

Afros state goals, elect officers

The Afro-Americans of Duke released a statement of their goals after their meeting Wednesday night. The organization's ultimate objective is "realization of viable position for black students not only within Duke Community but within Durham Community. Afro-American Students is the manifestation of the maintenance of the Black consciousness on the campus and the articulation of the immediate grievances of the black students."

The Afro-Americans also elected officers for the spring semester. They are Brenda Armstrong, chairman; Jesse Wilkins, vice-chairman; Josie Knowlin, secretary; and Vaughan Glapion, treasurer.



Pharaohs Took Years To Build A Pyramid
Modern technology has reduced the time to 5 1/2 minutes

Trustees may rule that Powell cannot speak here

By ALAN RAY

The Student Union Board of Governors has been informed that the trustees will decide soon whether Alan Clayton Powell may speak here.

William Griffith, assistant to the Provost, made the announcement to a closed session of the Board of Governors Wednesday.

He reportedly told the Board that a number of trustees had protested the Student Union's invitation to Powell to speak here. This, he said, prompted the decision to have the Executive Committee of the Board of Trustees resolve the matter at its February 9 meeting.

Seminars on Rhodesia scheduled

The first in a series of discussion seminars on international relations will be held Thursday in 204 Flavors.

Professor James Graham of the history department will deliver a brief lecture outlining the background of Ian Smith's government, and students will be invited to offer opinions and comments on the current political problems of Rhodesia.

The purpose of these monthly lectures will be to encourage the students to take an active role in studying international political problems. Current political troublepots will be the emphasis of the seminars.

Topics will be selected from the requests of over sixty freshmen who replied to an inquiry of the Model U.N. which asked for areas the students would like to have discussed.

The areas students were most interested in were Vietnam, southern Africa, the Arab-Israeli dispute, and the separatist disintegration of NATO.

Any other topics suggestions may be mailed to the Model U.N., Box 4238 Duke Station.

Students plan to picket Dow representatives

By DAVE BIRCHHEAD

Duke University students and other concerned residents of Durham and Chapel Hill are planning a demonstration during Dow Chemical Company recruiting on campus Monday and Tuesday.

A major protest action is set for Monday at 1 p.m. on the second floor of Flavors Building where the Dow recruiting interviews will be held.

A leaflet being circulated by demonstration organizers says: "In the name of the American people, our government is using napalm against the people of Vietnam . . . To remain silent is to condone the use of napalm." The

trustees are disassembled with Powell until after February 9. They also decided to send a recommendation for a speaker policy to the trustees within a few days.

Reliable sources indicated that some of the trustees are dissatisfied with Knight's handling of his administration and want to assume more power in decision-making.

Wright Tisdale, chairman of the Board of Trustees, told the Chronicle yesterday afternoon he did not realize the Executive committee would take up the Powell invitation. He also said President Knight did not mention Powell's visit when he last talked to him.

Knight was ill and declined to comment. Tisdale, however, called and reached him after talking with the Chronicle.

Rufus Powell, secretary to the Board of Trustees, told the Chronicle the agenda for the February 9 meeting was not ready. He also declared that the agenda is "always sent out more than a week ahead of time to the trustees." He admitted the agenda was late for this meeting. When pressed further, he said there was nothing out of the ordinary on the agenda and specifically that there was nothing about a speaker policy included.

Richard Reifnyder, chairman of the Board of Governors, said the invitation to Powell was still open. He also admitted that Griffith had expressed the concern of the trustees to the Board.

Jack Roger and Marc Coplan, also

members of the board, gave the same report. Reliable sources indicate that all those present at the meeting agreed to make the same statements for public consumption.

Mark Kaplan, chairman of the SU Major Speakers Committee which invited Powell, would say only the invitation is "still pending."

The Major Speakers Committee announced January 10 that Powell had accepted an invitation to speak here. No date was determined then.

The Afro-Americans have planned to sponsor Powell if the Board of Governors refuses to do so, according to Charles Hoffman, chairman.



Application of plusses, minuses, still uncertain

By DAVE SHAFER

Students are conducting a petition campaign and ASDU is taking action in the wake of apparent administration confusion over the way the new 12-point grading system affects upperclassmen.

Reports from administrators over past months have indicated several contradictory policies. Some have said that students who entered under the old 4-point system could opt for unadorned letter grades. Others have said that the

pluses and minuses would be placed on the record but that each upperclassman's quality point ratio would be calculated both with the 12-point and the 4-point systems, the higher figure being recorded.

IN OCTOBER Frederick Jorg, assistant dean of arts and sciences, interpreted the new policy to mean that all averages would be computed on the basis of the 12-point system. However, if a

student's graduation, continuation in school, or chance for honors was hurt by the 12-point system, he could have his average calculated without the pluses and minuses according to Dean Jorg. All these conflicting stories came to a boil Wednesday night when ASDU Treasurer Bob Creamer reported at a meeting of the ASDU Legislature that the interpretation given by Jorg was the one the administration was more unfavorable to students than many had thought would be the case.

Creamer said that the prevailing impression that students had of the situation was that each upperclassman's average would be computed under both systems with the higher figure recorded.

However, he reported, University Registrar R. T. Fisher had told students that his computer could not handle such calculations and that students would be allowed to have their averages figured under the 4-point system. "A resolution to improve their chances for graduation, continuation in school, or honors."

