

Curriculum reforms asked after year's study

Powell ill, forced to cancel Page speech

By BOB SWITZER

"Sometimes events become too much for a man," said Adam Clayton Powell's aide Edmund Brown as the Harlem Congressman was under observation for a mild heart seizure Monday night.

Powell was scheduled to speak to Duke students in Page Auditorium at 8:15. Earlier in the afternoon, he had conducted a news conference and participated in a seminar in Page.

At 8:15 in Page Auditorium, 1400 people were waiting to hear Powell. It was announced that his hotel called and he would be 15 minutes late. Later it was learned that Powell had felt ill and called the Duke Hospital. The examining doctor gave him an electrocardiogram which proved unfavorable. The doctor decided then that Powell would not speak.

At 8:40 Major Speaker's committee Chairman Marc Caplan announced that there would be a change of program and introduced Mr. Brown.

Mr. Brown said that "Powell is on his way to the hospital." He added that he was there "to plant the image of a sick man who has not sold out."

Brown told the group, "Do not waste the time you have. Time is running out very fast. The handwriting is on the wall."

"Adam Clayton Powell," Brown noted, "is the only black man who has played the white man's game. He is the only black man who has not sold out."

"WE WANT victory, he noted, "over the system and over the Aunt Jemima's and the Uncle Tom's. This does not necessarily mean violence. You young whites better join or be in a helluva lot of trouble!"

Brown said he felt that in this day and time, the black man has found himself "in an hour of my God and his heritage," he said. He added, "When you accept us as black men and not Negroes, then there might be progress."

"We want you whites as troops, and not even as corporals. This time you're gonna have to follow us because you have no leaders. You've got time for a change, a definite change. Look, I've got to deal with you, only now it will be on my terms, or better, on theirs."

"SPEAKING OF the presidential race, Mr. Brown advised, "Hold your vote, wait, and see. I doubt very seriously if there will be a convention in Chicago."

The Black Nationalists have promised active demonstrations and violence at the Democratic meeting.

"But we don't hate you, we're just sick and tired" he said. The black belt karate expert and college graduate concluded, "It's over baby, it's a new day. You're going to have to follow black leadership or else, and I hope that or else never comes."

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THE ADMINISTRATION'S ACTION became necessary after Durham and North Carolina authorities conducted a widespread crackdown on area drug pushers and users. Arrested Durham students identified the C.O. as their main source of supply and contact for marijuana.

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Griffith summarized the administration's position saying, "where there is a smoky smoke, there has to be a fire." He stated that "non-Duke students on the coffee house staff were among those indicted."

THE COFFEE HOUSE closing follows a general pattern of tightening drug enforcement in Durham. On March 21, Post Alex Raybin, ex-Duke student and ex-carrier office, was arrested for drug possession in his downtown home. In the future, police said that they were also investigating high school drug traffic and that "all school officials were cooperating." Raybin often reads his poetry at the C.O.

"The coffee house operates under the auspices of the UCM, which is its sole source of contact with the administration. The coffee house has never been officially endorsed by the administration, but this silence has been interpreted as consent."

DESPIITE THIS TENUOUS RELATIONSHIP, Dean Griffith hopes that in the future the C.O. can operate within the framework of the university. He feels that Duke students, not high school students, should be the coffee house's main source of support. He implied that small Duke attendance is due to too narrow an appeal, and the mistaken feeling of many Duke students that they do not fit in and are not welcome at the coffee house.

The YW-YMCA Cabinet members passed a measure condemning the closing of the Coffeehouse and called for an investigation of "the procedures" used in shutting down the Celestial Omnibus.

All members of the campus community interested in the fate of the Coffeehouse are invited to join the CO staff at a meeting to be held in the Celestial Omnibus, Thursday, at 8.

Pratt asks peace stand

Charles Pratt, the liberal peace candidate who is opposing Senator Sam Ervin in the Democratic primary April 4, will speak at Duke in a speech Forum Friday, April 5, at 1 p.m. on the West Quad.

Pratt's candidacy has been heralded as possibly producing a revolution in North Carolina politics. Pratt expects his program to appeal to labor, black people, tenant farmers, teachers, students, and professors. He has advocated a guaranteed annual wage, 18-year-vote vote, and in immediate withdrawal from Vietnam.

Pratt's shoeing campaign is being managed in this area by Duke history professor Fred Krantz.

The Duke Forum is also sponsoring two forums for ASDU candidates to speak, one on West Campus Thursday at 12:30 and one in front of the East Campus Auditorium at 12:30.



Adam Clayton Powell at Afternoon Forum

The Harlem representative encouraged the young to revolt.

Powell rallies black, white youths to revolt against "establishment"

By CLAY STEINMAN

The Rev. Adam Clayton Powell told a Monday afternoon press conference, "I hope the revolution will begin tonight."

He noted that "We haven't much time," and stressed that the revolution will be a revolt of youth and not just the black people.

Commenting on President Johnson's statement of non-alignment Sunday night in the Congressional Record, Powell said, "I have no reaction to LBJ or any other candidates running on the Democratic and Republican ticket other than to say ACP all the way." He added that "it's a new bag of tricks now."

