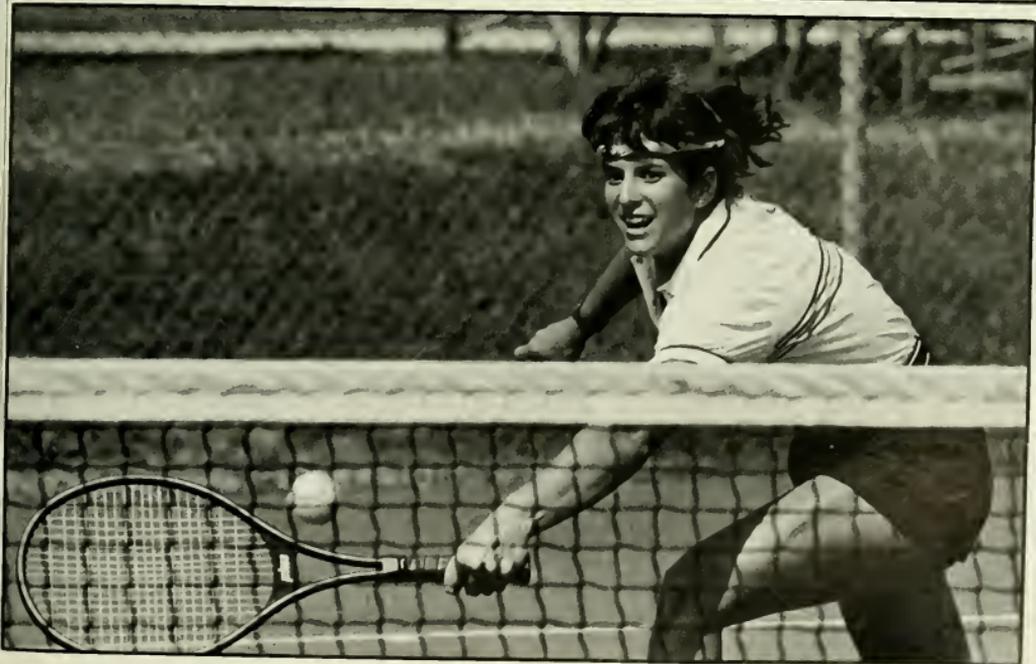
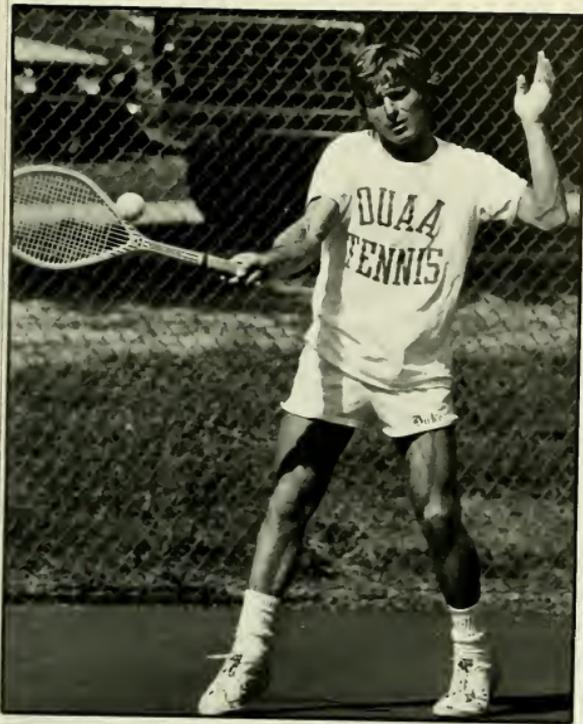
MEN

Record: 21-11, ACC 4-3

WOMEN

Record: 21-7, ACC 6-1



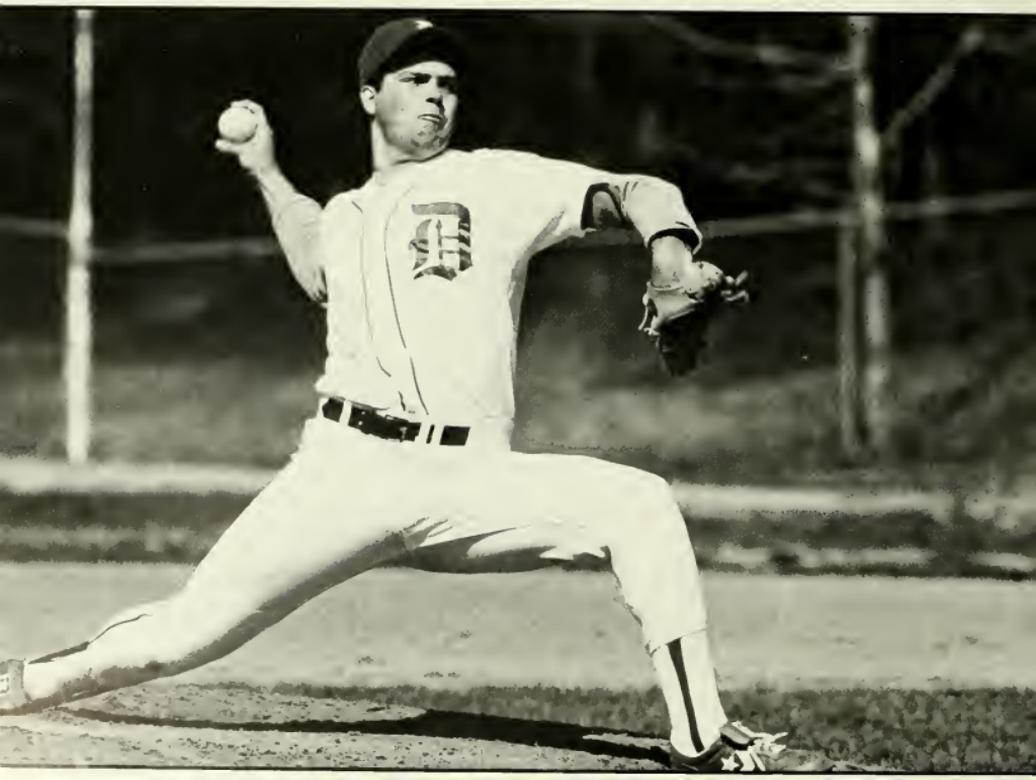






BASEBALL

Record: 25-17, ACC 2-12









LACROSSE

Record: 11-4, ACC: 0-3

Hampden-Sydney	W	10-5
Washington & Lee	W	7-6
Boston College	W	17-3
Maryland	L	3-10
Yale	W	16-12
St. John's	W	14-4
Vermont	W	23-7
Dartmouth	W	12-3
Michigan State	W	27-3
Villanova	W	10-8
UMBC	W	7-5
Delaware	L	3-12
Virginia	L	8-13
Guilford	W	17-7
North Carolina	L	8-9(ot)









CREW









RUGBY







TRACK AND FIELD





CROSS COUNTRY

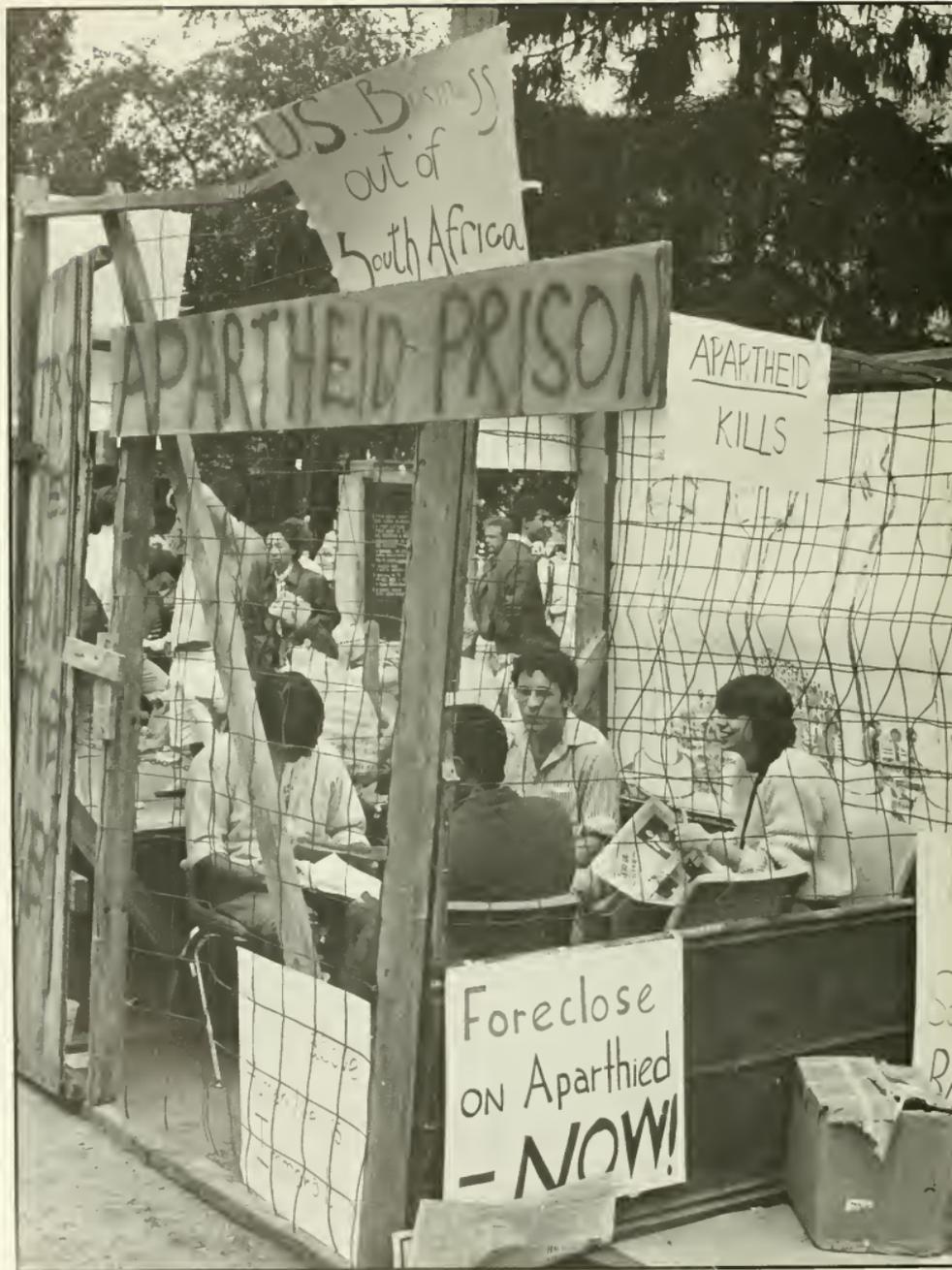
ICE HOCKEY





EQUESTRIAN





US Business
out of
South Africa

APARTHEID PRISON

APARTHEID
KILLS

Foreclose
ON Apartheid
- NOW!

DUKE
CROSSING THE THRESHOLD
HEADLINES

American Plane Seized

A Trans World Airlines Jet with 145 passengers and eight crew members was hijacked in Athens, Greece in June.

The Shi'ite hijackers took the plane to Beirut, then to Algeria and then back to Beirut. Most of the hostages were released within days, but 39 hostages were held for 17 days. One American hostage was killed.

137 Killed In Crash

A Delta Airlines jetliner crashed near Dallas in August killing 137 people. The plane was on a flight from Fort Lauderdale, Florida to Los Angeles with a stop in Dallas-Fort Worth.

Thirty-four people survived the crash but later died of injuries. The plane encountered a severe wind shear as it plunged to the ground.





Warfare Troubles Mid East

The war in the Middle East continued throughout 1985. Here, a distraught Moslem man hugs his son moments after they survived a car bomb outside of a West Beirut restaurant in late August.

The two are being hurried away from the carnage by another man as cars burn in the rubble-covered street.

Quakes Ravage Mexico City

A series of devastating earthquakes rumbled through Mexico City and the central and southwestern areas of the country in September.

With a death toll in the thousands, the metropolitan area of 18 million suffered extensive damage. At least 100 buildings in the capital collapsed in the first quake which registered 8.1 on the Richter scale.

Reagan Toughens Up On Terrorism

Four Palestinian terrorists hijacked the Italian cruise liner Achille Lauro with more than 400 passengers on a Mediterranean cruise in early October. One American, wheelchair-bound Leon

Klinghoffer, was shot, and his body thrown overboard. After the ship was released, the Egyptian government agreed to return the hijackers to the Palestinian Liberation Organization.

However the hijackers were intercepted by American jets as they were flown by Egypt and were returned to Italy to stand trial.





Volcano Wipes Out Village

A resident of Amero in the Columbian mountains is helped by the Columbian Red Cross during digging out efforts after the snow-capped Nevada de Ruiz volcano erupted in November. The 16,200 foot volcano is located 85 miles northwest of Bogota. Death toll estimates reached 20,000.



World Heads Talk Defense, Prisoners

President Reagan and Soviet leader Mikhail Gorbachev chuckle in front of a fire place at the Fleur D'Eau in Geneva during summit meetings there in November of 1985. Space-based defense and the release of Soviet political prisoners were discussed at the first summit since 1979.



U.S. Honors Vietnam Heroes

Ceremonies were held throughout the year in commemoration of the tenth anniversary of the fall of the Sai-

gon government in Vietnam. Here, the Vietnam Memorial in Washington, which is inscribed with the names of

more than 58,000 dead and missing soldiers from the Vietnam war.





Bears Maul Patriots

The Chicago Bears defeated the New England Patriots 46-10 in Super Bowl XX held in New Orleans. Bears' quarterback Jim McMahon, wearing one of many sweatbands that he wore throughout the season to the disapproval of the N.F.L. commissioner, and kicker Kevin Butler embrace on the sidelines during the game.



Rose Breaks Cobb Record

Cincinnati Reds' player-manager Pete Rose broke Ty Cobb's career record in September. The historic 4,192 hit was a single to left field on 1 pitch from San Diego Padres pitcher Eric Show with one out in the bottom of the first inning.



Saberhagen Leads Royals To Victory

The Kansas City Royals won the World Series. Royals pitcher Bret Saberhagen embraces third baseman George Brett after pitching a five-hitter to give the Royals the World Series

crown over the St. Louis Cardinals. Saberhagen, the winner of two World Series games, was named the Most Valuable Player of the Series.



Shuttle Explodes Killing Crew Of Seven

Seventy-four seconds after liftoff, the space shuttle Challenger exploded, killing the seven crew members aboard.

The first in-flight disaster in 56 manned space missions, the flight carried Christa McAuliffe, the first teacher in space. After facing cancellations and delays, the shuttle lifted off in 29 degree weather at 11:38 a.m. January 28. Investigation of the explosion which destroyed the \$1.2 billion craft brought NASA under criticism for hurrying the liftoff.



U.S. Bombs Khadafy's Libya

After the murder of 15 travelers in the Rome and Vienna airports early in the year, skirmishes during Navy exercises in the Mediterranean in March and the bombing of a night club fre-

quented by American servicemen in West Germany the previous week, the United States attacked sites near the Libyan cities of Tripoli and Benghazi on April 15.



The 20-year rule of Philippine President Ferdinand Marcos came to a close as Corazon Aquino, widow of assassinated opposition leader Benigno Aquino, Jr., came to power in early March.

Marcos fled the country aboard an American Air Force jet, only days after declaring himself the winner of elections marred by fraud and violence.