CREAMER ASKED the Legislature to call upon the Undergraduate Faculty Council to return to the 4-point system "to undertake an intensive study of the grading system in light of proposed alterations in the curriculum." A resolution to the effect passed the Legislature unanimously.

Legislators are posting copies of the resolution in petition form in residence halls this week. They hope to get enough student dissatisfaction with the present system expressed to force a quick resolution of the present apparent confusion in the administration and faculty and to let students make proposals to eliminate the pluses and minuses.

The change from the 4-point to the 12-point system came about last spring as a result of apparent faculty dissatisfaction with a lack of fine definition in the A-B-C-D-F grades.

LAST APRIL, the Undergraduate Faculty Council voted to include pluses and minuses in the grading system. A May 25 report to the UFC by a subcommittee headed by Dean Jorg suggested that students who entered under the 4-point system be allowed to have their averages computed that way if they found it advantageous. Questioned by the Chronicle yesterday, Jorg stuck to his position and interpreted the UFC's policy to apply only where it would make a difference in graduation, honors, or continuation in school.

The Policy Committee of the UFC will meet at 10 a.m. tomorrow to discuss present crisis and possibly to consider returning to the 4-point system.

Those who have the high degree of definition involved in the 12-point system charge that it adds one more level of emphasis to already-overemphasized grades. Craig Kessler, chairman of ASDU's Academic Affairs Committee, said, "This is ridiculous. There is no reason why students should be subjected to artificial grade-grubbing."

Spring registration

Fun and Games

By ALAN SHUSTERMAN

LIKE GOING TO THE DENTIST and getting poison ivy, registration can be fun.

By 8:30 Wednesday morning the line in front of the Indoor Stadium already stretched back across the parking lot to the blinking yellow traffic light. Just to keep everybody upright, someone arranged for it to threaten to rain for the whole morning.

Inside, all was ready for the deluge. When it came, some snatches of conversations that were overheard went like this:

"I'm sorry but we don't have your cards; check at the Bursar's table."

"Whaddya meant the section is closed? There's only ten people in the class."

"BUT I HAVE A NOTE. . ."

"We have an open section Tuesday, Thursday and Saturday first period."

"Quit pushing. . ."

"I don't care who your father is, you're not getting into this class."

"I'm sorry but the Bursar's table has no record of your cards either; check back at the first place."

"YOU CAN'T DROP PE!"

"We'll put you on the list waiting for someone to drop. Remember the number 43."

"If I don't get in I can't graduate!"

"Get your elbow out of my. . ."

"I'm, I'm, sure we don't have your cards. Are you sure you're a student here?"

"Let's see, that will be five dollars for course changes."

Registration day

Lines stretched on and on and . . .

The history of curriculum reform at Duke: continuing conflict between stagnation, change

Editor's note: This is the first in a series of articles on curriculum reform at Duke over the last decade. The series will contain an analysis of past efforts and possibilities for the future.

By MIKE BRONOLD and DON PEARCE

"THE CURRICULUM" is the principal vehicle through which the Undergraduate colleges seek to achieve their goals and aims. The curriculum, not a static, unchanging thing, requires periodic change to meet new needs, and to meet them in new and, if possible, better ways. — Duke University Committee on Long-Range Planning, May, 1960

That statement, accompanying the forward-looking curriculum review of the Subcommittee on the Undergraduate Colleges (known as the Parker Report), has not mitigated criticism from many areas of the University community of what has been thought of as the inertia of curriculum reform at Duke.

The most frequent target has been the uniform course requirements, only part of the story of prescribed education. Dr. Stephen Vogel of the Zoology department has underlined the problem: "At Duke, for the degree of Bachelor of Arts, 111 of the required 124 credits (89.6 per cent) are in one manner or another, prescribed. For the degree of Bachelor of Science, 113 of 124 are prescribed."

"EDUCATION IS EITHER a love affair between the student and his subject or it is nothing," says religion professor

William Potosi in criticizing the requirements, which result in a lack of "time for reflection."

The undergraduate academic formats have undergone various changes in past years, but never enough to silence dissent which is now more vociferous than ever. The curriculum first was revised for the transition from Trinity College to Duke University in 1924.

Following further changes in 1922 there was a trend toward reducing of uniform requirements until 1951. From 1951 through 1962 the tendency was toward more and a greater specificity of uniform courses.

In 1961 a committee of the Undergraduate Faculty Council recommended an end to the six-hour minimum requirement, but the full council rejected the suggestion.

Even the bold outline of the report of the Long-Range Planning Committee's Subcommittee on the Undergraduate Colleges led only to token and somewhat ironic curriculum revisions in 1962. The Subcommittee's study had begun in February, 1959, and was presented to the UFC a year later. It spent another 18 months in the UFC's Curriculum Committee.

THE ORIGINAL PROPOSALS were described as "a reform, designed imaginatively, to adapt current institutions to underlying circumstances — rising student abilities — before it is too late, before Duke University falls far behind the potentialities of its students, and

ceases to attract good students." What finally emerged in 1962, however, was changes aimed at providing a liberal education with broad contact in many areas.

Most of the uniform requirements remained unchanged. The requirement in literature, art, music, and philosophy was retained; the humanities requirement actually increased from 6 to 12 hours. The natural sciences requirement of 31 hours was merely split into 8 hours in a nature science lab course and 23 hours of "formal science." As for languages the 3-hour courses for six semesters in Russian, French, and Spanish became 4-hour courses for four semesters. Three different ways to satisfy the language requirement were introduced. On the more progressive side the Junior English Examination was abolished, and honors programs were left to the discretion of each department and 3-4 hours credit was allowed for them.