POWELL SAID that he was "thrilled" by the white students from 25 universities who came to see me and asked me for guidelines for their political actions. Well, tonight, I will give you a set of guidelines.

The son of the first black graduate student to lead a revolution was imminent since "we've lost our touch with the Yale fell."

Commenting on published reports that his speaking tour in California was not a success, Powell answered, "Anybody who believes in newspaper reporting is a fool." He remarked that after addressing a full house at UCLA his karate blackbelt bodyguard commented "it's time to pass out the guns!"

QUESTIONED ABOUT a published report that he said that "The only leaders left in the world are Ho, Mao, and DeGaulle," Powell reaffirmed the statement and added "You name me what great leader is in the US, and I'll be happy to be educated."

He termed society "sick." "A society that is willing to let one die every week in Alabama is sick. My lawyers in Washington are now trying to enable these people to receive free surplus food. Sick'll send our young men to a senseless war. I ask you, if we win, what have we won? That's a sick society."

QUESTIONED "WILL THERE be more of the same riots in our cities this summer?" Powell replied, "Yes, and no one can stop it. I don't believe now in a black revolution, I believe in a people's revolution."

"Two years ago," Powell noted, "Martin Luther King said to me that total non-violence is no longer practical. I am a pacifist, but the breaking point has come. Christ never said what to do if both cheeks are slapped."

Powell agreed that too much violence could lead to a fascist takeover, but he added that he didn't believe in violence, he is "just against total non-violence."

ASKED IF HE WOULD SUPPORT a presidential candidate who would call for withdrawal from Viet Nam, Powell replied, "Well, that depends on the five months ahead."

He reiterated that "There is no one who can stop any kind of eruption." He noted that the people are becoming aroused. "It is no longer a lead revolution, but a leaderless revolution, he said."

He revealed that he was touring the colleges to "try to get the forces of non-violence. New leaders will come." Martin Luther King, he added, could be a leader of this movement if he alters some of his ideas.

POWELL SAID HE FELT THE Riot Commission was poorly picked. "Aside from the two Uncle Tom's, there were 11 multi-millionaire moderates."

By CAROLYN ARNOLD

Employees of the Dietetic Department of the Duke Hospital are back at work after a two day strike on March 27 and 28.

According to Nick Atkins, Labor Unity member, workers participated in the work stoppage during both days of the strike, about forty-five workers burned a picket line at the Duke Hospital.

The Dietetic Department employees returned to work after a two day job suspension, and a meeting with the management. Employees who were not required to report during the two day strike resumed their jobs without suspension.

Atkins commented that a communications gap was the real reason for the work stoppage. He explained that earlier in March a memorandum from Mr. Jennings, Director of Hospital Administration, was sent to the Dietetic Department employees. In the memorandum, Mr. Jennings pointed out that efforts were being made to give the employees a 40% wage increase over their two free weekends per month.

EDWARD MCNEILL, president of Local 77, wrote Jennings a letter asking when the administration planned to put the 40% wage proposal into effect. Atkins reported that Jennings gave no reply to the letter and the employees of the Dietetic Department.

"Therefore," concluded Atkins, "the purpose of the work stoppage was to focus the attention of the community on the University's refusal to answer the legitimate questions of employees."

On both days of the strike, a delegation from the Dietetic

Hospital workers strike

Department workers met with Richard Bindewald, Director of Personnel.

In the second meeting, Bindewald told the employees that the proposal would be approximately a year being implemented, a 20% before scheduling was completed and the 40% wage program could be put into operation.

CLARENCE WHITEFIELD, Director of Information Services, Department of the University, proposed the University position by commenting that during the week of March 27-28 the proposal would be implemented, a 20% before scheduling was completed and the 40% wage program could be put into operation.

The Chronicle apologizes for the following errors which appeared in the Wednesday, March 27, issue of the story entitled "Football players get suspended suspension." The appeal committee was the University Appeals Board which is in no way connected with the Undergraduate Faculty Council. The Board met during the afternoon before the issue came out. It was not proved in court that all four players were equal participants in the act of stopping the cars, as might be inferred from the information concerning the suspension penalty given one of the other three players was incorrect.

academic load of a student working toward a Bachelor's Degree in the liberal arts and sciences."

According to the report, by making the normal load four courses a semester, it is hoped the student will "come to think of his "education less in terms of hours spent in class, and more in terms of what he can bring to class and discover outside of it."

Such a reduction will mean more faculty time to be utilized in other ways and, the report stated, "might mean an improvement in quality of work."

The report outlined three programs of study a student can follow in pursuit of a degree. Program I, which will replace the present uniform course requirements, is intended for most students. The student will not be bound to specific courses and will have greater freedom in selecting courses appropriate to his major.

The Key points of Program I are that there will be fewer requirements in skills and the dropping of many of the course requirements. This means there will be no foreign languages requirement for all students; nor will there be a requirement other than to satisfy the humanities requirement.

All courses offered at Duke will fall into one of three areas: humanities, social sciences or natural sciences. In the division of his major, a student will take from five to eight courses. In a second division, a student will take at least four courses, two of which are to be at the 100-level; he must also take at least two courses in the third division.