Aquino faces a struggling economy

crippled by the corruption and graft of the Marcos regime and a fight to gain control of the fortune which the Marcos' smuggled out of the country. The ailing Marcos has settled in Hawaii.

The Philippines recalled a similar scene in Haiti in February, where the 28-year rule of the Duvalier family ended as Baby Doc left aboard an American plane for temporary exile in France.

Aquino Ousts Marcos



Divestment: College Issue Of The Eighties

The divestment of stock in companies that operate in South Africa but that have not signed the Sullivan Principals has become an issue on many college campuses. President H. Keith H. Brodie has called it "clearly, the most compelling issue of our time."

At the University of North Carolina-Chapel Hill, students constructed a shantytown.

At Duke, protests have been held during trustees meetings and a wreath was placed against the stage at the inauguration of President Brodie "in

Memory of the Victims of Apartheid."

"The protest at the Board [of Trustees] meeting was fine to a point," said Brodie, "I think the Trustees felt their presence and that was good. To the point that they might be annoyed or irritated by it, that's not so good."

In April, a mock jail was built on the Bryan Center walkway and passersby were invited to sit in it.

On April 26, a few days before hundreds of parents arrived on campus for commencement weekend, six students and one alumna were arrested and

charged with trespassing after ignoring an order by President Keith Brodie to vacate and remove shanties they built on Main Quad.

Protesters built new shanties at the same location two days later, planned for further demonstrations. However, on May 3 the Board of Trustees voted to begin selling stock in companies with operations in South Africa in January of 1987 if apartheid exists there.





Inauguration Of President Brodie

RECEPTION CHOW:

400 doz miniature cream puffs
400 doz miniature ham biscuits
400 doz miniature petit fours
300 doz cheese moons with pecans
200 doz cucumber finger sandwiches
400 doz puff pastry swirls

The inauguration of Duke's seventh president, Dr. H. Keith H. Brodie, came 15 years after Terry Sanford assumed the leadership of the University in a more turbulent period.

The inaugural ceremonies began Friday, September 27, with a black tie dinner in the Blue and White Room — "Walking into that Great Hall — it was not the Pits," Brodie said later. Trustees, the delegates of institutions and learned societies, department chairmen, deans of the schools, and the family and close friends of President Brodie attended, for a total of 360 guests.

Brodie chose the location of the dinner and the preceding cocktail party in the Gothic Reading Room in Perkins Library and the menu for the dinner.

After a tour of the campus by Assistant University Archivist Dr. G. Edwin Southern and a luncheon for the guests Saturday, the inaugural procession began soon after 3.

Almost 100 delegates and over 300

Duke faculty members marched in an academic procession, which University Marshal Dr. Pelham Wilder, Jr. called "one of the largest participations in recent history."

Six thousand programs for the inauguration were printed and 6,000 copies arranged on the Main Quad. 102,000 invitations to the ceremony were sent to students and their parents, alumni, faculty, the administration and employees.

"I think students should be comfortable approaching the president," Brodie, who holds office hours for students to come see him, and has more meetings with a variety of student groups. Brodie hopes to be able to continue to teach his course — "It's one of the most rewarding things I do," he said.

"I think the purpose of an inauguration is to instill pride in the institution and enhance people's relationship with it. . . I think we instilled pride."



Sanford Runs For Senate

Duke President Emeritus Terry Sanford has announced plans to run for the U.S. Senate seat held by Republican John East.

After announcing his intentions to run in early September, Sanford later decided against running, then entered the race once again.

The 68-year-old Sanford was Governor of North Carolina from 1961-65 and

ran unsuccessfully for the Democratic presidential nomination in 1972 and 1976.

After 15 years as president of Duke, Sanford retired last summer to work on the Capital Campaign for the Arts and Sciences and to oversee the development of the controversial 5,200 acre Treyburn development north of the Durham city limits.



DUKE

CROSSING THE THRESHOLD

**RESIDENTIAL
LIFE**



HOUSE A



ALPHA TAU OMEGA

ALSPAUGH



AYCOCK

Aside from complaints about the physical condition of the dorm, most second semester Aycock residents seemed happy with the university's decision to place as many January freshmen together there as possible.

"They only have two-prong electrical sockets, and the plumbing fluctuates like mad. We have psycho showers. They go from absolute zero to the boiling point of mercury," said Chris Donohoe, a Trinity freshman.

"I think that it's great [that the dorm is all January freshmen.] We have the best time here. We all have the same problems; we're all fools together," said Margaret McClaine, also a Trinity freshman.

Donohoe was more sceptical about living in an all January freshmen dormitory. "I guess the drawbacks are we tend to be a little segregated from regular freshmen. We all are the Class of '89. But I guess that will come. It just takes a little longer."



BASSET



BOG



BROUGHTON

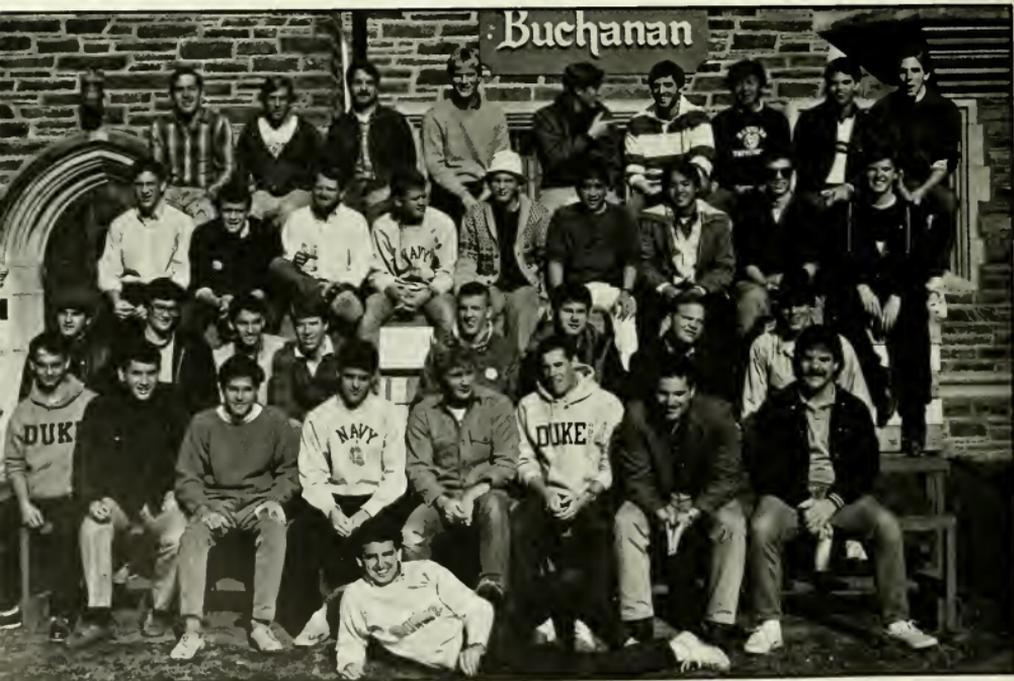


BETA THETA PI

BROWN HOUSE

Brown House, a commitment dormitory, guarantees its residents they won't be sorry to live on East campus. With "cohesiveness" as its theme, the dorm strove to achieve a "sense of community without the extra financial or time commitment you would find in a fraternity or a sorority," said Trinity junior and dorm copresident Stephen Rothenburger.

In addition to biannual formals, weekly movie nights, nice-weather Sunday barbecues and more or less spontaneous sauna parties in the third floor men's bathroom, the dorm sponsored annual "Where the hell is Brown House" and "Dorsey to Devo" campus parties.



BUCHANAN



HOUSE C

BURTON



HOUSE CC

CANTERBURY



CLELAND



DELTA KAPPA EPSILON



DELTA SIGMA
PHI



EPWORTH

The residents of Epworth said they were not bothered by the opinions of other Duke students who referred to them as "Epworthless" or "weirdos." The residents enjoyed relaxing on their balcony-porch or hanging out in the purple parlor, their commons room. If others found them odd, too bad.

The dorm held a "Shakespeare hour" every two weeks as well as "share hours" at which a resident shared his or her talent with the others.

The residents did not, however, limit their activities to artistic pursuits. Many students were volunteer tutors at nearby schools. On Halloween Epworth sponsored their annual haunted house for the children of Durham.

Epworth by no means considered itself a typical dorm. Residents felt that their diverse backgrounds and talent made their dorm interesting.



GILBERT-ADDOMS



GILES

The popularity of West Campus dorms resulted in an abundance of sophomores in many East Campus upperclass dorms. In Giles, however, there was a good mixture of senior, junior and sophomore women. Lore Greene, co-president of Giles, cited "growing unity" between the residents as a key factor in the decision of upperclass women to remain in the dorm.

The residents looked upon Giles as a home rather than merely a place to live. The residents enjoyed being together at dorm sponsored activities or at spontaneous gatherings in the halls. On Hal-

loween they dressed up and went trick or treating in the dorm. They showed movies on Saturdays and gathered to watch Duke basketball games on TV.

The residents also held a mixer with geology graduate students and sponsored a faculty cocktail party with the Kappa Alpha fraternity. They appreciated the relaxing atmosphere of Giles and the fact that there was always someone around to talk to. Residents had an overwhelmingly positive feeling about the dorm. Greene said the nicest aspect of Giles was the feeling of "coming home" after a hard day of classes.

GLOUCESTER



HAMPTON



HANES



HANES ANNEX

The freshmen who lived in Hanes Annex during 1985-1986 found themselves the subject of much discussion around the University. The dorm, generally considered inconvenient because of its distance from West Campus, was made more inconvenient as a result of construction to widen Erwin Road, on which the dorm is located.

The residents had to deal with both the danger involved in walking around the construction site and the noise produced by cranes, bulldozers and jack-

hammers. The widening of Erwin Road would result in more noise for the residents even after the completion of construction because of more traffic.

The dorm was criticized for its small size, and for the noise and inconvenience for the residents. The residents, however, were not the ones complaining; they liked living in the dorm. They felt the dorm's small size was an asset as it gave them a sense of unity and closeness. The residents were more concerned that the construction had de-

stroyed the Hanes Annex lawn than they were with the noise and inconvenience.

One resident remarked, "Others say it's a hellhole, but I love living there. I know everyone in my dorm, and there's a real feeling of closeness among us." The other residents agreed saying that next to the friendships they made, the noise, inconvenience and small rooms seemed unimportant.



JARVIS





KAPPA
ALPHA



KAPPA SIGMA



MAXWELL HOUSE



MIRECOURT

HOUSE P



PEGRAM

Pegram dorm, a co-ed dorm on East Campus, is an "extreme" dorm according to Lance Walker, Pegram's president during 1985-1986. The dorm is the closest to Rossini's Ice Cream shop and the Ninth Street Bakery, but it is the furthest from any campus bus stop. The hike to the bus stop, grueling on any day, was especially rough on Monday mornings at 8:00 am or any rainy day. Most residents took solace in the fact

that they probably would not have to live in the dorm for more than one year.

According to Walker, the residents were mainly "transients who, having escaped their freshman clusters, were slowly making their way over to West Campus where they would live out the rest of their Duke careers in a triple the size of a shoe box." He added, "They will, however, be closer to the CI." Many of the residents were sophomores

who were unable to get housing on West; some residents, however, had lived there for more than a year.

Walker said that many of the residents were apathetic when it came to dorm activities. The commons room, in which the foosball table and television could be found, was the center of many of the residents lives.

PHI DELTA THETA



PHI KAPPA PSI

PHI KAPPA SIGMA



PI KAPPA ALPHA

PSI UPSILON



RANDOM HOUSE

SIGMA ALPHA EPSILON



SIGMA CHI



SIGMA PHI EPSILON



Sunday morning in the Sigma Phi Epsilon commons room . . .

As most of the brothers were still asleep, early morning visitors were greeted only by the odor of stale beer and the sight and sound of one disarrayed student snoring on a tired sofa. The commons room had been in better order. Bits of evidence revealed both the activities of the fraternity and the activities around campus.

Two empty kegs sat in one corner, and beer cans were sparsely scattered around the room. Two large stereo

speakers appeared to be taking a well deserved break. A Hawaii shirt rested on one of the couches, but unless its owner was the sleeping partier across the room, it would probably remain there unclaimed for days. All evidence considered, one might conclude that a party took place in the commons room at some point Saturday night.

It is not likely that the brothers limited their partying to the section. A plastic beer cup bearing the words Lip Sync IX would seem to indicate that some of the brothers attended Lip Sync, one of the most popular parties

on campus. On the back wall, a dog-eared and carefully annotated poster keeping track of the winners of the NCAA basketball tournament proved that the brothers were participants in presently the most popular pastime at Duke — watching college basketball in the hopes that the number one team would prove worthy of its ranking.

In general, the Sigma Phi Epsilon commons room did not appear the worse for wear as a result of the goings on Saturday night, but the calm atmosphere it had on a Sunday morning was probably not typical.

SOUTHGATE

Two miles away on the same morning

Ah, Sunday in the Southgate commons room. The perfect place to study for next Friday's chemistry quiz.

Cheerful sunshine streams through the windows closed against last night's chilly air. The tempting smell of coffee and bacon wafting from the nearby kitchen accompanies the sound of laughter from its cooks.

Only a few residents of the all-freshman women's dorm are in the room,

watching the television at low volume as to not disturb their neighbors. The other dorm members are enjoying a few extra hours of sleep or perhaps are at church.

Two women talk about last night's activities. Some of their friends went to the Lip Sync party on West Campus, and probably drank beer, if no one carded them. These women stayed in the dorm and talked about life before Duke over Snapple juice and Rossini's ice cream.

The room looks almost exactly like it did last Friday. Aside from a few bits of paper left by a careless visitor, no doubt, the room is spotless. Furniture here is rarely moved, except before Duke basketball games when everyone pulls up in front of the television set.

And the room is at least adequately decorated. That's one thing nice about Duke students; they keep their commons rooms in good shape.



STONEHENGE



TABARD



THETA CHI



TRENT



WANNAMAHER

WAYNE
MANOR



WESTMINSTER
(HOUSE D)



WILSON II



WINDSOR

Prime location — off main West, close to the CI and the parking lot" ... "Freedom to sunbathe without too many prying eyes" ... "Quiet, all-girls dorm" ... "Parties — Suitcase party to

the Bahamas, Stranger Party, and formals" ... "Great study breaks — Papa-gayo's, Steve's Ice Cream, Dominoes pizza, Sunday brunches Diet-at-Duke."

YORK



HOUSE Z



CENTRAL CAMPUS





OFF CAMPUS



PROFILE: BARBARA BUSHMAN

Barbara Buschman may have had the most difficult job at the University during the 1985-86 academic year. As Student Housing Coordinator, Buschman had the responsibility of locating rooms for Duke undergraduates. The job, difficult under normal conditions, was complicated by an overcrowding problem.

About 4,100 students could live comfortably in the existing dormitory space. During the Fall semester of 1985, about 4,500 students actually occupied the dorms.

A large January freshman class added to the existing overcrowding. While the average January freshman class is about 200, the 1986 class was composed of 229 students. Only 100 students could be placed in Aycock with the remaining students dispersed throughout freshmen and upperclass dorms on East Campus.

One hundred twenty-five returning students also needed on-campus hous-

ing. As a result, Buschman expanded about 50 single and double rooms in upperclass dorms, mostly women's dorms on West Campus, in order to create new space.

Thus, many students found themselves living in overcrowded conditions.

Suggestions to alleviate the problem ranged from phasing out married student housing on Central Campus to converting large singles on East Campus to doubles. While these suggestions could provide temporary relief, the necessity of finding a more permanent solution was apparent.