THE NET EFFECT of these changes was to increase the number of hours in a uniform minimum requirements for a B.A. degree from 63 to 69 out of 124, while uniform requirement hours for the B.S. remained steady. On the more progressive side the Junior English Examination was abolished, and honors programs were left to the discretion of each department and 3-4 hours credit was allowed for them.

The curricula of the Engineering and Nursing schools are determined by those schools and not by the UFC. The faculty of these colleges have shown interest in new formats in recent years. Changes in the

Nursing curriculum were adopted in 1965. 1966 nurses were accepted at Spring East Campus. Further innovations to begin in 1966 as nurses were accepted through the UFC. The 12-point grading system began in 1966 will make the first two years in nursing more academic. Math and languages are to be added; zoology and microbiology will replace anatomy and physiology; Chemistry 1-2 will replace biochemistry.

Major revisions of the undergraduate engineering curriculum were initiated in 1965. A core program of math and science courses and more creative approaches were incorporated.

IN DECEMBER, 1966, the UFC allowed several 100-level courses to count toward fulfillment of uniform requirements if the departments concerned agreed. The 12-point grading system, used for the first time in the fall of 1967, was approved by the UFC in April, 1968. The 12-point system was approved over the options, if any, enjoyed by upperclassmen. The system both emphasizes and lessens the pressure of grades.

The UFC approved the pass-fail option for elective courses in May, 1966, for a two-year trial which began in the spring of 1967. The restrictions on its use, though, prohibit many students from exercising the option.

In February, 1968, the UFC liberalized independent study and honors re-

(Continued on Page 4)

Editorials

Muzzling Powell

I'm a strong believer in people being exposed to thing and learning to make their own judgments, rather than have them made for them."

Wright Tisdale
Chairman, Board of Trustees
January 5, 1967

"Any good university will tolerate extremes at times, both in the attitudes of individuals within it and in those who come to visit and speak in it."

Douglass Knight
President
January 8, 1968

The Board of Trustees, if they meet to decide whether Adam Clayton Powell may speak here, will get back the principle of free speech which should govern a great university.

Although the trustees have not yet refused to approve the Student Union's invitation to Powell, their recognition of outside pressures has opened the way for a decision that free speech may cost too much.

Whether they decide yes or nay, they may have already ignored a tradition of free speech that began with the case of Dr. John Basset.

For 65 years the University of North Carolina has justly heralded the trustees' decision that every man's matter what his view, is free to express them here. Must we endure a dangerous relic of the past?

The irony lies in the fact that, despite Duke's proud tradition of free speech, the University has no written policy that is applied to undergraduates. While there are by the first amendment to the Constitution.

However, when Herbert Aptheker, leading American Marxist theorist, was invited to the campus in 1966, Dr. Knight declared, "It is, and has long been, the policy of Duke University to recognize requests from University-approved student organizations that they be permitted to invite to the campus speakers with conflicting political and social philosophies."

This statement of "policy" is actually a recognition of tradition. There is in fact no written agreement on most recurring issues. The resulting confusion produces a University-wide orientation toward crisis rather than reasoned judgment. Faced with a volatile situation, the administration and the trustees are more apt to react than to act dispassionately. When are we going to replace this rule of caprice with a rule of law?

The administration has made a clandestine maneuver to stall Powell's appearance through the Student Union while seeming to keep it fully open. Their secrecy demonstrates the shameful nature of this review. There is no question the trustees have the power to refuse to grant this. But they must they assert it in this particular case?

The few trustees who insisted that Powell become an issue should not be allowed to flout a long-standing tradition. Instead, the Board should take a step toward demonstrating an open and honest regard for free speech. They should not have entered under the old system would have a clear-cut option. The only reference to this problem in the committee's report is an extremely nebulous statement that a student may exercise this option if he finds it would "be to his advantage." No ordinary student could cook up the myriad of interpretations which have been given that humble little phrase; there is still no official administration line and the whole matter is very much an open question.

The third and underlying question in this case is whether the tradition to a plus-and-minus system was a wise one. Grades are over-emphasized enough as it is, that it is very hard to distinguish between grades even in the old system, and that any further gradations carry the thing to the point of absurdity. Such a rigid grading system strikes us as being undemocratic and intellectually unsound.

What can be done now to make the best use of a plus-and-minus system? In the first place, the UFC should interpret its policy in such a way as not to hurt any student. It is, after all, not the students who are to blame for this mess, and the students should not have to pay for it.

After the immediate crisis is relieved, the best use of a plus-and-minus system is to let the entire policy. The present grading system is unsatisfactory and should be changed. Students can help by bringing this about by aiding the ASDU petition campaign.

If this immediate problem is not cleared up within, say, a week, then it may be necessary for students to take some more forceful action. Since the UFC policy is nebulous enough to allow any kind of interpretation, students to insist that their averages be figured out by hand under the four-point system, perhaps it would have interesting results if every undergraduate in Duke University would declare that he thinks it would be in his advantage to have that done.

particularly crushing for those who felt they had made an appropriate and intelligent choice and then get blackballed. "These excluded people are really downcast and bitter," as Robert Knight indicates in his letter, printed on page 3.

Many fraternity men recognize the superficial and hypocritical qualities of rush. Some then resort to its destructive possibilities. Last October, the IFC established a constituent assembly to "review the existing policies of selection."