Each composition may be fulfilled by Advanced Placement credit, if the satisfactory demonstration of good writing skills. The freshman's arrival at Duke in the form of a 100- or one-semester composition course.

(Continued on Page 8)

YMCA sets open house

The YM-YWCA will hold a joint activities night in the Gothic dining hall on Thursday from 7:45 to 10:45. At this time, announcements will be made to those interested in serving on the YM-YWCA committees for the remainder of this year and the 1968-1969 academic year. YMCA "hosts" that the men and women of the Duke community will take advantage of this opportunity to discuss the purposes and goals of the Y and to participate in achieving them."

The committees that will be represented at the activities night are University Services, Deaf's Day, Book Exchange, Religious Awareness; the Community Concerns Committee, Institutional Services, Community Action, Campaigns Concern, and the National-International Affairs Committee.

Men who were Y-men last September and wish to become Y-men this year can sign up for interviews to be held Wednesday, Thursday, and Friday.

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Editorials

A new beginning

The proposal for a new curriculum is original, no matter what else one may think of it. We believe it is also an enlightening and pioneering document which will put Duke's curriculum in the forefront of private universities...

The committee's indictment of the present system is damning: "We fail to achieve the long-standing aims of liberal arts education..."

Right and wrong

The closing of the Celestial Omnibus may have been the only response the University could have made to the demands for action against drugs coming from outside elements...

Durham police have made a series of narcotics arrests in recent weeks, and they have allowed that such arrests...

Seemingly assuming that the student groups involved would not see the potential consequences of not acting, the administration closed the Celestial Omnibus without discussing the decision with CO

mittee writes, "If the only tangible evidence a student has of a professor's awareness and approval of him is in his grade, it is not surprising that some students work largely for grades, while others, seeing such impersonal approval as not worth the effort, decide not to bother working..."

Undoubtedly, so ambitious a program will meet with sometimes virulent opposition. We would encourage the faculty to examine the document while keeping in mind a vision of Duke's entire curriculum and not so much with an eye to departmental prerogatives...

The Curriculum Review may be the beginning of an effort to create an undergraduate environment of sensitivity and maturity.

Editor's note: The writers are managers of the Celestial Omnibus.

A decision was made Thursday, March 28, by the administration to close the Celestial Omnibus as of that moment.

This unilateral action was taken without the consultation of any member of the Coffee House Advisory Board or Executive Committee.

THE OBJECTIVES of the administration's action were to close down an alleged supply center of drugs and to establish adequate control of the facility.

THE PAST SEMESTER shows that the coffee house has taken appropriate action to remedy every problem as we became aware of the facts.

He saw a sign draped across the room, containing, among other things, a wig store and a pizza parlor that boasts regular and Sicilian pizza slices.

After getting his Sicilian slice, the young man was spotted by an older young man who yelled: "Hi, How are you?"

He was smiling broadly, and there was a smile on his face, a fire in his eyes. The Jerseyan was smiling, everyone was smiling.

There were very few adults at the party. Instead there were many young people, many of whom were wearing buttons for McCarthy.

implemented their advisements. This would seem to justify a modicum of confidence and trust. There was no serious attempt to inform any student of the new allegations...

There were alternatives to the administration's action, still affecting their goals, and as policy the area on Tuesday night, since the regular advisory board meeting was scheduled for Wednesday afternoon...

WE PRESENTLY HAVE to respond to allegations which the admin. refuses to fully

By Clay Steinman

Children's Crusade inside out

On the second floor, 12 college kids were unloading boxes. They were probably working harder than they would be giving it everything they had, with that same smile and sweatshirt.

Alas, the New Jersey girl had no button. He had given it to a fellow countryman who looked very needy for such an item.

What he saw closely resembled the hustle and bustle and determination of 5:00 in the Blue and White station.

There were very few adults at the party. Instead there were many young people, many of whom were wearing buttons for McCarthy.

in what they were doing. Plagued by frustration over our involvement in Vietnam and the fact that we were these kids have found a chance to do something for themselves.

There was even a big card saying "Happy Birthday Eugene!" with so many signatures that it was difficult to read.

Nevertheless, as he walked in, our man in New York was asked "Happy Birthday Eugene?"

McCarthy's disinterest in the matter was noted. The smiles did not fade. The smiles were increased and the Jerseyan departed with his buttons for McCarthy.

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explain or substantiate. We have already solved the problem of high school student participation, but Dean Griffith, who made the "close down" decision, remains unsatisfied.

THE CLOSURE OF THE CELESTIAL OMNIBUS is being used as a "dammer in the back" to coerce us into whatever action Dean Griffith deems desirable.

Our original relationship with the administration was to be channeled through the University Christian Movement and an Advisory Board.

WHEN WILL THE CELESTIAL OMNIBUS BE REOPENED? WHEN WILL THE UNIVERSITY BE FREE OF DISCRIMINATION?

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Prognosticators struck out

Two weeks ago this column predicted that from all this it is that if the press reports the Ho Chi Minh is definitely not going to challenge Richard Nixon in the Republican primary.