Duke "is eventually going to need another dorm," said Buschman. The "New Dorms" of Edens Quadrangle, built in 1962, were the last dorms built. From 1982 to 1985, five new dorms were planned, but all were cancelled.

Plans to build a dorm on East Campus were abandoned in May of 1985 because cost estimates were too high. Al-

though Buschman recognized the need for more housing on campus, she expressed concern over the fact that the site chosen had been East Campus. According to Buschman, it would be necessary to "turn East Campus around" before a dorm on East could be a solution to overcrowding. Improvements would have to be made in order to make East attractive for upperclassmen who find West Campus more convenient.

Buschman felt it would be helpful if enrollment remained at 5,700. She suggested that more caution be used when admitting students as it is "easier to add people than take them away." Duke's popularity had resulted in a higher matriculation rate than usual.

Despite all the frustrations, Buschman described her job as challenging. Although students tended to define her job as thankless, Buschman did not agree. "I wouldn't still be here if I did."



DUKE

CROSSING THE THRESHOLD

PERSPECTIVES



PRESIDENTIAL PERSPECTIVE

BY H. KEITH H. BRODIE, M.D.

My position provides for several kinds of contact with students, and I find them all rewarding and never dull. I meet regularly with Duke's student leaders, and they have impressed me with the intelligence and careful thought that our students bring to their concerns about Duke.

Another way I stay in touch with Duke students is in dealing with day-to-day student problems; these frequently allow me to don my psychiatrist's hat, and I like that. After all, I chose to be trained in a field that values human differences, and I don't mind being reminded of them. In fact, I think that many other Duke administrators would tell you that the opportunity to help students seek the solution to an individual problem carries a special satisfaction.

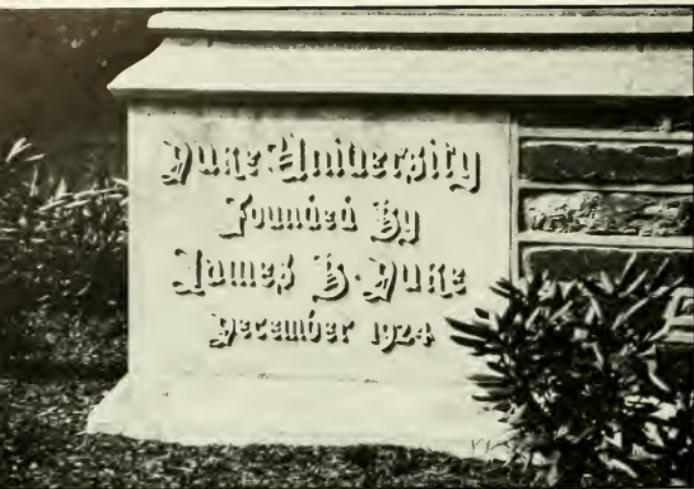
The third kind of contact I have with students is very casual, very unplanned. I have to eat a lot of "working lunches," but when I can, I prefer to slip out of the office and have a sandwich on campus. I find unofficial conversations with Duke students relaxing and enlightening.

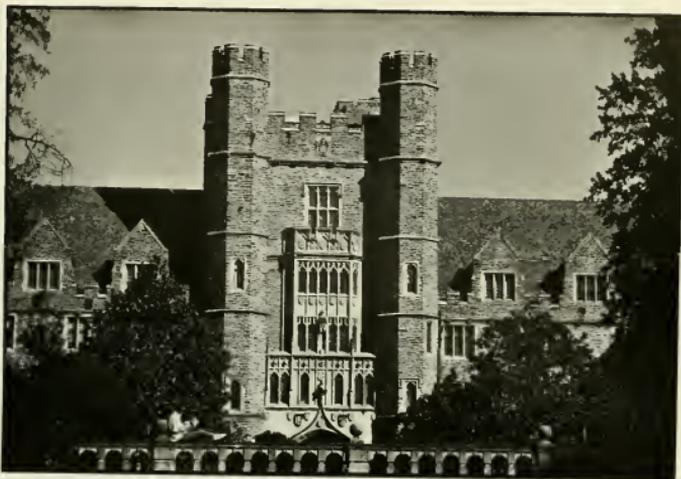
But as important to me as all these interactions are, I would have to say that teaching Duke undergraduates in my seminar for seniors has provided the most enduring rewards.

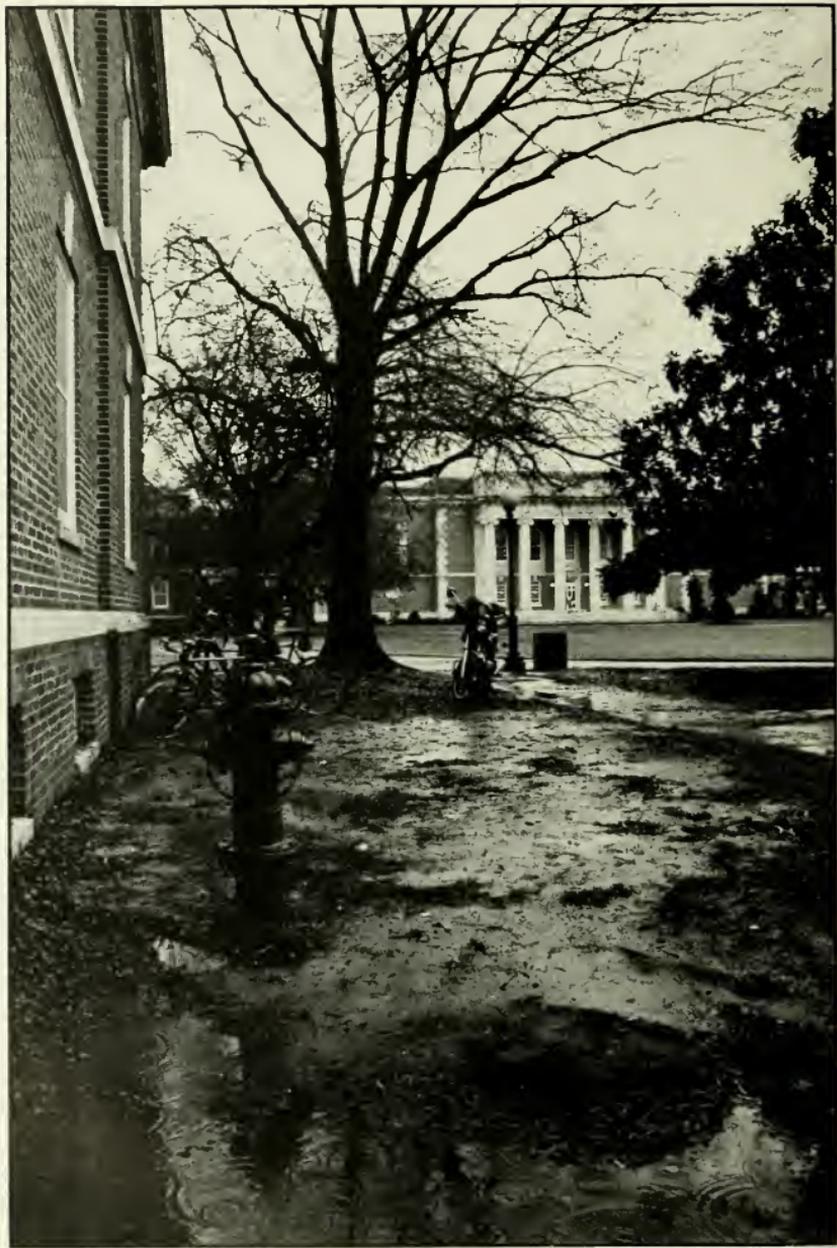
Although Duke has grown into one of our nation's premier research universities, its historic commitment to undergraduate education has remained strong; those four years of schooling in the deepest values of our civilization remain at the heart of this university. Today, while an invigorating controversy swirls around America's colleges as to the best way to educate our youth, the central importance of the teaching mission has again crystallized in the debate, just as it has always crystallized in Duke classrooms.

As president, administrative duties increasingly seek me out. Yet, during this first year, the demands on my time have increased rather than lessened my awareness of the source of life in a university. There is a special kind of collision that occurs in the classroom among eager minds, a process of intellectual activity in which students elicit the best efforts from professors. The same questions may be framed and reframed; new knowledge may be integrated; new theories tried and discarded. But no matter the subject, wherever this process is happening, life is being examined anew. And I, for one, want to be there.







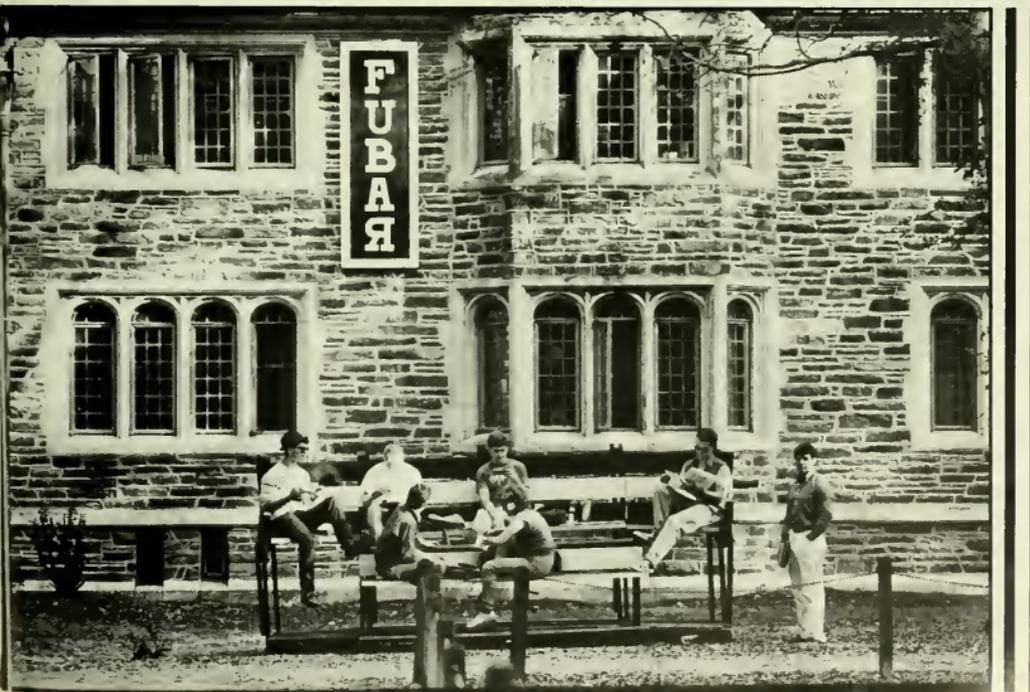


















DURHAM, N.C.



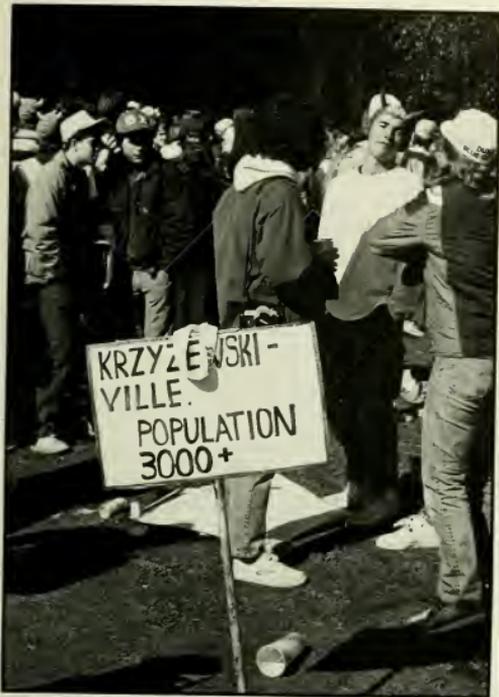














THE PERSEVERANCE OF TIME

By Tom Walsh

The one reality of Duke life none can avoid is the law of time. We live in time, it is the stage on which we perform; yet, like a stage, its finite boundaries restrict and limit us. Time passes: this is the law, and now that we have graduated from Duke, we wonder how such a law has made us so old, so soon.

The most familiar of time's pressures on one's life as a Duke student was each day's insistence on lasting only 24 hours. It is not that our days at Duke were shorter than our other days, but that Duke provided so many opportunities, with which to fill them. We woke up, later than intended, and staggered out to meet the day; immediately classes, people, schoolwork, food on points, and (often) sunshine batted their eyelashes at us, enticing us to spend our time with them. And who knew what once-in-a-lifetime lectures, movies and ballgames would waylay us? We went to bed, later than intended, ridden with guilt about all the things we wanted to do. There just wasn't enough time in the day. (Hey, whose idea was 24 hours, anyway?)

Then there were the moments when minutes seemed to last for hours, in those excruciating Tuesday-Thursday classes, punishing you for not doing the reserve reading. And the times when you walked into an empty classroom on a Saturday morning, come to spend the precious weekend writing a paper. But among those moments were also a few brief glimpses of the challenging joy of learning, in a lecture, or perhaps with a solitary book. At those moments, the hours of academic drudgery seemed a small price for the seconds of revelation.

Our time at Duke was also part of a larger span of time, the sweep of history. Who knows what it will mean to those of later times when we say we

were Duke students in the mid-1980s? Among us were the soldiers of the Reagan revolution, and also its concerned opponents, and only time would tell which group would win the soul of our generation. Inevitably the landscape of these years at Duke becomes hopelessly dated: short hair and U2, flowery shorts and David Letterman, hacky sack and African handbags, paisley and "Born in the U.S.A.," sweats and Rambo, "Ghostbusters" and Bimmers. The things on which one time smiles, another time laughs. Usually real soon.

Another aspect of time is that our allotment of it is subject to termination, without notice, at any moment. Young and beautiful in our Duke days, we dealt with the matter of ultimate time — eternity — primarily by ignoring it. For some it was a time of seeking reconciliation with the God who gives us our minutes, but for others it was a time of failure to acknowledge the spiritual realm. To love Duke is also to hate it, and among its most hateful aspects was our presumption in living as though we would live forever, when in fact we are never sure of the next second.

Now that Duke days are time past, you see how little quality time you got to spend with people. So many were the wonderful people, the worthwhile friends, provided one at Duke. Remember the inspired moments of goofing around with the gang? More exhilarating still were the two-hour dinners and all-night soul-baring sessions, with folks willing to know you better than you deserved to be known. But there were also the missed opportunities to spend time with people, foregone because of work, or fatigue, or whatever. The passage of time is not negotiable, and when you passed people by, you didn't get any second chances.