The IFC should conduct a thorough examination of the rush system and alternative structures, including such major changes as sophomore rush, extension through the second semester, and the elimination of women's participation. Significant change must be seriously considered.



"As long as he's here, I might as well join the festivities"

Across the country, 'a new awareness'

Grading systems lacking

EDITOR'S NOTE: While Duke University decided to break a trust with three quarters of its undergraduates by mandating use of plus-minus grading, many of the academic institutions in the nation are becoming sensitized to the failures of letter grading systems to reflect academic progress satisfactorily. In this article written for the Washington Post on January 21, Mr. Robinson examines some of the problems cited with the present alternative grading systems.

By DON ROBINSON
Washington Post Staff Writer

PATRICK GALLAGHER is not the only professor agitating by a suspicion that grades, the currency of higher education, are counterfeit. Gallagher is a senior at Washington University anthropologist who showed a thesis to give one class all A's and another all F's kind's controversy at the University.

Although Gallagher himself subsequently, and abruptly, resigned, he entered under the old system would have a clear-cut option. The only reference to this problem in the committee's report is an extremely nebulous statement that a student may exercise this option if he finds it would "be to his advantage." No ordinary student could cook up the myriad of interpretations which have been given that humble little phrase; there is still no official administration line and the whole matter is very much an open question.

One student of the grading system is Edwin J. Shoben Jr., director of the American Council on Education's Commission on Academic Affairs. Shoben said in an interview this week that the lack of orthodox grading today focuses on three fairly well-documented deficiencies.

"College grades bear little relationship to a person's achievement after graduation. Grades, in short, have little predictive value outside the academy."

"Grades are a poor instrument of feedback to the student. They tell him little in any specific way about where he stands and how he might improve."

"Grades are unreliable and arbitrary."

These are pretty persuasive reasons for thinking hard about revising academic department procedures," Shoben said.

The past few years have produced a sort of protest against the grading system, led by newly vocal students. Some contentions are still small but growing institutional willingness to experiment with new methods of evaluation.

The most common reform involves a system that goes by the name of "pass/fail." Some variation of pass-fail is used by perhaps 200 colleges, about a

fourth of the Nation's higher education institutions, Shoben estimates. Yale's undergraduate college effected one of the most recent and most dramatic shifts to pass-fail or number equivalents.

UNTIL THIS SEMESTER, Yale students received course grades on a 100-point scale. The college kept a record of the student's grade score average for each semester and cumulatively for his total career.

Many other colleges follow a similar practice, although some use a three-or-four-point system in which A equals four points, B three points, etc. Yale threw out the numbers and substituted four categories of marks this year: honors, high pass, pass and fail. The new designations have no let-back or number equivalents.

Perhaps the most significant aspect of the change is that it eliminates the semester and career grade averages, thus making the student's record more fluid. The student with X student X with 90.5 is really 3.2 points better than student Y with 87.3.

ON OTHER CAMPUSES trying the new system, students are given simply a "pass" or "fail" mark for a given course. Normally, the student will receive semester credit for credit toward his degree for a course passed, but the course will figure into his cumulative grade average. If the course is failed, the student simply receives no credit.

WASHINGTON (CPS) — At its birth in 1961, the Peace Corps was close to my heart, and I am a believer in human fraternity.

I am also convinced that no man is an island. The community of men can be made by cold rhetoric or saintly good intentions — it is only possible with a personal commitment at the grass-roots level. And human fraternity is a reality only when men's ideas and hopes cross geographical and racial frontiers to engage other men into action.

THE PEACE CORPS also sums up its motto in the Kennedy phrase, "service to the world." The war in Vietnam and the world into a

WASHINGTON (CPS) — An article that first appeared in a Los Angeles independent newspaper, the Free Press, and has been reprinted in many times, is dealing with the words, "Students are niggers."

The writer's point was that students are a repressed underclass in much the same sense that black people are

abridge the privileges or immunities of citizens of the United States, nor shall any state deprive any person of life, liberty or property without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

From the Fourteenth Amendment to the Constitution)

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Across the country, 'a new awareness'

Even restricted pass-fail systems offer the advantage of encouraging students to explore and enjoy new fields. The much more will take a poetry course he would otherwise shun for fear of bringing down his grade average.

SHOBEN NOTED that the English evaluation system, employed at Oxford and Cambridge, has never caught on in this country, although it would seem to possess the advantage of encouraging the student to concentrate on learning rather than on grades.

Under the English plan, no course grades are given. At the end of a given period of time, the student is given a grade of "pass" or "fail." The student is given a grade of "pass" or "fail." The student is given a grade of "pass" or "fail."

THE DISADVANTAGE of the system is that, if he does fail, the student has shown down a grade of "fail" or "fail." The student is given a grade of "pass" or "fail."

No college in this country, so far as Shoben knows, has a bad record of evaluation altogether. Nor would Shoben, even in his liberal view, think that desirable. "People are judging each other all the time," Shoben explained.

Colleges are not likely to eliminate evaluation until the American society takes the liberal injunction, "Judge not," beyond any literal extreme in prospect now.

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Fraternity rush

A fairland of fun and a nightmare of frustration dissolved into a bitter-sweet semester classes yesterday morning.