It is rather enlightening to recall the slight attempt to exploit the students involved was an unnecessary and inexcusable slap in the face of the UCM and other groups which have been so intimately involved in the CO's operation this year.

It is just too bad that the administrators who must now rely on student cooperation to reopen the CO while pacifying the Durham community didn't give the student opinion when they closed the place down.

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By Marty Lloyd

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After all, the only way we could have "won" in Vietnam would have been to switch sides.

A NOTE ON JOHNSON. His act of withdrawal was an honorable one, worthy of a statesman. He deserves this recognition.

But what of "PEACE" candidates McCarthy and Kennedy? Johnson's withdrawal was an honorable one, worthy of a statesman.

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There is more than Family between Duke and George's Pizza Palace WHAT? EXCELLENCE

College students themselves reveal in their own words what really goes on at their celebrated Easter rites

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Varieties of Learning Experience

The following is a report entitled "Varieties of Learning Experience" submitted to the Undergraduate Faculty Council by its subcommittee on Curriculum. The report has been in preparation for over a year and will be voted on by the UFC during weekly meetings for perhaps the remainder of the semester.

Reprinted below are the sections on 1) Background, 2) Prospect, 3) Conclusions. Not included are the Appendices, which consist of one-half of the report. These include surveys made by the Curriculum Review, Undergraduate Faculty Council, and the Physical Education and Foreign Language departments against the committee's proposals, and other material compiled by the committee. Copies of the entire report may be found in the reading rooms of the East and West Campus main libraries.

Preface

"A careful study of the Duke curriculum as a whole is needed." With this statement, the Curriculum Committee began the last section of its report to the Undergraduate Faculty Council in May, 1967. The committee has not, however, been diminished, by 1966, when the Board of Higher Education of the Methodist Church granted Duke University a \$25,000 grant to review its curriculum. In January 1967 the Subcommittee on Policy of the Committee on Undergraduate Instruction of the UFC asked Robert Krueger to conduct this review. The committee has since the Subcommittee on Curriculum with information about Duke and about other institutions so that it might bring forward suggestions for Duke's own curriculum.

We, the Committee, did not see our task as trying to create an ideal university. We were not setting out with unlimited funds to choose a site, construct an architecture, and propose an ideal curriculum to a specially selected faculty and student body. We have been concerned with what we are dealing with Duke: its students, faculty, physical plant, and financial resources. While we looked closely at the curricula of numerous universities and colleges, we did not look at any one else's curriculum. What is right for Columbia or Bennington may be wrong for Duke. Further, while a university is in constant flux, it is difficult to understand. Nonetheless, it is possible that our resources are now and what they might be in the future. We supposed that we should not propose a curriculum that would cost substantially more than our present operations do, nor one that would suppose faculty or students very different from those we now have. These we considered to be among our best resources. We sought a curriculum that would take maximum advantage of our resources with minimal disruption to current practices. The curriculum we propose is one that will change causes, one dislocation and difficulty.

The Committee gathered information about Duke through surveys of its students and surveys of the following groups: incoming freshmen, recent alumni, students currently in Phi Eta Sigma and Ivy (scholastic honors) societies, and students with grade averages of 3.5 or above in their freshman year), a selected sample of students on campus to determine their work load, foreign language majors, and faculty. We invited the faculty to offer suggestions, and many of them wrote to do so. We wrote to the Chairman of each department in January, 1968, to ask for suggestions. We also had a meeting to meet with a representative of the Committee to discuss the direction of its thinking at that time. Of twenty-six departments, twenty chose to meet with a representative.

We have as a Committee been conscious of the need to formulate our ideas, to test them against one another, and to be willing to abandon positions that might one day be shown to be untenable. We have necessarily remained private until our concerns and attitudes had achieved some coherence. We have tried, however, to be as open as possible, and have offered outlines of our thinking to the Undergraduate Faculty Council and to departments in order to elicit their suggestions.

Student and faculty advisory groups were formed that have submitted, or are submitting as this is written, suggestions in the following areas: Strengths and Weaknesses of the Undergraduate Curriculum; Quality of Undergraduate Instruction, Learning Center, Non-Western Studies, Work-Study Programs, and Role of the Performing Arts. We have had a great deal of discussion about all these papers, and may report on them later in a supplementary document after doing so. We have not wanted to submit our proposals to a committee that covers those matters most crucial in the undergraduate curriculum and those in which the authority of the Undergraduate Faculty Council is clear.

We consider our proposals to be innovative, logically consistent, and workable. They have been formed since our members have worked together in our present membership in September 1967. Five of the nine current members of the Committee have joined it since March 1967, and all the present members but two, who we expect to be off the Committee next fall, may have represented not only many different disciplines but also many different areas of the school. We have reached full agreement, our disagreement is indicated.

We have, however, achieved near unanimity about our proposals. We have had a great deal of discussion about our proposals. Through our meetings our focus has been the needs of undergraduates at Duke and the assets that the faculty and faculties of the University could offer them to meet

their education. We have met not as members of particular interests within the University, but as a faculty bound by a common interest in undergraduate education.