Finally, time haunted us: the time be-

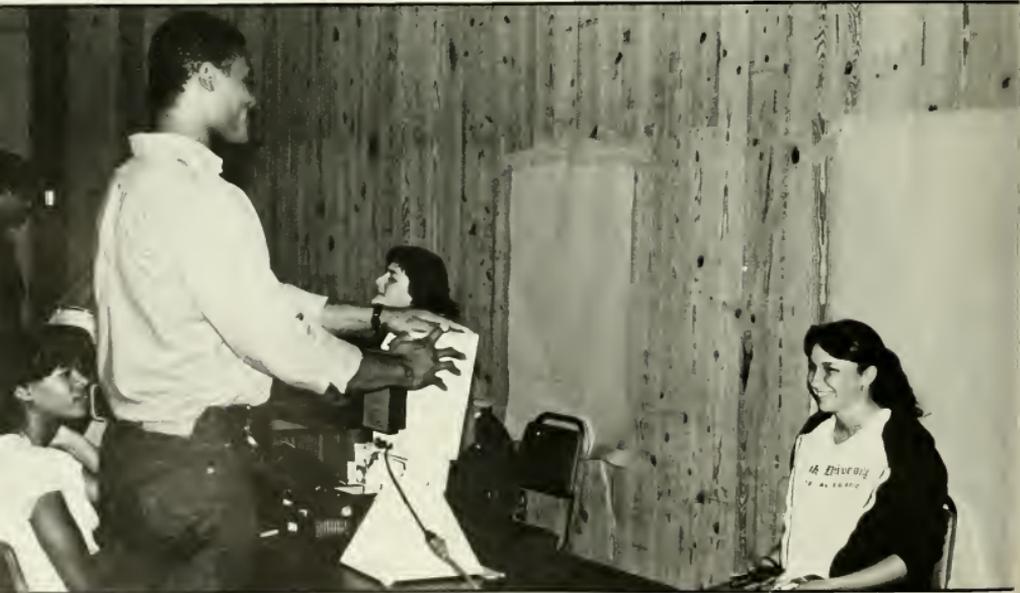
yond Duke. Perhaps there will be no fun at all after college, we often feared, redoubling a quest for fun that often seemed frantic and desperate. After four years, we had to leave the Duke stage of our life behind. This is why we tried so hard to do so much before they made us graduate. When we showed up at our dormitories on the sunny morning of August 27, 1982, a clock started ticking in our minds. The closer we got to the time when the alarm would ring, the louder the ticking became. So much to do, so little time. To look through our freshman pic book is saddening, because there are so many familiar faces there was never time to really know. The loss is incalculable. But the time which circumscribed and limited us so, by its brevity, is the same time which saw us showered with undreamed-of gifts. For these, gratitude is the most fitting response.

Time passes, and now our time for Duke is over. I loved and hated it passionately while I was there, and now when people ask what was the best thing about it, all I can say is, "I went there." For a time, it was mine, and for each of us, that subjective experience weighs more than all the objective facts we know about the place. Now Duke — whatever it meant to us — belongs to other people, to whom it means other things. Now, rather than we being part of Duke, Duke is part of us, in ways often beyond our recognition. To recapture our Duke, from now on, it will not suffice to look at the yearbook, or visit the campus, or even spend time with the people. Since our Duke — the sunlight through the trees on the quad on a sunny Friday, the view from the dorm room window on a rainy Saturday night — is within us, it is only in our memory that it will endure, the real thing, not faded by time.





THE DUKE CARD





The 1985-1986 academic year marked the introduction of a new convenience for Duke undergraduates — the Duke Card. Described in a promotional brochure as “synergistic,” the Duke Card does indeed combine many different functions new to students or formerly performed by the meal card and semester enrollment card.

The new system went on line on August 19, 1985, after having been in the planning stages since February of 1984. The Duke University Food Services, University stores and business auxiliaries participated in the planning and the installment of the system. Joseph

Pietrantoni, assistant business manager, said the Duke Card was valuable because “one single device can be used for everything . . . food, parking, voting [in campus elections], identification, admission to athletic events . . . it’s a single card with several identities.”

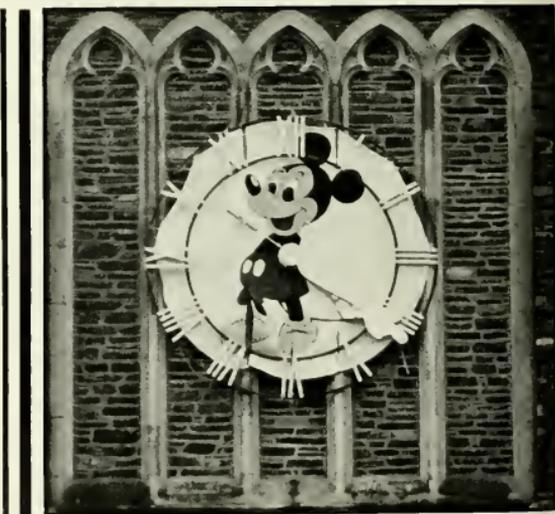
Mike Gower, director of finance for business auxiliaries, elaborated on the Card’s capabilities, saying that it could be used to purchase tickets from Page Box Office, as admission to all PC labs on campus and even as a card key.

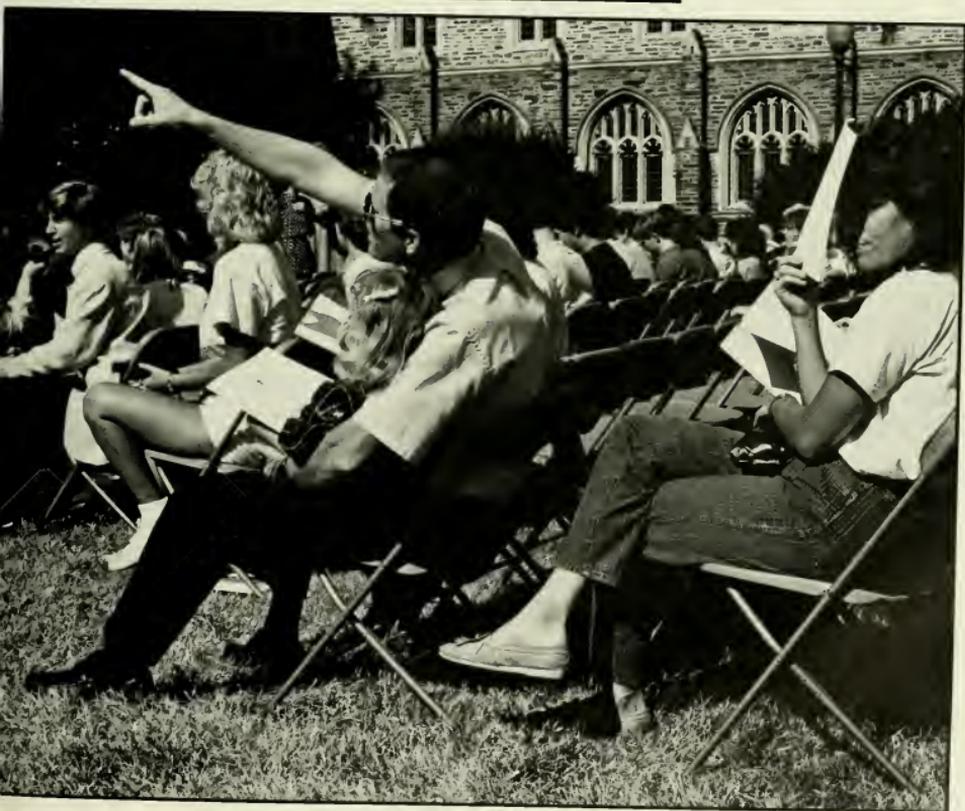
However, since the Card combines so many features into one piece of plastic, it has one major drawback — “If you

lose it, you’re up a creek,” Gower said.

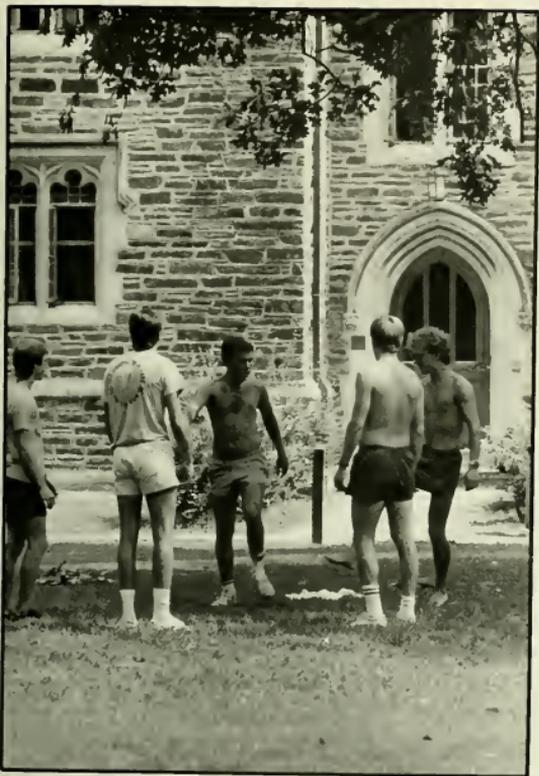
Aside from this disadvantage, the reception of the Duke Card by students was overall favorable. Marty November, ASDU president at the time of the Card’s inception, called the Card “convenient for students. They don’t have to think about money, worry about carrying cash . . . Everyone loves it.”

If the reactions of students and administrators are any indication, the Duke Card may be an integral part of undergraduate life for many years to come.















POSE WITH
THE
PRESIDENT™

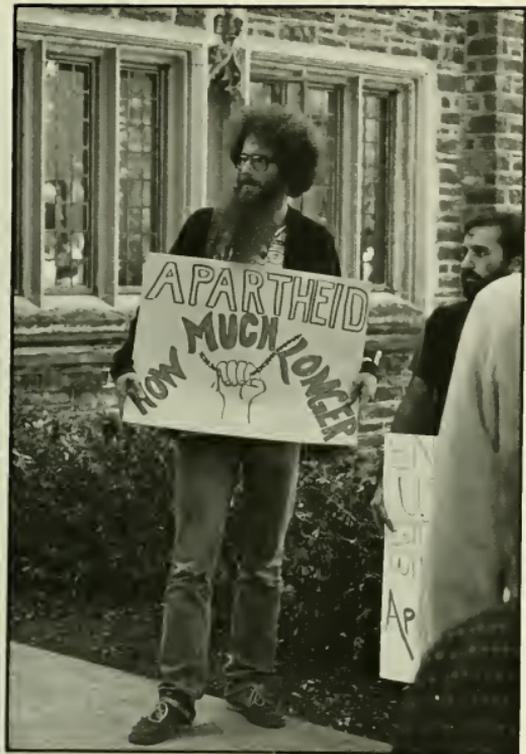


KISSAΔTs

Rock-A-Like
inspired by
a melody

FOR
SAMS

STUDENT'S AGAINST MURDER SOLDIERS





BEFORE THE "HOT COLLEGE" ERA

By Paul Gaffney

B — was a little pissed, or disillusioned, anyway. It was February of our senior year, 29 of 32 college months stretched miles behind us. We were on campus, making the rounds of parties the way we used to when we were freshmen, sophomores and juniors. But things were different now.

"The SAEs, they were all practically handing out business cards. The Betas, they're all Eurofags. And the Deltas, they're all just trying to act like Deltas. What's this place coming to? Remember the way it used to be?"

Remember the way it used to be? If there is one thing I'll always remember about my senior year, the topic sentence of my final foray at Duke, it is that question. If you don't know the answer, if too many keg parties or too many all-nighters have eaten away your memory, there's no shortage of people who will fill you in. Grain parties. You could make nearly as much noise as you wanted. There was none of this residential college talk. The mean SATs were lower. You're likely to hear that Duke used to be a great place to go to college, a place where you could work hard through the day and play hard through the night.

But not anymore. The time seniors remember was before the "hot college" era; before the cross-the-threshold-quest-for-excellence period. It was be-

fore anyone cared about the rankings, before anyone cared about "intellectual atmosphere." It was before public policy yuppie-ism, before things were rotten. Oh, if I applied to Duke now I could probably never have gotten in.

No doubt, Duke *has* changed since my freshman year. For better or for worse, a university has to change everyday; otherwise it becomes obsolete in a very short time. But people change, too. I remember this pimply-faced kid who came to Duke in September '82 with all his new clothes under one arm and all his favorite tapes under the other. Want to see how much you've changed? Go look at all the tapes you brought with you freshman year, if you haven't taped over them already.

Some of what's happened to Duke in the last four years has been good, some of it bad, but most doesn't make any difference at all. I was probably one of the first to cry foul when Dean Wasiolek padlocked fraternity commons rooms last fall for having "unregistered" parties before school even started. C'mon Dean Sue, I howled out like everyone else, you're ruining a tradition. But in the long run things like this are minor.

Some anthro major told me that if you put everything from the beginning of the earth to today on a year-long timeline, human history would take up

about the last minute. When our four years are compared against the rest of Duke's history, now and in the future, most of what happened will seem similarly insignificant. When I was a freshman, all I heard was how this place had changed. No more beer on points. What's this noise policy nonsense? How come all frats aren't on West anymore? And will you look at the class of geeks they let in this year. Sound familiar?

How you see something depends on where you are when you look at it. College is a process that you come out of significantly different from how you came in. You can't really judge something your last year the way you did your first because your angle of perception has changed.

A yearbook is an amazing thing. It distorts reality. It makes everything seem very romantic, like movies of Victorian or other past ages that make you think you might actually want to live without a microwave. Think of what Trinity '95 students will think when they go to Perkins, pop Yearlook '86 into the VCR and watch a Tommy Amaker to Johnny Dawkins alley oop before a standing-room-only Cameron. God, how great it would have been to go to Duke back then.

Paul Gaffney served as the editor of The Chronicle during the 1985-'86 academic year.