Fraternity rush entails a certain degree of euphoria. For those unfortunate enough to retain full consciousness, rush is a constant struggle to impress. It is worry over spilling food at a meal, over getting too drunk over not getting drunk enough. It is confusion over the role of your date as spy and propagandist for your fraternity, as another person to impress and as one used to impress others.

Rush is a constant, gruesome effort to mold a person's personality into a form acceptable to one group for the future.

Rush is, for many freshmen, a brutal realization that they are not acceptable by someone else's standards. It is

Courts easier on students

EDITOR'S NOTE: The following is the first of three articles examining the state of civil court cases involving students at universities and students' rights. The second article, appearing Monday, probes the outcomes of several court cases. The final article examines factors to be considered when a student feels he has a case against an academic institution.

By RICHARD ANTHONY
College Press Service
Congress shall make no law... abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble... (First Amendment to the Constitution)

No state shall make or enforce any law which shall

In loco parentis being disowned

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Men's and Ladies Winter Merchandise

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From the Fourteenth Amendment to the Constitution)

THE COLLEGE SHOP
1105 West Main Street
DURHAM, NORTH CAROLINA

By PHIL SEMAS
College Press Service
WASHINGTON (CPS) — Whether the Joint Statement on the Rights and Freedoms of Students is effective depends largely on three things:

- How well the five sponsoring organizations enforce it among their constituencies.
- How a special committee of one representative from each of the five groups that drafted the document interprets it.
- How well college administrators themselves accept it.

The Joint Statement has

been approved by three groups: the National Student Association (NSA), the American Association of Colleges (AAC), and the National Association of University Professors (AAUP). In light of the AAC approval last week, the other two groups, the National Association of Student Personnel Administrators and the National Association of Women's Deans and Counselors, are expected to approve it this spring.

SINCE the AAUP approved the statement this fall, NSA

has asked the AACP to be in touch with the president of a college which violates the statement.

"Approval by these organizations is more important than it appears," he says. "College Presidents look to their professional associations like the AAC for guidance and standards on things like student rights, which we will strengthen the statement if the AAUP and AAC insist on its implementation by the AAC."

Despite many statements about the rights of free expression on this campus and a tradition of reaffirming the same under the Baswell Case, this University's lack of a written policy in this area has culminated in the *fiasco* reported and commented upon in this issue.

The action that deals specifically with student participation in the governmental process is particularly weak, asking only that the students be listened to, that their (unspecified) participation be clearly defined and that all procedures be orderly.

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adoption of the document. GIVEN THE DOCUMENT'S many vague passages and exceptions, it is not surprising that the accrediting committee's job is perhaps most important. Strong interpretations will make for a stronger statement but will also reassure students who are not as weakly persuaded as the weaker passages might be used by administrators to justify repression of students while proudly claiming that they adhere to the Joint Statement.

Still, the job is not to get college administrators to go along. That fact is demonstrated by the difficulty in getting even so minimal a document passed by the AAC and with "clarifications."

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creditation if they were not granted at least minimal "freedom of expression."

The accrediting agencies would be approached by the faculty-student committees of the five organizations have all approved the statement. Some of the agencies have been unwilling to help even the AAUP's statements on faculty academic freedom, but others, especially in the South, have taken strong positions.

THE METHODS may be necessary, but the AAUP's College Management magazine made a survey of the reactions of college presidents to an AAUP statement on student freedom, a statement which NSA leaders found to be minimal than the Joint Statement.

The survey showed that most presidents would endorse the basic ideas of student freedom but balked at specific rights such as a free press or a free choice of teachers.

One president said of a free student press: "Our student press is recognized as having no definite effect on public relations. Doesn't the AAUP care about fund raising?"

THE PEACE CORPS should be internationalized

(Continued from page 2)

most brutal of all wars, should have automatically written off the existence of the Peace Corps. How can a country which sends its planes to drop atomic bombs on the Vietnamese people claim it is sending under the Peace Corps to work for peace elsewhere?

This editorial contradiction at first was not perceived but it was gradually felt by the Peace Corps volunteers themselves. One needs only to recall here the position paper circulated by the returned volunteers in May 1967. The paper gave the following reasons for their opposition to the war in Viet Nam:

1. It destroys in one developing country what we have worked to build in so many other developing countries.

2. It has largely destroyed indigenous life and the desires of the people.

3. It undercuts the democratic ideals for which we worked abroad and which we uphold within the U.S.

The anti-communist rhetoric used to justify our actions there obscures the fact that the basic mission of the world today is to bring the

Peace Corps dilemma? During the last two years, in my lectures in universities and colleges in this country, I have often been asked why I am about the Peace Corps. I have proposed these changes to the service in the Peace Corps as a substitute for the anti-communist rhetoric of the CIA.

A young American of draft age should be able to choose either service in the Peace Corps or in the armed forces. He can, of course, choose himself a career or objector (CO). He can even make no choice, but then he is not a conscientious objector.

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Frats should change rush

Although I never received so much criticism for my "fraternity rush," I actually had never planned to join a fraternity. I was only invited to do so by a friend who was a member of one of the fraternities.

I do hold a grudge against the fraternities. I know how honestly they know their members for several years. "blackballed" because "several of the brothers thought you'd fit in." How the "brothers" can make such a serious judgment about a person's character for such a short time is beyond me.

The rush process is really downcast and bitter, and I'm sure some of them will become serious opponents to the fraternity system. I imagine there are similar cases at other colleges where something should be done to change the rush system.

(Continued from page 2)

Journal, Martin Levine notes that in the past courts sometimes ruled that expelled students be readmitted.