Background

We began our review of the undergraduate curriculum at the starting point: a student arrives at Duke; what should the University do with him? The questions expanded: What kinds of students come to Duke? What should they be when they leave? What is Duke doing now? How can it achieve its educational goals?

Duke students today are the best the University has ever had. We base this judgment not only on our experience as teachers, but on the comments of our colleagues, and on those measures of academic potential commonly used in evaluating college applicants today.

The credentials of our students are impressive. Freshmen entering in 1967 were well within the upper 2-2 1/2% in their SAT scores when compared with high school seniors across the nation. The same freshman class contained a larger number of women who won National Merit Scholarships than did the freshman class of any other institution in the country except Radcliffe.

It may well be that we are getting students better prepared than before because the population has grown at a rate faster than many other universities have expanded their enrollment; therefore, more good students have been available. Duke is not alone in having more able classes in 1967 than in 1961; the same is true at major private universities and colleges across the country. Members of the entering class of 1967 were only in the third year when with Spaulds, was launched a considerable improvement in public school education.

The improvement was perhaps most obvious in the introduction of the new mathematics, and special science instruction, as it developed, was followed by improvements in the quality of teaching and the level of student performance in the humanities and social sciences in high school. Further, high schools have introduced a new flexibility by allowing students to break the academic lock-step by progressing at their own rates of growth.

Of 18-20 pupils, are utilized in the instructional process.

A typical student is unscheduled 30 per cent of the school day during which time he may consult with his teachers and counselor, conduct research in the resource center or reference library, pursue his unique interests in mediated self-instruction via electronic carrels, work independently in one of the available work areas, join other students in the completion of special assignments, or socialize in the cafeteria-lounge. Teachers are unscheduled for 46-60 per cent of the school day so that they may work with students on a more individualized basis.

The above description comes from a letter from Evanston Township High School, 1967.

Almost every year students come from Evanston and Melbourne to Duke, but our overall freshman program is not as imaginative as that which they have left. True, these schools are leaders, and their programs outstanding those of most high schools, but they are being imitated. Similar opportunities are also afforded to top students in other high schools less known for innovation. Since our own students almost all come from the top of their high school classes, many of them have tasted considerable academic independence before they reach us. Some have carried out detailed scientific projects in high school; many of them have engaged in creative writing; and many have done very impressive reading. Shakespeare, Plato, and Moliere are all in the high school curricula of hundreds of our students. Some students have studied a few subjects in considerable depth in high school; 321 students presented 498 subjects for Advanced Placement credit this past fall.

When they arrive as freshmen the great majority of our students (four out of five in Trinity College) already intended to continue study in graduate or professional school. While most are bent on further study, they arrive with different aims for their college education: some look to occupations that will bring them security or satisfaction; others seek to develop their creative talents; still others seek to enlarge their awareness of their heritage and culture; many seek preparation for graduate school; and many others want not to continue learning.

However their aspirations differ, they share the desire to become mature. One matures by making choices, and among a student's most important choices is his course of study.

We believe that students mature by making choices, even wrong ones.

From Evanston in Illinois to Melbourne in Florida, high schools are offering substantial opportunities for independent research in many fields of study. Consider these "Directions for Registration" at Melbourne High School in 1968:

List the subjects that you plan to take on the Student's Schedule. Courses are offered in varying degrees of depth as follows:

Phase 1—Subjects are designed for students who need special assistance, in small classes.

Phase 2—Subject are designed for students who need more emphasis on the basic skills.

Phase 3—Courses are designed for students who have an average background of achievement.

Phase 4—Subject matter is designed for extremely well prepared students desiring education in depth.

Phase 5—Courses are available to students who are willing to assume responsibility for their own learning and pursue college level courses while still in high school.

Phase X—Courses which are ungraded but pass for mobility.

Do your dead level test to phrase your property. No one will ask what grade you are in at registration. The important thing is for you to be in the phase which is most suitable for you. Your phase will vary so for each subject with your achievement in that particular area.

The philosophy of the school permits a student to pursue any course in which he is capable of learning without regard to either grade level or course sequence. If you are taking one course in a particular area, then it is expected that you will obtain permission from the receiving instructor.

Or, consider Evanston Township High School's encouragement of individual instruction:

To promote further the individualization of instruction, Evanston Township High School day is divided into 20 minute blocks, and teachers in cooperation with the administration determine the number of modules a given class will meet each day to meet instructional objectives. The length of classroom contact time in a given subject may vary each day for a week; then the cycle repeats itself. Large and small group, independent study, as well as conventional classroom sizes

D. Courses I want and need may not be offered at as small a school as Duke more than once every three years. Some courses that appear in the catalog have not been offered for four or more years.

E. Durham. While the student expects his education to enhance his prospect, he may find himself shrinking by experiencing unexpected anonymity. Coming from a high school where he saw his teachers five times a week and was called by his first name, the freshman now sees most teachers only three times weekly and is either called by his last name or becomes anonymous before a distant lecturer.

Duke students were accustomed to being known by their high school teachers because of outstanding performance of one kind or another; even the unexceptional student was known, because the organization of our public schools permits both extensive and intensive contact between teachers and pupils. In such an environment the significant adults, teachers and parents, are supportive and encouraging; the student does not ignore their values, though he may temporarily reject them.