**THE
CHRONICLE**





YOU'RE A GOOD MAN, CHARLIE BROWN

HOT L BALTIMORE



PAST GRAND KNIGHT



OMEO AND
JULIET





DAY OF
ABSENCE



COMPANY

ALPHA DELTA PI



ALPHA EPSILON PH



ALPHA OMICRON PI



ALPHA KAPPA ALPHA



CHI OMEGA



DELTA DELTA DELTA

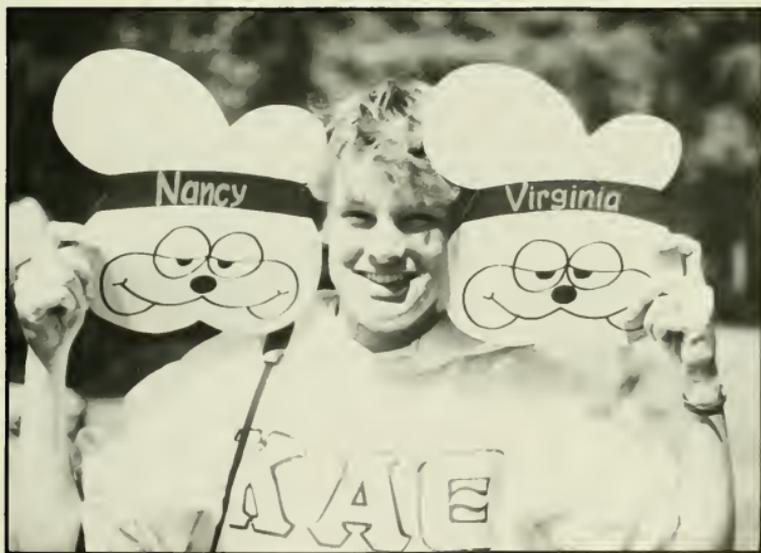


DELTA GAMMA





DELTA SIGMA THETA



KAPPA ALPHA THETA

KAPPA DELTA



KAPPA KAPPA GAMMA



PHI MU



Π Β Φ



ZETA TAU ALPHA



DUKE

CROSSING THE THRESHOLD

THE CLASS

OF 1986



Jeffrey D. K. Aaron
Psychology



Susan Y. Abarbanel
Biology



Anthony M. Abate
Electrical Engineering



Damaris S. Abeles
Political Science



Patricia A. Abello



Todd A. Abernethy
Economics



Todd G. Abraham



Giselle M. Achecar
Political Science



Gordon T.
Achtermann
Public Policy Studies



Alice M. Adams
Political Science



Daniel T. Adams
Design Engineering



David M. Adams
Political Science



Joseph D. Adams
Economics



Madelyn R. Adams
Political Science



Brian F. Addy
Electrical Engineering



Todd S. Afferica
Zoology



David B. Agatston



Amina Ahmed
Biology



Scott A. Akens
Political Science



Sam M. Alaish
Biomedical Engineering



Elizabeth Aldrich



Jennifer L. Alexander



David M. Alin
History



Sukrit Alkawal
Electrical Engineering



Ann T. Allen
Mathematics



Janet C. Allen
Political Science



Tracy J. Anbinder
Economics



F. Charles Anderson
Music



Laurie B. Anderson
Anthropology



Robin L. Angel
Public Policy Studies



Karen D. Angell



Miriam L. Angress
English



Tom L. Antonino



Arlen L. Appelbaum
Psychology



Miriam R. Arichea
Public Policy Studies



Scott J. Arnold
Electrical Engineering



Lang Aston
Civil Engineering



Robert T. Atkins
Mechanical Engineering



Mark E. Atkinson
Electrical Engineering



Lisa J. Auslander
French



Randolph L. Austin
Computer Science



Gildy V. Babiera
Economics





Jeffrey H. Baer
Computer Science



Andrew W. Bagley
Political Science



Kathryn A. Bailey
Economics



Michael C. Bainum
Public Policy Studies



Laura P. Baird
Electrical Engineering



Mary E. Baker
Psychology



Patricia A. Baker
Political Science



Suzanne T. Baker



Vincent F. Baldassano



Saul T. Ballesteros
Psychology



Jennifer W. Bancroft
History



Nicholas Bandarenko



William A. Barbieri,
Jr.
Religion



Shari L. Barkin
Zoology



Elizabeth A.
Barksdale
Religion



John J. Barnes
*Biomedical
Engineering*



Max L. Barnhardt III



Glenn M. Barrett
Political Science



Jeff L. Barringer
Economics



Elizabeth L. Barry
Biology



Julia A. Barry
English



Christina H. Bartlett
History



Margaret G. Barton
Psychology



Leslie T. Bass
Sociology



David M. Battan



Michael J. Battle
Religion



Susan M. Battle



Elizabeth E. Bauza
Art History



Catherine E. Baxter
Political Science



Elizabeth R. Beach
History



Jeffery A. Beaudry
*Biochemical
Engineering*



Renee E. Beenal
Economics



Virginia B. Beerel
Biology



Andrew C. Bell



Matha E. Bell
Zoology



Mary H. Bell
*Comparative Area
Studies*





Jay R. Bender
Public Policy Studies



Robert B. Benford
Electrical Engineering



Jim P. Benge
Zoology



Jefferson F. Bennett
Linguistics



Katherine M. Benson
Physics



David B. Bent
Art History



Mark R. Benz
Electrical Engineering



William J. Berg
Zoology



Barry H. Berke
Public Policy Studies



Brenda S. Berlin
Political Science



Amanda J. Berlowe
History



Alan J. Bernstein
Public Policy Studies



Matthew A. Bernstein



Genevieve A. Berry
Physics



David M. Bigley
Economics



Helen R. Billig
Economics



J. Layne Birdsong
Political Science



Cary C. Bissell
Art History



David T. Blaauw
Computer Science



William R. Black
Anthropology



William G. Blackard
English



Len B. Blackwell
Economics



Cynthia L. Blankenship
Geology



Thomas M. Bleick
Civil Engineering



ASDU, PEOPLE MAKE DUKE MEMORIES

By Martin November

When I think back on my Duke experience, some words of wisdom my uncle gave me for college always come to mind. He told me to make sure my studies did not interfere with my education. Certainly, this was good advice. Too much activity outside the classroom is unwise, but one becomes narrow-minded if his life is conducted solely within the walls of Perkins Library.

Going to Duke has meant a great deal to me. I still remember walking around the campus when I first arrived in January, 1983 and wondering how come everyone seemed to be blond, blue-eyed and fresh off the cover of a fashion magazine. When finally I saw a student with horn-rimmed glasses and a calculator on his belt, I followed him in disbelief. In the next few weeks, however, I was to learn how extremely diverse and multi-dimensional Duke students are.

Most of my memories come from my work in the student government. During sophomore year I decided to get involved in ASDU and in the fall semester my junior year I ran for president. Up until that time, I had experienced my fair share of fraternity parties and long nights studying for exams. The year 1985, though, came to mean a lot more.

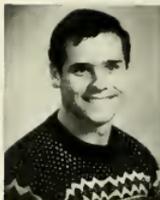
Suddenly I was thrust into a position I had never imagined I would be in. Although there were times when I questioned my motivation to ever pursue a role within the student government, ASDU gave back everything I put into it and more. There were times I missed seeing my friends more often or regretted staying in on a weekend night to write a paper, but I would not trade my year as ASDU president for anything. The many people I met and the relationships which evolved made me grow in many ways. I had the opportunity to

get to know people from all circles of life. From administrators and professors to students and employees, I learned a great deal from my interaction with them all.

Although being president of ASDU caused me to change, I worked to fit the position to my personality as well. I wanted to be as open and honest as I could, because I knew I did not have all the answers and only with the help of others could I ever hope to make things happen at the University. With the cooperation of a whole lot of people, the year was fun and profitable. One lesson I learned very quickly was the real value of friends. Whenever I needed my spirits picked up or my ego let down, they were there to do it. They let me know where I stood with them. They gave me the humanity I sometimes needed.

My experience with the student government, however, is not all I will take away from Duke. I will remember times in the classroom when my thinking was challenged. I will often think about basketball games in Cameron, coffee-filled late evenings writing papers, the Gardens, bands on the quad, good times at the Hideaway and in Durham. Most of all though, I will remember the people. My friends and roommates. The men and women who work at the C.I. and the housekeepers in the dormitories. Professors, R.A.s, the waitresses at Steak and Egg, the policeman at Hardees and Pete Rinaldi. It was the people and the situation which made it all real for me. Duke will never just be a place I spent my undergraduate years. That says too little and Duke means much more to me than that.

Martin November served as ASDU president in 1985.



Joseph F. Blesse
Electrical Engineering



Karen C. Bloch
Chemistry



Debra L. Brock
Economics



David P. Bloom
Art History



David A. Blossco
Economics



David P. Boch



Leslie S. Boehler
Psychology



Kimberly C. Booth
Biology



Matthew A. Borten
*Interdisciplinary
Courses*



Blaine H. Bortnick
Economics



Andrea J. Bosch
Anthropology



Sandra J. Bostian



Barbara A. Botsch
Psychology



Michael A. Bouzigard



J. Andrew Bower
Economics



David K. Boyd



John F. Bozeman
English



Henry C. Bozwell



Robert J. Brager
Economics



Beth A. Branch
Psychology



Shelly A. Branson



Evelyn H. Brantley



Susan Bratton
Political Science



Joseph K. Braverman
Political Science



Alan S. Breckenridge
Psychology



Peter M. Breining
Mechanical Engineering



Beatrice Y. Brewington
Biology



Lewis C. Brewster
Electrical Engineering



Robert Bright
Program II



John S. Brittain
Chemistry



Polly A. Brocklehurst



David H. Brody
History



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Christopher L. Brockfield
Psychology



Diane L. Brown
Sociology



Jacqueline E. Brown



Louise M. Brown
Public Policy Studies



Peggy H. Brown
French



Judith E. Browne
Chemical Engineering



Scott R. Brun
Economics



Katherine L. Bryan
Electrical Engineering



Veronica M. Bulgari
Art History



Stephen E. Bunker
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Nicholas A. Buoniconti
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Lauren A. Buono
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Marc P. Buranosky
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Political Science



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Celeste C. Coker
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David R. Colley



Charles P. Collins
Psychology



David R. Collins
Political Science



Patrick T. Collins
Mechanical Engineering

SPUTNIK

By Bill Rose

The dog was dying. He knew it and so did I.

So, a little before sunset, I picked him up and carried him from my bedroom to the edge of the cotton field behind the house.

It was our special time of day. There, away from the prying eyes of grownups, we would watch the sun drop into the cotton until the whole Delta was dark. It was our secret place, our secret time.

I called him Sputnik, because he was born the night the Russians shot the first satellite into orbit. He was just a scruffy little rat terrier, but for a bare-foot 9-year-old Mississippi country boy too skinny to play football, too little to be much of a baseball player, and too slow to run from the town bully, he was just what the doctor ordered.

We grew up together. He followed me to school and met me when it was over. To my mother's everlasting horror, he slept, not at the foot of my bed, but on the pillow, his face cuddled up next to mine. I developed an incredible talent for seeming to feed myself with one hand at the dinner table while using the other to pass Sputnik the choicest morsels. He was the world's greatest body-guard, breaking up any number of playground football games by trying to devour anyone who dared tackle me.

I had a habit of squatting in a corner of Daddy's drug store to read "funny books," as we called them. One day, a

salesman who needed to get to the shelves behind me made the mistake of trying to shove me aside with his leg. Sputnik took a hunk out of his hip.

He was faster than any dog I knew. And smarter. And he could smile, although my parents laughed when I told them so.

When I told him of my disappointments, he would look at me with eyes that bled. But when we were having fun, he would open his mouth just wide enough to bare his teeth, slide his tongue to the edge of his front lip, pant, and display what looked for all the world like a sly, Rhett Butler grin.

When I fell for Carol Jean Tackett, a cute little 16-year-old cheerleader, Sputnik was the first to know.

When I brought her home, he hopped up on the couch for a better look, gave her the once-over from head to toe, cocked his head and let loose a grin that had "welll, welll, welll" written all over it. I blushed.

When I had to go off to college, he understood. But somehow, he seemed to sense that things could never be the same again. When I would call home, Mom would tell me that Sputnik had developed new habits. He would stay out at night cavorting with loose women, wake up neighbors with sharp barks and skip meals for walks on the wild side. I would get Mom to put him next to the phone so I could tell him to be-

have, but it didn't seem to work.

Then, one summer, he got sick. We didn't have enough money for a vet, so he wasted away.

Finally, it was time. Sputnik knew it. We were in the cotton field. He rose painfully to his feet, leaned against my leg and looked at the sun. The big red fireball hesitated for a second above the field of white, then slowly melted into the cotton, turning the horizon into what looked for all the world like a fiery sea of orange fluff. Then it was dark.

Sputnik looked at me. He laughed. So did I.

Then, shakily, he lay down. I picked him up, stroked behind his ears, and carried him to bed.

A few minutes later, he wobbled over to me, gave one last yelp, and died.

I wept. With his toy mouse and his rubber ball, I buried him at the edge of the cotton field he loved so much.

When I walked back in the house, Daddy was waiting. He tried to hide it, but he had been crying too.

"Son," he said, "sometimes growing up is hard, isn't it?"

Not really, I thought. Growing up is OK. What's hard is watching your childhood die.

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Deborah L. Collver
History



Elizabeth W. Connell
History



Cameron J. Conner
Computer Science



Evi I. Constantinidou
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Elizabeth M. Coreth
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Tony Cucuzzella
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Eduardo H. Cue
Computer Science



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Economics



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David F. Dabbs



Thomas C. Daily
Electrical Engineering



Mark D. Damico
Political Science



Diane L. Dana
Public Policy Studies



Romeo Dator
Psychology



William T. Dauer
Zoology



Jonathan N. David
German

"The older I get, the more I realize that I am never wrong and all the pains that I have so humbly taken to verify my notions have only wasted my time."
— George Bernard Shaw

Peter Shimm



Elisa G. Davidson
Political Science



Betsy Davies



Ted J. Davies
Economics



Jennifer A. Davila-aponte
Chemistry



Linda C. Davis



Peter G. Davis
Mathematics



R. Townsend Davis
Public Policy Studies



Susan E. Davis
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Tiffany G. Davis
English



Alexander L. Dean,
Jr.
Electrical Engineering



Mark L. DeAngelis
History



Russell C. Deans
Electrical Engineering



Jennifer A. DeCrane
Zoology



Christina M.
DeFranco
Classical Studies



Darryl J. Deitsch



Kent B. del Carmen
Religion



Nancy A. DeLuca
Geology



John DeMatteo
Civil Engineering



DUKE

1986



Leslie A. De
Montrichard
Biology



Mary V. Demopoulos
Psychology



Tushar H. Desai
*Biomedical
Engineering*



Eric Desman
Zoology



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Danielle Devoney
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English



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Billie S. Dickson
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Susan E. Dieterich
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Digennaro
Public Policy Studies



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Andrea L. Dogon
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Francine Donovan
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Raymond A. Dudley
Economics



Gregory D. Duff



Ann E. Dulik
Art History

PROFILE: MARK DE ANGELIS

A two-time class president, Mark De Angelis was an integral member of the Duke Players, performing in such plays as Past Grand Knight and Romeo and Juliet. He theorized about his extracurricular activities, and his as-yet ungelled plans for the future.

It was freshman year. It was a student-written play, directed by a student. That was the first time I auditioned for something at Duke. Most of what I did here was student-directed stuff. It's just fun because you really get to know the people well. I didn't go into the Greek system. I didn't join a frat, basically because I had Duke Players. It was my niche, so to speak. And it was fantastic.

I had a really different freshman experience, I think, that a lot of people. I lived in Epworth dorm. Epworth was actually a freshman dorm then; there were only about forty of us in there. I had gotten into ASDU first semester. I always wanted to do that kind of thing. I really liked the people in my class, and I thought the campaigning was really fun. It isn't more complex than that, it really isn't. That and I wanted to send out letters to people.

I was president twice. Basically it was working with the administration. You know, alumni affairs. What it basically means is that when we're all graduates, you can expect letters from me. They'll call me up and they'll say, "Mark, we're trying to raise \$500,000 for the 25th reunion of the class of 1986. Of course you'll sit on the committee, won't you?" And I'll say "sure." So everyone

will be settled down with their Volvos and the 2.5 kids and their wives and their husbands, and one day they'll go to the mailbox and there'll be a letter from the Duke Alumni Association with my John Hancock on it.

Duke Players is why I really gave up the class government stuff. I love acting. This school will become one of the premiere centers for drama in the next twenty years. It's got the facilities, it's got the teachers, and it's got the students who are willing to do it.

Nothing has really held it back. It's been a slow growth process. Duke Players was started by students years and years ago. Students decided to get together and do some acting. Then they called in faculty. John Clum was instrumental; for twenty years John Clum was the faculty advisor for Duke Players. We just recruited a guy named David Ball. Dr. Ball has just come in from Carnegie-Mellon University, and he as got dreams for this place. I mean, he could have taught anywhere, but he decided to come to Duke and has a big agenda. And all of a sudden, there are drama majors; drama majors are popping up!

There are a lot of us involved in the drama department who are not drama majors. If I came back, I'd be a drama major now, I think. The program has gotten that good in the last four years.

There are really good people in the department here. Actors can be stigmatized for being cliquish. But here, it's really an open community. It's very

open, they're very receptive to new people coming in. And the facilities are amazing.

Oh, drama's a blast. I don't know, I'd like to pursue it after Duke to some degree, but the other part of me is a greedy, money-hungry Duke pre-professional who says, "No, no! Go for the MBA!" And so I'm torn between; should I do stand-up comedy at night and eventually pursue an acting career? It's not easy.

I have a few job offers. I don't know if I'm going to take any of them. I could just vegetate for a while. I was thinking of going to Nepal and just hiding out in the mountains for a while with the Buddhist monks.