Typically these cases involved students who were expelled for reasons of study — and typically the courts argued that the institution should stand in a contract relationship to one another. The basis of the ruling was that it would be for the institution had failed to keep its part of the contract.

THERE IS A BASIC contradiction in the contract interpretation of student-institution relations. It points out. It implies that one party to the contract has general authority for deciding whether or not the other party is fulfilling his part of the contract. But it was probably more helpful from the student's point of view, than the *in loco parentis* interpretation.

BUT IN ANY CASE, until recently students couldn't expect much help from the courts. Today, though, the legal revolution that is taking place in the field of education is beginning to have an effect on students' rights cases.

This change, however, is not without its drawbacks. As opinions among judges — as often the case when the courts begin to develop new precedents in regard to a major body of law, social realities and shifts in public opinion are helping them along.

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letters from readers

There is too much pressure on the freshmen, too many fraternities, but they continue to do so only as long as the freshmen will stomach such a system.

Robert Houghton, 71

With door closed: passionate whisper

After seeing what goes on in the open-area and having no one to display in my own humble abode, I think I would prefer the closed door with the lights left unseen and the volume dimmed to a passionate whisper.

League of the Sexually Deprived

Studs must yield to his masters'

(Continued from page 2)

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Bill of Rights at Duke?

By JIM MCCULLOUGH

The Joint Statement on Student Rights and Freedoms is a small, shaky first step toward the rule of law on the college campus, replacing the arbitrary rule of men.

The Joint Statement has now been endorsed by three of the five college-related organizations that contributed members to the ad hoc drafting committee. The National Student Association, the American Association of University Professors, and most recently the American Association of Colleges. Expected to endorse the Statement are the National Association of Student Personnel Administrators and the National Association of Women's Deans and Counselors.

ASU president John Kinney's general reaction to the Statement is that "it's a good basic philosophical statement of basic guarantees of student rights and freedoms, but this is its main problem too — it is too philosophical and not adequate to college campus."

In other words, it is ambiguous and tends to wishy-washiness. The cover-sheet accompanying the Chronicle copy of the Statement declares that it is a "mutual effort in every respect. . . and, the result is a consensus that links good standards to viable practice."

Read: ambiguity and wishy-washiness.

Take, for instance, the statement in the Preamble that "the Statement should be given some voice in decision-making processes."

"Members of the academic community should be given the capacity for better judgment. . . How better than to

actual participation in the decision-making?

But this statement is immediately followed by an escape clause that would allow anything from a Student-Faculty-Administration senate to informal talks with concerned students. "Institutional procedures for achieving these purposes may vary from campus to campus."

Duke administrators who are not pressed to agree with that idea, since the smoke screen method of rule making (and breaking) will fit it as well as any other method.

Kinney pointed out that another difficulty with the Statement is that it is not adequate to judicial action. While the Statement sets forth some good procedures for achieving these purposes may vary from campus to campus."

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Economically, politically, sociologically

'Iron Mountain': nations live on war

By RICHARD ANTHONY

Collegiate Press Service
REPORT FROM IRON
MOUNTAIN ON THE
DESIRABILITY OF PEACE;
Forward by Leonard C.
Lewin.

The Report from Iron Mountain, as explained in the preface, is a document prepared by a group of eminent scholars and experts during a three-year period, from 1963 to 1966, at the request of certain high government officials.

One member of the group, whom Lewin describes as a professor at a large university in the Middle West, "dissected from the majority opinion that the report should not be published, and brought it to a referee to help in getting it out."

THE PROFESSOR, according to Lewin, agreed to be interviewed for publication about the background of the Report. The interview appears as a preface to the Report report. In it the professor explains that the group held its first and last meeting in the underground vault at Iron Mountain in upstate New York in the emergency headquarters for various large corporations, to be used in the case of nuclear attack. Other meetings were held in hotels and private residences around the country, at the rate of about one a month.

The Report's major conclusion is that war, far from being just one component of United States foreign policy, is in fact the basis for the country's social structure. It argues, therefore, that the coming of a genuine peace — the absence of all war and war-making potential — would require fundamental changes in the structure of the U.S.

Among the Report's other findings are the following: —Economically, war, or the threat of war, generate huge spending programs outside the market system, which act as "flyspecks" to keep the economy as a whole from slowing down.

—Politically, war helps a government maintain its identity as protector of the people, which is a major factor in holding their loyalty. In a world where no war threat existed, national governments would be hard put to prove themselves worthy of support.

—Sociologically, the war system has several basic functions. It provides a haven for the "fascist" element that forms a part of any national population; it acts as a welfare system for those who would be unemployable outside the military; by means of the draft, it controls the potentially dissident young; and finally, it provides the basis for social cohesion by proving a society's willingness to sacrifice the lives of some for the protection of all.

In view of these and other functions of the war system, the Report maintains, any transition to peace will require substitute functions. It warns that an early movement toward world peace could bring on a disastrous social upheaval within the U.S.

IS THE REPORT AUTHENTIC? Most of the reviewers I've run across have decided not, that it's in reality a very clever piece of satire by Lewin (a writer, and frequent contributor to *Monocle*, a satirical magazine published from time to time in New York). A few suggest that J. K. Galbraith may have written it.

As far as I'm concerned, the authenticity is one each reader ought to decide for himself.