For college students parental influence diminishes with greatly decreased contact, and teachers at Duke are not usually as accessible to students as high school teachers were. We do not suggest that teachers should act in loco parentis; we do suggest that undergraduate teachers, if they are concerned with intellectual values, must find ways to pass on those values to their students. Only the charismatic seem to succeed in conveying values as well as information in the formal classroom setting in which most instruction at Duke is undertaken.

Apparently the freshman condition of being a stranger changes very little in respect to what should be a primary educational relationship during the undergraduate years. Most seniors at Duke, when trying to assemble a number of recommendations for jobs or graduate school, come to the inescapable realization that much of their formal education has been conducted anonymously. The yearly production of seniors, looking on faculty doors but unable to find six faculty members to recommend them to the Appointments Office, or even three or four to recommend them for graduate study, testifies that to many students a professor is primarily a man who lectures to them and grades them. If the only tangible evidence a student has of a

professor's awareness and approval of him is in his grade, it is not surprising that some students work largely for grade, while others, seeing such impersonal approval as not worth the effort, decide not to bother working.

Encounters between students and faculty should be directed toward developing in students the habits of diligent and responsible inquiry, and suggesting to them criteria for the establishment of knowledge. Yet often we find that our most classes are, by their size and format, organized more for the one-way transmission of information than for meaningful intellectual exchange. The student becomes a medium for sophisticated information storage and retrieval system. We fail to achieve the long-standing aims of liberal arts education.

The prime goal of the American undergraduate college has traditionally been the development of the full person, intellectually, creatively, socially. To succeed in employing the considerable assets of the University to the education of undergraduates in terms of a collection of courses covering various bodies of knowledge is inadequate. As one Committee member has said, "The University, and generally, in side the University, is not a normal thing of him; he must have had at least a certain amount of mathematics and a certain course in economics or political science and a course in chemistry and two courses in French and a series of courses in the history of the United States and 1786. I would say I am more struck by qualities of mind and character that do not conform to particular bodies of knowledge presented in University courses."

The qualities I should ideally like to see in our graduates would be those of open-mindedness, the ability to think and speak and act in terms of the social discrimination and control it response; an appreciation for beauty, whether the beauty of a corbin atom or of a beautiful comb; a high appreciation for values, intellectual, moral, and aesthetic. I should hope that our graduates might be helped to become more sensitive people, more sensitive to the needs of the community generally, to the feelings and opinions of those around them; I should like

them to be able to approach a problem in an orderly, rational, logical fashion; I should like to see them for three years. I should like to see them with vigor, and with inquisitiveness.

I should want, then not out of their thinking with clarity of expression, whether written or oral, and with courage of conviction, or with an admission of doubt where conviction is absent. And I should be pleased to find that they had learned to expand their own awareness, and that they had enlarged the areas of knowledge open not only to themselves but to other men and other times.

The Committee agrees that education should be seen by a student as a stance toward broad-oriented, flexible, versatile, appreciative, rational, and well-intentioned. A student is most likely to develop such a stance in an atmosphere of freedom; where he shares responsibility for his own education and his own decisions; where he can be concerned not only with what he learns but how he learns; and where he can develop his skills; they will allow him to continue his education on his own.

We think students are most likely to assume this stance if they find study enjoyable. A student cannot get all his education in four years, nor can he encounter meaningfully all the subjects that the University offers. We suggest that he should develop both an interest in the broad areas and a specialized ability in one or two fields. But more important, he should develop a desire to continue learning on his own. If he does not, we have not really educated him.

We have reasons to believe that in many ways we have failed to develop the interest in the kind of study undertaken at the University. In spite of having passed through the Uniform Course Schedule, the majority of our students do not continue to read in the fields that the requirements represent. Further, only a minority of them continue to read in depth in the disciplines in which they majored or minored. The alumni questionnaire shows that some graduates who majored in English and French do not continue to read literary classics or other works of literature which they majored in history sometimes do not bother reading either current history or historical studies; and some who majored in the sciences do not even pick up the Scientific American.

One learns, as well, that the book most often read recently by our alumni is *Voyage de la Dole*. This indicates that our graduates were not influenced by the courses that they took, and they do not learn things other than the subject-matter of their courses; but they do read and taking these courses did not awaken sufficient interest for them to wish to continue reading in these fields.

How can we enrich the experience of our students so that as alumni they may continue their education? Perhaps we need to give attention to the entire academic environment. To create an undergraduate environment that fosters the development of qualities we desire requires the cooperation of many interrelated elements: admissions, residential arrangements, the quality and content of instruction, administrative organization, and the curriculum.

The Committee is under no illusion that alterations in the curriculum will transform the undergraduate environment. Nevertheless, evidence suggests that certain features of the curriculum adversely affect the residential and learning environment. If altered, decisive improvement in the other sectors is impossible and the total environment should be transformed. For this reason the Committee regards curriculum reform as a serious issue worthy of our best thought.

To summarize our position, we believe that a program of study that is better prepared than ever before, diverse in their interests, faced with anonymity in a large university, and unable to continue reading widely on their own after graduation because they have been disappointed in their academic life as undergraduates.