My sister was here right before me. I came in as soon as she graduated. For both of us, it's been a completely different experience. For her, it was pre-med, Beaufort laboratories, hanging out in the Alumni Lounge before they had the Bryan Center. For me, it's been Duke Players, going to Oxford this last summer, studying abroad there. That was a blast. Class government I remember as well. The whole thing.

I've had a good feeling about this school. I really think it's a great school. I think our degree has appreciated more than any other degree in the country in the past four years. It's wonderful. And we know it.

The preceding was compiled from a staff interview.



Heather E. Dunbar
Geology



Amy H. Duncan
Religion



Patricia J. Dunn



Jerri U. Dunston
English



Joseph V. Dupont
History



Jennifer E. Dwork



Kimberly A. Dwyer
Biomedical Engineering



James A. Edison
Biology



Bonnie C. Egan
Economics



Scott W. Eilbeck
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Kiara S. Eily
Zoology



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Psychology



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Political Science



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Political Science



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Robert S. Fox
Computer Science



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History



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Zoology



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Electrical Engineering



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Political Science



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Russian



Lynn S. Friedman
English



John L. Frost
Economics



Nina T. Frusztajer



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Economics



Lillian J. Garcia
Economics



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Political Science



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Biology



Elizabeth P. Gatti
Public Policy Studies



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Economics



Gary W. Geck
Civil Engineering



Caryn L. Gelbman
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David R. Gemerchak
Psychology



Jennifer A. Getchell
History



Sam A. Ghazaleh
Electrical Engineering



Paula C. Giannini
English



Sallie H. Gibson
History





Brent W. Giese
Economics



Roderick K. Giffen
*Biomedical
Engineering*



Peter B. Gill
English



Mark G. Gillin
Public Policy Studies



Anthony R. Glad
History



Lisa A. Gladden
History



Lisa A. Gleason
Chemistry



Jeffrey W. Glenney
Economics



Donna J. Globus



Sean W. Glynn
English



Robert E. Godsall
Public Policy Studies



Anuradha C. Goel
Economics

WILDEST EXPERIENCES

The NROTC Midshipmen Dining-In, in the fall of '82. Seeing officers throwing potatoes at each other across a banquet hall is really quite an experience.

Robert Coon

Sleeping on the eighteenth green at the golf course.

Anne Kaczor



Connie F. Goins
Computer Science



Martha E. Golden
French



Brian H. Goldman
Zoology



Leslie E. Goldsborough
Public Policy Studies



Gema M. Gomez
Chemistry



Roberta L. Gonzalez



Frederick Gortner
Program II



Jom K. Gotow
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Amy S. Gotterer
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Steven M. Gottlieb



Ann E. Gowan
Public Policy Studies



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Bethany C. Graham
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History



Jonathan S. Grant
Public Policy Studies



Giovanni C. Grassi



David W. Grawemeyer
History



Stephanie Green



Steven B. Green
Economics



Stephanie B. Greenblatt



Karen E. Greene
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Susan L. Greenfield
Economics



Richard M. Greenwald
*Biomedical
Engineering*



A. Dandridge Gregg



Amy S. Grenen
Political Science



Kurt G. Gresenz
Political Science



Ann R. Grier
Computer Science



Michelangelo Grigni
Computer Science



Wendy L. Grode
*Comparative Area
Studies*



Scott A. Gronholm
*Mechanical
Engineering*



Jeffrey W. Grossman
Electrical Engineering



Meloney L. Grove
Economics



Theodora L. Grubb
History



Robin E. Gruker
Political Science



Carl Guadagno
Economics



Jon Guerster
Electrical Engineering



Thomas C. Guiles, Jr.
Political Science



Rajeev Gulati
Computer Science



Babu V. Gupta
Biology



Liz A. Guzyrshi
Religion



Kurt W. Haas



Elizabeth A. Haight
Economics





Karl Hailman
Political Science



Loueva M. Halla
Psychology



Richard K.
Halterman
Psychology



Linda K. Hammer
Psychology



William E. Hammer
*Mechanical
Engineering*



Heather Hammond
Biology



Mike Hansler
Civil Engineering



Cynthia A. Hardgrave
Economics



Ann E. Hardison
Public Policy Studies



John A. Harkin
Political Science



Mary E. Harkins
Political Science



Douglass B. Harper
English



Ken M. Harper
Economics



Laura W. Harris



Robert A. Harris IV
Political Science



Shannon E. Harris
History



Shawn F. Harris
*Mechanical
Engineering*



Virginie P. Harris
Electrical Engineering



John T. Harrison
Zoology



Moira E. Hartigan
Psychology



Robert J. Harward



Marianne Hassan
Political Science



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Electrical Engineering



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Public Policy Studies



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Chemistry



Timothy S. Healy
History



Adam Hecht
Psychology



Amy L. Heffernan
Public Policy Studies



Julie M. Heitzenrater
Zoology



Sharon J. Hendricks
Public Policy Studies



Susan L. Henson
Judaic Studies



Heidi Heneveld
Computer Science



Charles L. Herring
Chemistry



Suzannah W. Herring
Economics



Christopher K. Hersh
Economics



Lisa Herskowitz
English





Nancy E. Heyman
Political Science



Richard E. Heyman
Psychology



Mike C.
Higginbotham
History



Michael J. Higgins



Bruce C.
Higinbotham
Biology



David S. Hill
Zoology



Michael R. Hill
*Biomedical
Engineering*



C. T. Hilton
Public Policy Studies



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English



Sonja M. Hines
Political Science



Bonny V. Hinners
Computer Science



Brenda M. Hiskey
English



Albert F. Ho
Computer Science



Julie Hoffman
English



William C. Hofmann
Zoology



Nancy L. Hogshead
Political Science



Horace P. Holden, Jr.
Zoology



Christopher E. Holland
Electrical Engineering



Kenneth T. Holland
Geology



Richard S. Holland
Economics



Judith M. Holme
Art History



Carolyn G. Holmes



Stephen R. Holstad, Jr.
Economics



Carolyn C. Holt



PROFILE: JULIUS GRANTHAM

Julius Grantham was red-shirted his freshman year and was plagued by a variety of injuries throughout his first three years of athletic eligibility. A political science major, Grantham is considering playing professional football or attending law school. The talented running back looked forward to a healthy and successful 1987 season and reflected on four years at Duke.

I started playing football at the age of seven. Actually, my father had been away, he was in Vietnam, and he came back home and I was doing things like playing house and playing jacks with my sisters because it was just the three of us at that time. So I started out at about the age of seven. I started out as an offensive center because I was so chubby for my age, and I went from center to defensive end. It wasn't until high school that I started playing running back, and that was easy and it was also the most glamorous position and I thought it was definitely for me.

From a team standpoint I know a lot of the guys say, "Let's not play, let's just play for each other, they don't care, they don't really support us, they'd rather watch Dawkins and David Henderson." You get a lot of comments like that. I think from my standpoint they do care. I know I get a lot of support, and a lot of pats on the back, and I receive a lot of mail from people who say "keep trying, things will get better." I think they do care about us regardless of whether we win or lose.

Being at Duke, I think the emphasis on winning is not quite like it is at other places like the Nebraskas or the Clemsons where football is practically a way of life, and that's because of the academics. Fan support is definitely a plus here and I think it's evident in the basketball team.

On winning the Victory Bell from Carolina in 1985: The feeling was incredible. Any time you beat Carolina, regardless if it's in gin rummy or what, it's always a good feeling. Sometimes I think I'd rather support the Russians than the Tar Heels, you know what I mean?

It's not easy playing football, and we put in a lot of hours. Life here at Duke playing football has its pluses and its

minuses. Generally though it's a good thing. It's providing me with a free education so I can't knock that. I just wish that people could try to relate and see what we're trying to do. It's not easy getting up with bumps and bruises. A lot of times when people are out partying after the games I'm sitting in my tub with ice on my body because I'm too beat up to go out.

If I were not playing football, I'd like to learn to play hockey. In the spring, when I walk down the quad to go to practice, that's when everyone starts to play frisbee and lay out in Wallace Wade. It's hard. I think I'd be playing frisbee. And, well, I probably wouldn't be cum laude or anything like that, but I definitely think [the extra time] would help.

My least favorite thing about Duke is all the gossiping that goes on. A lot of talk is focused on black/white relations, too, and that's just magnifying the problem, if there is one. I think it's made too much of.

I like the sense of humor that people at Duke display. Sometimes with athletics and academics you need something to get you through. It's evident at basketball games what the crowd can do for you. You can walk into Cameron with a thousand problems and for those moments you're having a ball.

Home. Now if you would ask my father this he would probably give you a twenty minute lecture on what home is. But I was born in North Carolina with all my relatives an hour and a half away. So in my choosing a college, the main ingredient was for me coming home.

But for the most part if you look at things as far as athletes graduating from college I certainly know that I've made the right decision. I think in picking a college the thing that separated me from most people was that I wasn't looking just to play football for four years. I was looking to better myself and put myself in a position to succeed forty years down the road, and I think that Duke certainly has enabled me to step on the right foot.

The preceding was compiled from a staff interview.



Mary E. Honeycutt
English



Robert T. Honeywell
Political Science



Thomas K. Hoops
Computer Science



Helen E. Hope
Zoology



Chris Horgan
Economics



Carole A. Horton
English



Daniel S. Horwitz
Religion



Mark J. Hotchkiss
Political Science



Heather E. Houck
Economics



Dawn E. Howard
Political Science



Edward A. Hoyson,
Jr.
Economics



Andrea C. Hronas
Biology



Dong-yuan Hu
History



Florence F. Huang
Political Science



Leta Huang
Economics



Peyton D. Hudson
Art Studio



Diane E. Hueske
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James V. Ingold
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Stephen S. Jenkins



Michael P. Jeremiah
Zoology



Daniel P. Jernigan
Zoology



Gula C. Jinks
Computer Science



Benjamin G. Jogodnik
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Jeffrey P. Johnson
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Engineering*



Julie A. Johnson
Psychology



Marjorie E. Johnson
Public Policy Studies



Robert L. Johnson III
Economics



Robert T. Johnson
History



Vernon W. Johnson
Economics



Wendy L. Johnson
Public Policy Studies



Scott M. Johnston
Political Science



Cynthia L. Jones
Psychology



Drew A. Jones
Chemistry



H. Ramsey Jones II
Economics



Jeffrey W. Jones
Art History



Kathy Y. Jones
Chemistry



Leslie E. Jones
Economics



Lucy N. Jones
Zoology





Lyndon K. Jordan III

Economics



Peter S. Jordan

Political Science



Stacey E. Jordan

Public Policy Studies



Kevin M. Jorgensen

Electrical Engineering

The sooner you fall behind, the more time you have to catch up.

Robert Coon



Sharon M. Joyce

Public Policy Studies



Anne M. Kaczor

Mechanical Engineering



Pamela S. Kading

Economics



Lauren G. Kairys

Psychology



Neil S. Kalin

Zoology



Christopher M. Kane

Economics



Nancy E. Kaneb

Art History



William J. Karcher

Economics



Cynthia S. Karfias



Amanda D. Kasbekar

Mechanical Engineering

"I Dwell in possibility."
— Emily Dickinson

Amanda Berlowe



Anita Kassof

History



Murry C. Kaufman

Mechanical Engineering



Julie Kay

Zoology



Holly H. Keahy

Spanish



Paul K. Keblish

Economics



Francis X. Keeley, Jr.

Chemistry



Juita M. Keil

Chemistry



Aric J. Keller

Mechanical Engineering



Melissa L. Kelley
English



Kevin J. Kempf
Psychology



John T. Kennedy
Economics



Patrick J. Kennelly
Comparative Area Studies



Thomas J. Kenney
Zoology



Randi A. Kent
Political Science



Margaret M. King
Political Science



Todd Kerstetter



Stella M. Kidwell
Psychology



Phillip R. Kiester
Art History



Tracy J. Killete
Religion



Laura A. Kinard
Mathematics



Margaret M. King
Geology



Teresa A. King
Geology



Janice R. Kinkel
Public Policy Studies



Stuart M. Kipris



Cindy L. Kirby
Comparative Area Studies



Michael D. Kircher
Mechanical Engineering



Tracy M. Kirk



Julie M. Kirkendale
English



David B. Kirvan
*Comparative Area
Studies*



Henry E. Kistler III
Computer Science



John E. Kistler
Computer Science



Kathy A. Klein
Economics



Melanie Klein
Zoology



Carol A.
Klingensmith
Chemistry



Andrew L. Knaut
History



Alexander C. Knight
Economics



Catherine A. Knight
*Comparative Area
Studies*



Philip H. Knight





Hardy A. Knowlton
History



Michele L. Knox
Chemistry



Catherine A. Koch
Psychology



Adam D. Koenigsberg
*Comparative
Literature*



Margaret E. Kohler
Economics



Jennifer A. Kohout
Public Policy Studies



Nanci J. Koop
Economics



Wendy L. Koppel
Biology



William E. Koppel
Political Science



Larry M. Korman
Political Science



David H. Kramer
Civil Engineering



Eric E. Krantz
*Mechanical
Engineering*

WILDEST EXPERIENCES

"Borrowing" the entire contents
of another fraternity's commons
room.