Looking for clues in the muddy currents of the book's socially-scientific non-style adds interest to the reading. I personally believe it's a fake for a variety of reasons that I won't go into, except to say that the outrageousness of the book's conclusions isn't one of them. Most of the conclusions, in fact, struck me as being fairly plausible.

IN ANY EVENT, the significance of the Report does not depend on its authenticity — regardless of who wrote it. It is a study that raises a lot of interesting questions about the prospects for world peace. The basic approach of the authors of the Report is to look upon nations as systems, rather than as aggregations of ideas."

Curriculum reform supported by \$25,000 grant

(Continued from Page 1)

quirement, leaving the q.p.r. requirement up to the department concerned. Sabbatical leaves of one semester duration were approved for undergraduates in 1967, opening many unique study or other opportunities for students.

A \$25,000 grant from the Methodist Church's Board of Education in October, 1966, to study Duke's undergraduate program allowed the University to appoint Dr. Robert C. Krueger to head a study of the curriculum through 1968. His suggestions are to be presented to the Curriculum Subcommittee of the UP's Committee on Undergraduate Instruction for approval and possible implementation in the fall of 1968. This development has led Dr. Theodore Ropp to observe that "there are real signs now that the administration has given curriculum reform a high priority and is open to new

ideas."

STUDENT GROUPS have played and are playing active roles in determining new ideas for the curriculum. The University Caucus began reform efforts in October, 1966, in several academic areas. Some of that enthusiasm carried over to Doug Adams' Intergovernmental Committee on Academic Affairs, which later became the ASDU Academic Affairs Committee under Craig Kessler. The RGC group observed that "the course load and survey requirements train students not only to forego asking questions but also to settle for doing mediocre work."

Many student groups interested in academic reform have recently united their efforts under the Fund for Experimental Education (FEEED). Other student groups are establishing their own courses or living-learning groups.

people. In the Report, therefore national events are seen as the functioning of the system, not as the products of a series of decisions by individuals. In explaining some of the reasons why nations wage war, for example, the Report says that war "serves the same purpose for a society as do the holiday, the celebration, and the orgy for the individual — the release and distribution of undifferentiated tensions." War also provides for "the dissipation of general boredom."

VIEWING NATIONS as systems in this way is a social science habit that I don't particularly care for, because it tends to obscure the part that individuals can play in affecting what occurs. There are some advantages to taking the Report's perspective, however. Of these, one of the most important is that the individual realizes he is really a

(Continued on Page 5)

Hughes announces new openings on the TECHNICAL STAFF.



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On-campus interviews
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Employees courses aid improvement

By CLAY STEINMAN

The University offers a program of job-related courses to non-academic employees in order to increase performance and stimulate ambition among the employees according to Paul Fendt, Personnel Training Director.

18 such courses were offered last semester in such areas: supervisory, development, custodial training, custodial performance, personality development, and police officer training.

75 people are currently involved in the program according to Fendt. Since the start of the program a year ago 190 certificates have been awarded. Although no automatic pay raises are in-

voiced, Fendt said that leadership and outstanding performance are recorded by the instructors and passed on to the administrators.

Non-academic employees are also encouraged to enroll in regular university courses on a limited basis. A fee of \$5.00 per course plus \$25.00 per semester hour is charged for such enrollments, however.

When asked if Duke students would be allowed to enroll in these courses Fendt replied, "I don't invite it." He went on to say that "The courses are designed and structured for University employees." However, he added that if it were highly relevant to a student's area of study, the request would be considered on an individual basis.

Israel-Arab forum slated

The Duke Law School will host a forum for diplomats and legal scholars discussing the possibility of peace in the Middle East. The Conference, entitled "Middle East Crisis: International Law," will be held on March 8 and 9.

The meeting is projected to be "one of the most significant exploratory sessions outside the U.N." Topics to be

surveyed are the role of the United Nations in the Middle East law of the seas, the state of refugees, and the future of Jerusalem. Organizers hope that delegates will probe solutions to these problems.

Leaders of the main belligerents in the recent war will confront each other at the Conference.

Malcolm Boyd coming 12th

By EMILY WILLIAMS

"Free to Live, Free to Die" is the title of the speech to be given by Malcolm Boyd at Page Auditorium at 8:15 p.m. February 12.

Boyd, an Episcopal priest, will also participate in a seminar at 3 p.m. the same day at the Celestial Omnibus. Following his speech in Page, he will lead an informal discussion in Taylor Hall.

Known for his ability to put religious concepts into everyday language, Boyd is the author of many books, including "Are You Running With Me, Jesus?" and "Free to Live, Free to Die."

Draft counsel available at 302 Union

A draft counseling center will be open in 302 Student Union building on Mondays and Thursdays 7-9 p.m. The center, which will open on Monday, will be staffed by 10 graduates of Dr. Peter Klopfer's draft counseling course.

The staff, eight law students and two graduate students in philosophy, all have or are obtaining CO classification draft deferments.

Although the center is primarily concerned with helping provide people with information on CO deferments and obtaining such deferments for those who want them, information will also be available on all other alternatives to the draft including emigration and the Resistance.

The center will be open more often if there is sufficient interest. Any persons interested in information, counseling or in becoming counselors should contact the center at 684-5795.

Duke-UNC excavate in England

Duke students will have an opportunity again this year to participate in excavations at Winchester, England.

The excavations are sponsored jointly by Duke and the University of North Carolina, and attract faculty and students from across the country.

Students may sign up with Mrs. Pratt in 2020 Flowers Building.