To deal with these problems, we offer a variety of curricular proposals for a diverse and well-prepared student body; we urge learning experience providing closer intellectual relationships with faculty and students in order to draw the student more fully into the life of the University; we suggest ways in which the student might exercise his freedom of choice in his semester load and in the degree of depth to which he pursues his study; and we suggest a means of measuring academic achievement that does not evaluate the credit earned in terms of the number of hours that the class meets each week.

Proposals

A. Academic Measurement and Academic Load.

The current system of academic bookkeeping at Duke encourages the student to think of his education in terms of semester hours and quality point ratios rather than of academic experiences. Yet, each course allows a unique set of learning experiences, and in graduate terms the credit earned depends on the experience, not on semester hours and quality points.

We therefore suggest that Duke abandon academic bookkeeping in favor of semester load and do away with such designations as "three-hour course," or "one-hour course." Instead, we recommend using the term "course" for

a substantial course that would demand about the quarter of the study-time of a normal Duke student during one semester. However, in this report the word "course" may be understood to mean "semester-course.") Half-courses are those which require less than high academic demands than normal courses, and "double-course" for extremely intensive courses requiring unusual effort. The present subject is an on-line mystery. However, the authority to approve such designations. These designations would encourage flexibility in scheduling, since it need no longer be assumed that students must take the same courses in the humanities, for example, must meet three hours weekly.

The students consider that students cannot legitimately be forced to divide their academic attention into too many areas. Although many students would tire of studying a particular subject for weeks on end, others, like some faculty members, find that they work best when they can devote their attention entirely to a particular problem.

A student's day is not repeatedly fragmented by his attending different classes, and if he chooses to prepare for each class before it meets, as many do not, he breaks his pattern of study into small units. As faculty members compete with one another for the time of their students, each is seeking to get the share of their attention, the program of students is being compressed. The temptation is for each faculty member to consider only the demands of his own course, and not to study of another student.

We think a sounder educational program, and a better allocation of faculty resources, might be achieved through a student's normally taking three or four courses per semester. We see several advantages in this proposal:

1. This reduction is consistent with our suggestion that students come to think of their education less in terms of courses in class, and more in terms of what they bring to class and discover outside it. Having a smaller number of courses increases as the normal load, and although these four courses in theory meet three hours weekly, in practice the great majority must only do a minimum of study to support the Harvard students attending class only eight hours weekly are receiving only half the education of a Duke student who spent sixteen hours weekly.

2. By reducing the total number of courses that students would be taking at any one time by about 20 per cent, we would make available about 20 per cent more faculty time that might be used in other ways, which we would describe below.

3. Finally, a reduction in quantity might mean an improvement in quality of work.

We feel that students are overburdened with academic busy work; they are being introduced to so many different disciplines that they spend much time instead of mastering concepts and formulating principles. We would not, then, argue that we should have 20 or more courses. We should allow each of the student's four courses to increase one quarter in the quantity of work demanded. Rather, we suggest that professors devote more time to higher standards of performance in the work to be achieved.

By producing work of distinctly higher quality, the student could gain greater personal satisfaction in his work. Each faculty member should find greater pleasure in teaching the student and evaluating his work. A Duke student would be able to work load that they generally lacked satisfaction with the papers they wrote. We see four advantages in the proposal to reduce the standards of performance in the work to be achieved.

For these reasons the Committee makes the following proposal:

FIRST PROPOSAL

That the University measure academic progress in terms of semester-courses (one half courses and double-courses) satisfactorily complete more than two terms of semester hours, and that four courses in the humanities be considered the normal academic load of a student working toward a Bachelor's Degree in the liberal arts and sciences.

B. Three Curricular Programs

The Committee believes that to a student body with diverse backgrounds, needs, and interests, the University should offer several routes to graduation.

1. Program I

We suggest that the majority of Duke students might proceed toward graduation through a program that would require four requirements in this program are divided into five areas: subject-matter, skills, learning experience, concentration, and advanced learning. The rationale for each requires explanation.

a. Subject-Matter: Distributional Requirements. Although some students arrive with clearly defined special interests, most students enter college curious about a variety of subjects. The Committee therefore thinks should capitalize on this disposition for wide-ranging exploration and that all undergraduates in Program I should encounter the three divisions of learning in the University: natural sciences and mathematics, social sciences, and humanities.

Most students find that they encounter the precision of thinking and painstaking gathering of facts that accompany work in the natural sciences. It is in this area that the precision of thinking has been applied to man's understanding of himself and of other men in the humanities. The ideas and works of the great scientists and the great philosophers that have given special value to man's life. Although at some points the distinction between these three divisions becomes hazy, they have in general proved themselves for representing different frames of reference

towards life, and despite their imperfections, they provide a useful structure for beginning students.