Michael Wolitzer

Playing metaphysical hacky
sack: Spring break, 1984

Lance Walker



Marc A. Krasner



Brad J. Kronauer
Computer Science



Cynthia Y. Krueger
English



Barbara C. Krull
Chemistry



Anne Ku



Jeremy R. Kumin
Drama



Jeanne M. Kurucz
Computer Science



John M. Kuttler
Electrical Engineering



Thomas J.
Kwiatkowski
Chemistry



Linda E. Kwoun
Public Policy Studies



Michelle J. Labahn
Biology



James J. LaClair



Sheon L. Ladson
History



Lee W. Lafferty
Political Science



Michael S. Lahart
Economics



Zona C. Lai
Psychology



Allen W. Lalar
Electrical Engineering



Christopher S. Lamb
Electrical Engineering



Steven E. Landis
Political Science



Wendy E. Lane
History



Lawrence J. Lang
Electrical Engineering



Thomas T. Lape
Economics



Jeffrey S. Larson
Zoology



Robert E. Larson
Biology



Marybeth Latchis
Computer Science



Bernard L. Lavelly, Jr.
Biology



Sharon L. Lawrence
Political Science



Stacy E. Lawson
Biomedical Engineering



Kenneth B. Lazarus
Mechanical Engineering



Mark D. Lazarus
English



Cindy A. Lebauer
Public Policy Studies



Charylene L. Ledbetter
Psychology



Martica Lederman
Psychology



Donna Lee
Biology



Henry K. Lee
Economics



Jonathon T. Lee
Psychology



Dana I. Lefkowitz
Psychology



Wayne M. Lefkowitz
Biomedical Engineering



H. Edward Lehrman
English



Katerine A. Leibu



Melinda J. Lengel
Chemistry



Esther A. Lependorf
Political Science



Elizabeth A. Lesan
Psychology



Emily G. Lesure
Psychology



Marybeth Levin
Computer Science



Theodore R. Levin
Psychology



Lisa M. Levine
Political Science



Robert S. Levin
Electrical Engineering





Ruth H. Levin



Evan J. Levy
Electrical Engineering



Lauren A. Levy
Public Policy Studies



Lisa E. Lew
Economics



Allan A. Lewis
Zoology



George B. Lewis
Computer Science



Sheryl B. Libman
Music



Corinne Linardic
Zoology



John C. Lindgren



David S. Lindquist
Mechanical Engineering



Bruce E. Lineker
Art History



Thomas H. Lister
Chemistry



Marian E. Little
Zoology



Robert S. Littlejohn
Economics



Charles G. Littlejohn
French



Daniel Litwin
Economics



Elizabeth E. Llewelyn



Thomas L. Lloyd
Chemistry



David A. Lockwood
History



Deborah B. Loeb
*Biomedical
Engineering*



Adam L. Lomax
Computer Science



Elise G. Long
English



Anne E. Longworth
Public Policy Studies



Charles A. Loomis, Jr.
Physics



David J. Loomstein
Political Science



Leslie L. Looper



Theresa R. Lorch
Biology



Deborah H. Losee
*Mechanical
Engineering*



James R. Lovelace
Political Science



Linda W. Lowe
English





Edward H. Lowenfeld
Economics



Banks C. Lowman
Religion



Vincent Lu
Economics



Jeffrey S. Lubin
Anthropology



Peter L. Lublin
Political Science



Karen M. Lum
Zoology



Greg D. Lundberg
Biomedical Engineering



Kelly A. Luther
Political Science



Geoffrey Lyman



Francis P. Lynch
Psychology



Jean M. Lynch
Geology



Lucy C. Lynch
Public Policy Studies



Elizabeth E. Lynn
History



Jane B. Lyon
Public Policy Studies



Lisa K. Lyons
*Biomedical
Engineering*



Ana M. Macia-
Castillo
Electrical Engineering



David W. MacMillan,
Jr.
History



Melissa K. Madison
Computer Science



Karen L. Magid
Economics



Michael J. Mahaffey
History



Jill P. Mahanna
Art History



Samia Mahassni
Zoology



Sawsan Mahassni
Chemistry



Donald H. Malcolm
III
Psychology



Lisa L. Maloney
Political Science



Christina M. C.
Mandanas
Biology



Keith E. Mandel
Economics



Nick P. Manitzas
Political Science



Robert A. Marchese
Economics



Neil L. Margolin
Political Science



Melinda J. Marion
Zoology



Samuel B. Marks
Mathematics



William S. Marlow
Political Science



Marike E. Mars
*Comparative Area
Studies*



Shannon L. Marsh
Computer Science



Kimberly A. Marshall
Economics



Christopher J.
Martens
Economics



Tanya A. Martin
Economics



Alfred C. Martino
Economics



Christopher H.
Martorella
Electrical Engineering



Kurt D. Marttila
Economics



Jane F. Mashko
*Biomedical
Engineering*



Bill R. Mason
Economics



John G. Massey
Biology



Christopher W. Maxmin
Political Science



Alfred T. May III
Zoology



Catherine M. Maynard
Economics



Robert J. McAfee
English



Lauren M. McBennett
Civil Engineering



Heather M. McCain



Jane S. McClellan
Mechanical Engineering



Amy C. McClune
Political Science





Douglas M. McCracken
Mechanical Engineering



Scott C. McCreia
English



Patricia K. McCuiston
Economics



Andrew R. McCumber



William W. McCutchen
Chemistry



John L. McDermott
Electrical Engineering



Diane McDonald
Computer Science



Maureen A. McDonald
Economics



Alexander F. McGimpsey
Economics



Tamara L. McGlockton
Philosophy



Heather J. McGowan
Spanish



Michael P. McGuire
Anthropology



Anita D. McIlveen
Biomedical Engineering



Alan D. McInns
Public Policy Studies



Melinda I. McIntire
Psychology



David K. McIntosh
Zoology



Charles G. McKee



Stephen J. McKenna
English



Susan L. McKenzie
Electrical Engineering



Kimberly J. McLarin
Public Policy Studies



Mark P. McLaughlin
Computer Science



Elisabeth R. McLuckie
Public Policy Studies



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Political Science



Edward B. McMillan
Biology



Thomas C. McThenia,
Jr.
Mechanical Engineering



Mark A. McWright
Psychology



Eric R. Meier
Biomedical Engineering



Louise G. Meinecke
Psychology



Deborah R. Merkle
Electrical Engineering



Millicent S. Meroney
History



Bruce R. Metcalf
Economics



Patricia Metelski
English



Quentin S. Mettler
Economics



Annalise Metz
Mathematics



Elizabeth E. Meyer
Music



Kristen L. Meyer
Biomedical Engineering



Stephen J. Meyer
Economics



Marshall A. Meyers
Political Science



Debra M. Mihal
English



Blair D. Milburn
Electrical Engineering



Maria T. Millan
Zoology



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Chemistry



Courtney A. Miller
Computer Science



Deborah L. Miller
Public Policy Studies





Scott B. Miller
English



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English



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Computer Science



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Mathematics



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Public Policy Studies



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Mohrfield
Computer Science



John T. Mollerur
Political Science



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History



David J. Monderer
Economics



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Chemistry



Rhonda L. Montoya
History



Robert D. Monyak
Political Science



Elizabeth L. Moody



Kevin G. Mooney
Electrical Engineering



Kathryn E. Moore
Psychology



Susan A. Moore
Economics



IN MEMORIAM

Class of 1986

Luis Felipe Ferrer
Melinda Lee Hunter
Alison Bracey von Brock
Theodore Robert Williams



John C. Morris
Chemistry



Karen Y. Morris
Mathematics



Christopher S. Morter
Economics



Karen B. Moscoli



Mark D. Moseley
Civil Engineering



Walton S. Moseley



Tracy E. Moser
Art Design



Diana M. Moshovitis



Mark J. Mosrie
Drama



Sean P. Moylan
Political Science



Alexander V.
Mulvihill
*Comparative
Literature*



Elizabeth O.
Munding
Public Policy Studies



Andrew Muroff
History



Annette E. Murphy
Philosophy



Kenneth A. Murphy
Political Science



Debra D. Murray
Electrical Engineering



Kerry E. Murray
Political Science



Mark M. Murray
Mechanical Engineering



Susan J. Murray
Anthropology



Kami L. Myers
Art History



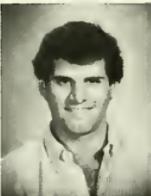
Jeffrey M. Nadaner



Joyce M. Nahigian
Zoology



David E. Nahmias
Political Science



Edward R. Najarian
Economics



Lamer A. Najja
Mechanical Engineering



John C. Nardone
Political Science



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Economics



Sunil Nayak



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History



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Mechanical Engineering



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Public Policy Studies



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Electrical Engineering



Zafeiria C. Nomicos



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History



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Anthropology



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Psychology



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Economics



Kelly L. O'Brien



Christopher S.
O'Brien
Political Science



Christine A.
O'Connell
Anthropology



Kate M. O'Connor
*Mechanical
Engineering*



Stephen J. O'Connor
English



Alice J. Odorico
Economics



Fukiko Ogisu
*Comparative Area
Studies*



Sebastian P. O'Kelley
Economics



Leigh A. O'Neal



Beale H. Ong
Physics



Hence I. Orme



Claire E. Osgood
Computer Science



Angela D. Overcash
Chemistry



Wanda Pak
Economics





Glen L. Palmer
Chemistry



Mary E. Palmer
Economics



Margaret E. Pankey
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Chemistry



Paula Y. Paradis



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Zoology



Jeffrey A. Parker
Electrical Engineering



Roderick K. Parker
Psychology



Michael L. Parks



Susan B. Parrish
Computer Science



Kimberly A. Partoll
History



Eleanor J. Patch
Computer Science



Harpreet S. Pathija
Chemistry



Daniel E. Paul
Engineering Science



John T. Paxman
Political Science



Gregory T. Payne
History



Robert C. Payne, Jr.
Electrical Engineering



Benjamin H. Peabody
English



Elizabeth R.
Penberthy
Psychology



Robert C. Peng
Biology



Elizabeth A.
Pennington
History



Andrew D. Penrod
Economics



Paula K. Peratt
Computer Science



Gladys G. Perkinson
History



Sharon L. Perkinson
Public Policy Studies



David T. Perry
Electrical Engineering



Jeanne E. Perry
Mathematics



Demosthenes J.
Peterson
Comparative Area Studies



Ellen E. Petri
Public Policy Studies



Andrew G. Philpot
*Mechanical
Engineering*



Diane M. Pierno
Public Policy Studies



Scott N. Pierpont



Jennifer A. Pierson
Religion



Zbigniew P. Pietrzak
Psychology



Susan G. Pinke
Program II



Carrie E. Pinkerton
Public Policy Studies





Tony Pipa
English



Craig L. Plastrik
Electrical Engineering



Catherine D. Pliakos
Civil Engineering



Deborah L. Pollock
History



Mary F. Pols
Art History



Cynthia L. Pope
Economics



Carine M. Porfiri
Religion



Matthew L. Porio
History



Gregory J. Porto



Mark A. Potsdam
Mechanical Engineering



David C. Pratt
Computer Science



Frances H. Pratt
Music



Jean F. Pratz
Zoology



Thornton F. Prayer
Electrical Engineering



Elizabeth A. Preston
Civil Engineering



Cathleen V. Pritchard
Psychology



Leslie L. Probert
History



John H. Propper
Electrical Engineering



Ed V. Puccio
Zoology



Jacqueline L. Puerling
Computer Science



John T. Pugmire
Electrical Engineering



Kanchan H. Puranik
Zoology



Jann L. Purdy



Nancy C. Purse





Seniors: Be Open To Life

During your years of baccalaureate study, you have proven yourselves to be high spirited and active citizens of the Duke community. Among you are athletes, scholars and organizers, writers and speakers, gymnasts and cheerleaders, officers of clubs, tutors and peacemakers and photographers. Your spirits are unquiet. You have an immense vitality about to be unleashed on an unsuspecting world.

The rest of your senior year, however successful and busy will be accompanied by a certain amount of natural anxiety ... You really are coming to the end of a stage in your lives, a time when you have been gifted with an extended period of youth. This has not been a pause in growth to maturity, but rather a temporary respite from the urgent multiple responsibilities that will claim the coming years of your adulthood.

I hope that here you have developed a lifetime commitment to learning — to looking at the world with new eyes,

to hearing it with new ears, to question in life persistently and thoroughly with an open, informed mind and an unquiet spirit. This openness to life is at the very heart of a liberal education.

We began together, you and I, as freshman chancellor and as freshman undergraduates. And much have we learned together, these past three years. Now, however, you are anticipating the end of your time at Duke.

I wish you success and fulfillment out in the world. May you achieve the personal and professional growth that you desire, for as you grow, so will the future of our society be shaped. Here at Duke we have worked to teach you about the past and the present; soon we will place the future in your hands. To you we will entrust the promise and the responsibility for all that we cherish.

— From President Brodie's address to the senior class, October 28, 1985



James D.
Quattlebaum
History



David C. Quick
English



Andrew L. Quigley
Economics



Mary E. Quinn
English



Ronald L. Rader, Jr.
Computer Science



Edward F. Raftery III
Political Science



Jonathan W. Ragals



Richard D. Rahaim
Political Science



Shelley A. Rakich
Economics



Renuka Ramaiah



Cynthia L. Randall
English



Geetha A. Rao
Political Science



Catherine L. Ratcliffe
Economics



George J. Ratcliffe
Computer Science



David J. Ratonyi
Computer Science



Barrett H. Reasoner
Political Science



Amulya M. Reddy
Zoology



Richard T. Reece
Economics



Carolyn C. Reed
Economics



David M. Reed
Comparative Area Studies



Kimberly D. Reed



William F. Reed
History



Gerald M. Rees
Electrical Engineering



Christopher L. Reif
History



Beat F. K. Reinhart
Economics



Lisa A. Reiter
Psychology



Ellen B. Reynolds
Mechanical Engineering



Llevelyn D. Rhone



William M. Ricci
Biomedical Engineering



David N. Rich
Economics



Catherine Richardson



Lisa A. Rietz
Zoology



Joshua D. Rievman



Andrew F. Ringel
Religion



Elizabeth C. Riordan



David C. Ritterhand
Zoology



Thomas S. Rivkin
Economics



Heather W. Robb
Psychology



Lisa M. Roberts
Biomedical Engineering



Mark J. Roberts
Political Science



Kevin M. Robertson
Psychology



Michael J. Roe
Mechanical Engineering



Susan M. Rogan
Political Science



Louise C. Rogers
Zoology



Mary C. Rogers
Public Policy Studies



Smith M. Rogers
Biology



James H. Rooney
Economics



Michael D. Rose
Economics



Laurence Rosenberg
Biomedical Engineering



David S. Rosenthal
Biomedical Engineering



Bruce G. Rosner
Psychology



Randi L. Rosof
Political Science





Stephen E. Ross
Computer Science



Rex A. Roten
Economics



Katherine K. Rott
Psychology



Daniel T. Rowley
*Mechanical
Engineering*



Deborah L. Roy
Economics



Steven B. Royster
*Mechanical
Engineering*



Thomas Rubinson
Political Science



Paul S. Rubinton
Economics



Robin B. Rudd



David W. Rudge
Zoology



Jill Ruedy
English



Nicholas M. Rulli
Botany



Mark A. Rushin
Philosophy



Victoria S. Russell
Political Science



Michael J. Rytel
Religion



Michelle D. Saks
English



Nancy J. Sampson
Electrical Engineering



Jeffrey N. Sandler
Economics



Timothy S. Sant
Economics



Paul M. Santi
Geology



Maya M. Sarda
Religion



Brian H. Sarter
Zoology



James K. Satcher
History



Risa A. Sattof
Economics



Alletta E. L. Sauer



Michael S. Sayko
Computer Science



Rebecca E. Schaller
History



Zev S. Scherl
Economics



Harris S. Schild
Psychology



Jonathan B. Schindel
Political Science



Diana H. Schlag
Electrical Engineering



Frederick B. Schlimm
Economics



Caroline A. Schmidt



John A. Schmidt



Martha H. Schmidt
French



Nancy A. Schoenberger
Political Science



Linda L. Schoff
Political Science



Wendy J. Schofield
Psychology



Deborah A. Schuch
Mathematics



Jennifer J. Schuette
Economics



Amy Schulman
Political Science



Joseph P. Schultz
Zoology





Julie L. Schulz
Economics



Harold E. Schwartz



Suzanne W. Schwartz
History



Todd J. Schweizer
Computer Science



Kimberly A. Scott
*Biomedical
Engineering*



Monica L. Scott



Oren Scotten
Computer Science



Alexandra C. Scribner
Psychology



Jennie L. Scudder
English



Andrea H. Selch
Philosophy



Laurie C. Self
Economics



Jessica S. Serell
Psychology



Audrey Seymour



David H. Shafron
Psychology



Daliah Shapiro
Biology



Barry A. Shepard
Computer Science



Ann E. Shepherd
Public Policy Studies



Brad M. Sherman
Psychology



William E. Shew



Peter B. Shimm
Economics



Michele M. Shivers
Zoology



Howard A. Schoobe
Electrical Engineering



Robert F. Shuford
Biomedical Engineering



Lori A. Shugar
Political Science



Bettina L. Sidey



Dina R. Siegel
Economics



Nathan E. Siegel
Economics



Steven G. Siegel
Economics



Mark W. Sikorski
Electrical Engineering



Jane L. Siler
English



Stephanie D. Silver
Mathematics



Gail E. Silverman
Psychology



David R. Simmons
Biology



Geoffry J. Simmons
Computer Science



Karen P. Simmons



Linda S. Simmons



Paula U. Simon
Political Science



Patricia B. Sipe
English



Andrew W. Smith
Biomedical Engineering



David A. Smith
Economics



Karen A. Smith
Psychology



Myron W. Smith III
Biomedical Engineering



Scott J. Smith
Economics



Scott M. Smith
English



Shelly T. Smith
Mathematics



Timothy W. Smith



Trina E. Smith
Economics



Audrey A. Solent



Amy B. Solomon
English



Martin Solomon
Philosophy



Seung J. Song
*Mechanical
Engineering*



George D. Soule



Laurence A. Spero
*Biomedical
Engineering*



Stephen M. Spinella
History



Jaqueline M. Spoto
Public Policy Studies



Jennifer L. Springer
Political Science



Carolyn J. Sprinthal
History



Harold B. Staggs
Economics



Dierdre Stanley
Public Policy Studies



Karen J. Starr
Psychology





Lisa M. Stec
Zoology



Gary A. Steele
Chemistry



Judith R. Steele



R. B. Stefanowicz
Computer Science



John J. Stefanski
Electrical Engineering



Frederick P. Stein
Electrical Engineering



Holly A. Stevens



Katrina E. Stevens
Drama



Lem Stevens
Mechanical Engineering



Nicholas Stevens
Philosophy



James R. Stevenson
Computer Science



Amy C. Stewart
Political Science



Donald H. Stewart III



Kristin K. Stutz
Chemistry



Max K. Stokes



Presley W. Stokes



Robert C. Stoler
Economics



Geary L. Stonesiefer
English



Dean V. Storelli
English



Alfred Stovall, Jr.
Public Policy Studies



Mary Beth Stragisher
Geology



Heidi A. Straiter
*Biomedical
Engineering*



Jason M. Straminger
Public Policy Studies



Steven K. Stranne
*Mechanical
Engineering*



Karen M. Streisfeld
Psychology



Paul B. Stroube
Computer Science



Peter S. Stubbs
Political Science



Carmen E. Stubig
Civil Engineering



Greg Suba
Music



Mari J. Sugahara
Psychology

You are only young once but you
can be immature forever.