An accepted applicant will receive free accommodation, in Winchester, free breakfast and supper at camp and a modest lunch allowance.

The aim of the excavations is to reconstruct the history of the city of Winchester, once the capital of England and a major center in European art from Roman times to the present.

Applications received by April 1 will be given preference. Successful applicants will be notified by April 26.



Cletus A. Pannell III
cancer victim

Freshman dies

Cletus A. Pannell III, 19, a freshman died January 19 of cancer at Arlington Hospital. An Angler B. Duke scholar, he attended the University for only two months before illness forced his return home. He had had cancer for two years.

Pannell was a National Merit Scholarship semi-finalist. Besides his parents Mr. and Mrs. Cletus A. Pannell of Arlington, Virginia, he is survived by a younger brother, Gene.

calendar

Irene Papas.

SUNDAY

7 and 9:30 p.m. Quadrangle Picture. Page Auditorium. "Zorba the Greek."

MONDAY

1:00-5:00 and 7:11 Hood "Horn Tryouts for 'Sweet Charity.'" Page Auditorium.

FRIDAY
8:15 p.m. S. U. Performing Arts: "Sestetto Chigiano." Music Room, East Duke Building.

SATURDAY
9:30 p.m. Quadrangle Pictures. Page Auditorium. "Zorba the Greek" with Anthony Quinn, Alan Bates and

CAROLINA
Fitzwillly
with Dick Van Dyke

CENTER
Valley of the Dolls

NORTHGATE
The Happiest Millionaire

RIALTO
"Accident"
Winner of two Cannes Film Festival Awards
1-3-5-7-9

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FEBRUARY 21, 1968

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Wallace Moody scores blues successes

By STEVAN DAVIES

This last century has seen the rise to prominence and the fall to obscurity of such musicians as Prosser and Bill Haley's Comets; but the blues, without any real change, go on. Most of the great blues artists

are either ancient, dead, or dying, while massive efforts are being made to record their genius on tape before their music is lost to history. Because records of these tapings are released soon after the original recording, 1968 can ex-

pect the proliferation of "old time blues."

Wallace Moody's life is a cliché: the existence of the traditional blues artist; and, unfortunately, this mode of life doesn't often lead to success. Moody was working as a maker of submarine sandwiches when he was discovered by a recording team in Madison Wisconsin. His voice and his songs reflect the hard times which he has seen.

One of Moody's outstanding efforts is his rendition of the blues classic "Hartford Blues," an epic of loneliness. He whines how he "wish he wasn't lying here with a belly full o' gin," yet always "dreaming on

the days to come when I can be in Hartford once again." A more joyous blues ballad is "The Moon is Made of Myth," in which Moody comments on the race to the moon, "Tory Blues," another, melancholy song, reveals Moody's longing to live in colonial days, our country's "most romantic period."

"You gotta find them torries, baby, keep looking all around. You gotta find 'em where they're hiding and you gotta take 'em down. . . you ain't no kind of man, my friend, till you take a Tory down."

"Transubstantiation Moon" can be considered as great a blues masterpiece as "Sluggish Lee" or "Good Night Irene."

Moody relates the tale of people beaten down and ruined by the society they scorn. The story is that of a man whose destroyed by ignorance and boredom until, after a desperate fling with drugs, he ended up making submarine sandwiches in Madison, Wisconsin.

"The Blues" are a difficult malady to suffer through and a tougher trial to write about; but since singing seems to release the vocalist from his depression, "The blues" often send their way into song. Moody creates in his album a masterpiece of this release of emotion.

Brandon speaks to student leaders

By ARAMINTA STONE

A number of student leaders met Thursday night with Local 7 representative Peter Brandon to discuss issues before the union.

Among those present at the meeting were Bob Creamer, treasurer of ASDU, Bill Veatch, ASDU legislative and station manager of WDBS, Bob Weston, president of MSGA, and Joyce Hobson, head of NGA's committee to study work loads and pay classification for non-academic employees of the University.

Brandon presented to the group three major areas of union concern, the first of which is the question of a five-day work week for maids and janitors.

Under the Local's proposal, maids and janitors would work Monday through Friday eight hours a day with a rotating

group staff on Saturday.

The second problem Brandon presented was the question of a five-day work week for dining hall employees. Ted Minah, director of dining halls, told the union that a five-day work week in this area would be impossible, since it would conflict with the schedules of part-time student employees. Minah did not consult the student employees before he made the statement, Brandon said.

The apparent policy of the University on the solicitation of union membership was the third issue discussed. Although a letter from President Knight in the Personnel Policy Handbook indicates that the University does not discourage or prohibit union membership, administrators on the supervisor level have, according to Brandon, forbidden discussion of the union or dues solicitation.

ASK HERMAN

ABOUT MIKE

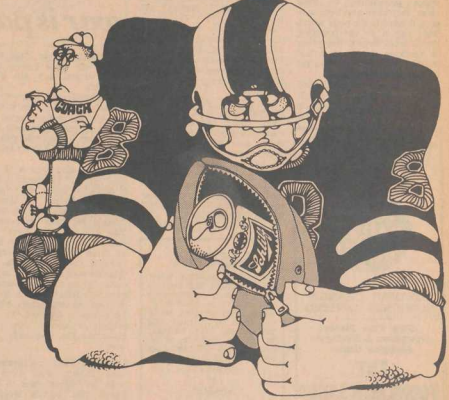
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