Jennifer Dwork

Always have fun at the expense
of others.

*Michael Yen
Ronald White*





Imme L. Suh



Sarah K. Sullivan
Psychology



Cynthia F. Sulzberger
Psychology



Tracy D. Sunderland
Political Science



Ted Suzuki
Political Science



Dinah L. Swain
Public Policy Studies



Winifred L. Swan
Economics



Rebecca S. Swartz
Public Policy Studies



Hemella L. Sweatt
Zoology



Jon E. Swedenborg
Economics



James Sweeny
*Mechanical
Engineering*



Jack C. Sweaty, Jr.
Economics



Lloyd F. Swift
Zoology



Steven B. Swindler
Electrical Engineering



Julie K. Sydor
*Mechanical
Engineering*



Michael B. Syrop



Emilie S. Talbot
Drama



Deborah A. Tan
Biology



Michael W. Tan
Psychology



Sharon L. Tan
Electrical Engineering



Jeffrey W. Tannehill
Computer Science



Peter Tarasewich
Electrical Engineering



Steven S. Tarchak
*Mechanical
Engineering*



Maria E. Tatis



Linda M. Tatten
Political Science



Julie A. Tattersall
Economics



Gregory B. Taylor
Physics



Ross Taylor



Susan E. Taylor



Susan B. Teitelbaum
History



Stephanie A.
Telesky
Zoology



Ellen C. Temple
English



Deborah A. Teske
*Biomedical
Engineering*



Frederic H. Thaurer



Ronny The
Computer Science



Mark E. Thierfeller
Political Science



Timothy N.
Thoelecke, Jr.
Landscape Design



Electra G. Thomas
Political Science



Karen E. Thomas
Psychology



Betsy W. Thompson
Political Science



Carole L. Thompson
Psychology



Douglas E. Thompson
Zoology



Mark B. Thompson
History



Nicholas D. Thompson
Computer Science



Lisa A. Thorbjarnson
English



Julie M. Thorne
Comparative Area Studies



Marion D. Thorpe
Psychology



Shauna S. Tilly
Biology



Teresa M. Timby
Chemistry



Edward E. Tobin III
Political Science



Mary M. Todd
Philosophy



Mark Todres
Economics

DUKE TEACHES MORE THAN CLASS FACTS

By Tanya Martin

We come to you tonight through a scorching fire, a fire that continually threatens our unique art.

Yet,

Flames cannot burn creativity, nor can they smite dedication or destroy beauty. Our history shows that we will overcome any obstacle, any fire.

I wrote this poem for the Dance Black recital "Through the Fire," but it reminds me of being here at Duke — in particular, being a black student at Duke. We are often engaged in a struggle to keep our cultural background and identity alive at Duke. It is difficult, and perhaps rewarding, to maintain groups such as Karamu when Duke's black population is so very minute.

There exists at Duke a misconception that the black students are a monolithic, separatist group. It simply is not true. The only thing we have in common is that blacks are often the victims of prejudice, injustice and isolation, all on the basis of skin color. Not always recognized is that black Americans share a unique culture, one that is often overlooked. I was asked to write comments that were inclusive of the experience of black students at Duke. While many of my racial peers will see parts of their Duke story in mine, I can only speak to one black experience, my own.

I recently completed my term as president of the Black Student alliance, a group sometimes criticized for promoting segregation in the Duke community. But to those who suggest that the BSA promotes a cultural separation, I reply that the BSA is not the cause of black culture, instead it is a manifestation of black culture at Duke. I think that it is a great thing for us to have on campus the mechanisms to learn about people different from ourselves. This is something I have tried to take advantage of these last four years, and some of the most meaningful things I have learned have been in the living classroom of the Duke community. And sometimes it is difficult not to feel like a

living curiosity exhibit, when people have asked insensitive questions. However, the alternative of allowing ignorance to continue to flourish is much worse.

I have tried to learn not only about my fellow classmates but my fellow Durham residents. I feel that I have a responsibility to the community I live in, and that includes Durham as well as Duke. I have never lived off campus, but neither have I hid for four years behind our infamous gothic walls.

Reaching out to help others is the fundamental part of the black greek tradition. In my sophomore year I pledged Delta Sigma Theta sorority. Many of my friends did not understand the concept of "on line." Pledging is a process of learning how to function in a group to reach a common goal, and building a bond of sisterhood and love that is eternal. Our commitment to service extends past our Duke lives. My sorority, as with the other black greek organizations, has active graduate chapters and that will give me the opportunity to always give to those who have not been as fortunate as I am.

Like every other senior, I do not know what I will be doing when I see this issue of the Chanticleer. However, I am sure that I will appreciate even more the experience I have had and the friends that I have made while I was here. I do not expect to remember all of the classroom facts, but I have learned how to think and to question and form my own beliefs. There is not any greater lesson to be learned. Most of all, I am glad I have had the chance to be and deal with Dukies. I think we are a unique student body, and I am proud to be a "Cameron sixth man." It has been fun and I'll take with me all the things it meant to be a Blue Devil; the kinds of people we all were, and how we expressed ourselves. It will always be a part of me. Yes, things could have been better, but things weren't so bad at all.

Tanya Martin held the position of BSA president in 1985.



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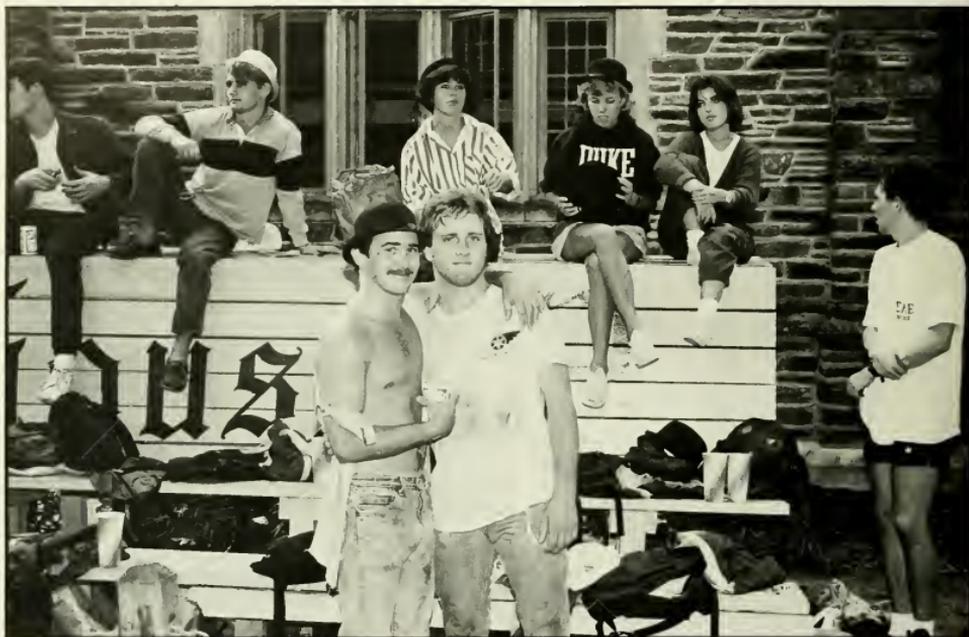
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When it's all said and done, it's
warmer than the Ivies.

Thomas McThenia, Jr.

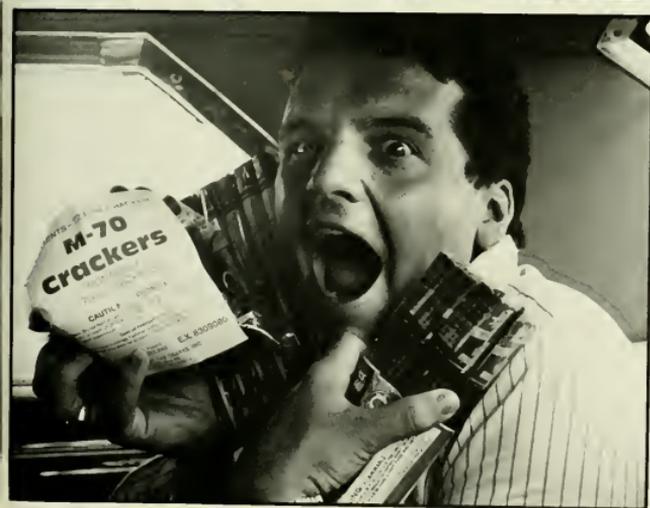


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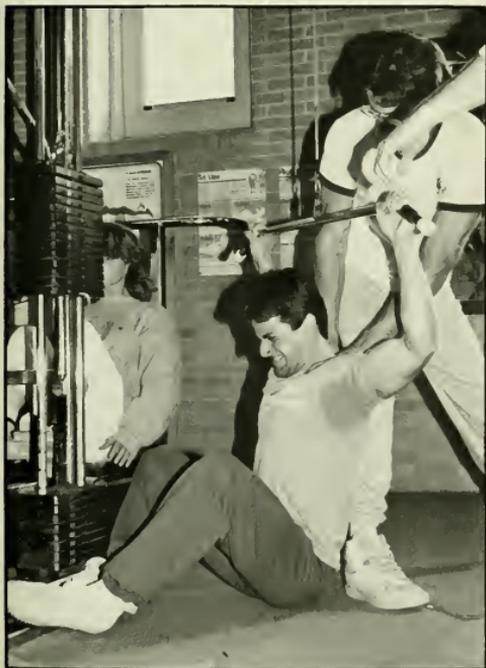
















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COLOPHON

The 1986 Chanticleer is the yearbook of the undergraduate students of Duke University.

The book was printed by Jostens Printing and Publishing Division in Clarksville, Tennessee in a press run of 5,200 copies. Harry Thomas served as Jostens' representative to the staff. Senior portraits were taken by Varden Studios of Rochester, New York. Joel Siegl served as Varden's representative to the staff.

The cover of the book was blind embossed from a photograph on a royal blue, mission grain, with a black over-tone rub and silver foil applied.

The book was printed on Warren's Cameo, 80lb. weight. All copy was set in Century Schoolbook. Endsheets were tinted. Base ink was black. All color was reproduced from prints.

An eight page double gatefold was inserted between signatures eight and nine to add color coverage to the bas-

kethal section.

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Additional information is available upon request to: *The Chanticleer*, P.O. Box KM, Duke Station, Durham, North Carolina, 27706. Telephone: (919) 684-2856.



EDITOR'S PERSPECTIVE

BY CHRISTOPHER G. CAPEN

In comparison with recent issues of *The Chanticleer*, the 1986 yearbook is very unique: over fifty students contributed to the production of this book. Teamwork made this book possible.

The Chanticleer is a student publication, but it is also a student organization. As a student organization it has a responsibility to provide students with an opportunity to learn, yet in recent years this has not been available.

Staff members of *The 1986 Chanticleer* were given many significant responsibilities. An Editorial Board was created to establish the format of the book, preventing the book from becoming one person's perspective of Duke. Students were available to give others instruction on the use of equipment. A

writing staff was organized, and the layout of the book was done by the staff, not by the editor alone.

Recruiting and maintaining a staff of qualified, motivated, and enthusiastic students was my first goal as editor. I wanted the staff to be a group that any student could be a part of, whether that student was very talented or just very interested. If each staff member had the opportunity to make a contribution to the book, learn various skills, and meet other students, I would be satisfied. I have no doubt that this goal was accomplished.

My second goal was to produce a yearbook of the highest quality possible, representing student life at Duke. Thanks to a talented and diverse staff,

and the proven ability of Jostens Printing and Publishing Division, we achieved this goal.

The 1986 Chanticleer came together because of a number of individuals who were totally committed to this book. My deepest thanks goes to these people who sincerely devoted themselves to *The 1986 Chanticleer* and who were always available when deadlines approached and problems arose. Without these people *The 1986 Chanticleer* would not have become a reality.







THE DUKE STUDENT HONOR COMMITMENT

A UNIQUE ASPECT OF A LIBERAL ARTS EDUCATION IS ITS ATTEMPT TO INSTILL IN THE STUDENT A SENSE OF HONOR AND HIGH PRINCIPLES THAT EXTENDS BEYOND ACADEMICS. AN ESSENTIAL FEATURE OF DUKE UNIVERSITY IS ITS COMMITMENT TO AN ATMOSPHERE OF INTEGRITY AND ETHICAL CONDUCT. AS A STUDENT OF DUKE UNIVERSITY I ACCEPT AS MY PERSONAL RESPONSIBILITY THE VIGOROUS MAINTENANCE OF HIGH STANDARDS OF HONESTY, TRUTH, FAIRNESS, CIVILITY, AND CONCERN FOR OTHERS.

MY DEVOTION TO INTEGRITY ESTABLISHES THAT I WILL NOT CHEAT IN ACADEMIC WORK, AND THAT I WILL ADHERE TO THE ESTABLISHED AND REQUIRED COMMUNITY CODE OF CONDUCT. ACCORDING TO THE DICTATES OF MY OWN CONSCIENCE, I WILL REPORT BEHAVIOR IN VIOLATION OF SUCH ESTABLISHED STANDARDS. IN ADDITION, AND BEYOND THE REQUIREMENTS OF ANY CODE OR LAW, I CONFIRM MY OWN COMMITMENT TO PERSONAL HONOR AND INTEGRITY IN ALL MATTERS LARGE AND SMALL. EVEN THOUGH THE IDEAL OF HONOR IS AN ABSTRACT ONE, BY IMPLEMENTING THIS IDEAL, I JOIN THE MEN AND WOMEN OF DUKE UNIVERSITY IN MAKING THE CONCEPT OF HONOR A REALITY.

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