Although the current Uniform Course Requirements require a student to encounter these three divisions, the requirements are too numerous for a student without advanced standing, 69 semester hours of 124 are absorbed by Uniform Course Requirements; they are usually fulfilled with courses at the elementary level, and they are too compartmentalized. While some encounter is better than none for most students, we believe that students have spent too much of their time taking introductory courses designed to lead a student somewhere that he never goes. In the words of the report of the Advisory Committee on Strengths and Weaknesses of the Present Undergraduate Curriculum:

"Our findings on the present structure of the UCR" indicate a number of serious defects in the present UCR structure: it is too rigid, compartmentalized, and frequently lacking in rationale. In justification of the present UCR set-up, it is recognized that was instituted with the goal of providing exposure to the major areas of intellectual activity before or concomitant with specialization.

"Such breadth has been judged desirable for personal decision making, maximum enjoyment of the world about us and informed participation in the life of the community. We do not take issue with this general premise (though it is by no means uncontroversial whether the place for this is high school or college). We do have some concern about the way this has been implemented via departmental course offerings of (frequently) introductory courses.

Many of the courses offered at the lower level are designed for the beginning specialist, but are not the best possible courses for one who will never specialize in that field. There are additional existing departmental offerings several faculty members have suggested introductory interdisciplinary courses.

The book most often read recently by our alumni is Valley of the Dolls.

A new interdisciplinary course in the humanities has been planned. The Advisory Committee on Strengths and Weaknesses of the Present Undergraduate Curriculum in the physical sciences. The following proposal has come to us from six members of the Department of Mathematics:

"That a new 6 hour course be planned and instituted, to deal with the history and philosophy of mathematics and the impact of mathematical thought on society, especially modern society. Such a course would have a non-trivial mathematical content, but would also require the cooperation and participation of many departments: perhaps including Chemistry, Physics, Engineering, Economics, Sociology, Psychology, History, Philosophy and others."

The subject matter is sadly neglected in most college curricula, even in the courses normally taken by prospective mathematicians. On the other hand, because of the computer revolution, developments of modern physics, the quantization of the social sciences, and many other specific developments, it is a subject that affects the lives of everyone and should be more widely studied."

We consider such courses to be valuable supplements to the existing curriculum and might be taken by students who do not use that all students be required to share a common core curriculum consisting only of interdisciplinary courses offering synthesis of various fields; because we believe that to require all students to take a particular subject is to assume that each student could not have developed his knowledge and skills in this area outside the course. At this time we see our task to be that of providing a structure free enough to accommodate these courses so that they may take their place with their curricular counterparts.

Having considered the problem of distribution at length, we are convinced that it is preferable to have a specific course program to be taken by every student. We think it more important to devise the best possible curriculum for most of our students than to be unduly concerned with satisfying all arguments beginning, "No one should be able to graduate from Duke without having had..."

To resolve the problem of combining both breadth and flexibility we propose Program I the following subject-matter distributional requirements:

1. A student naturally takes courses in the division in which his major department is placed.

2. A student must take at least four semester-courses in a second division, (to be taken at an advanced level normally, "advanced level" means courses at the 100- and 200-level, unless departments designate otherwise.) One of these four courses must be in French literature, French 91-92, is one example of such a course.

3. A student must take at least two semester-courses in a third division. These subject-matter requirements apply to undergraduate courses in the following divisions and departments, including interdisciplinary courses, but do not apply to one of these departments and University courses:

Natural Science: Botany, Chemistry,

Geology, Mathematics, Physics, Zoology.

Social Sciences: Business Administration, Economics, Education, History, Political Science, Physiology, Sociology and Anthropology.

Humanities: Art, Classical Literature, Music, Philosophy, Religion, Romance Languages, Slavic Languages and Literatures.

These requirements apply only to courses in which the essential subject-matter and substance of the discipline are presented. We recommend that elementary skill courses not be allowed to satisfy distributional requirements. For example, neither English composition nor elementary language courses would count as courses in the humanities, because developing skill in composition or speech is different from encountering linguistics or literature.

The proposed distributional requirements attain the objectives of the current Uniform Course Requirements while removing several of their disadvantages. They assure breadth by requiring the student to have at least one encounter with each of three divisions of learning and the assurance of depth by requiring that in at least two divisions an encounter will occur at an advanced level. At the same time the requirements are sufficiently flexible that a student with courses may devise a program adapted to his needs and interest.

b. Skills. As it appears to us, the present curriculum requires 3 specific skill courses: formal science, foreign languages, and English composition. The Committee has decided not to include any of these requirements in their present form.

Formal science (mathematics and logic). In a letter to the Study of the Undergraduate Curriculum, the Committee has recommended that the requirements in Mathematics for the Bachelor of Science degree and in Formal Science

for the Bachelor of Arts degree be eliminated. It, however, area requirements are to be adopted. The following should be included in one of these areas."

Following are some of the reasons for this action given in another letter, from six members of the Mathematics Department:

"1. Whatever the objectives of a liberal education, experience shows that, in general, these objectives are not well served by the requirement of minimal standards of learning and teaching in a large number of specified formal courses."

"2. In particular, passing the first semester of a three semester calculus sequence, which is not essential for college students, and very little to the retained and usable knowledge of most students. The terminal course in finite mathematics (Math 71) is more satisfactory in this regard, but the same comment applies for a majority of the students in that course."

"3. We would prefer to teach students who take our courses, because they want to rather than students who take them because they are forced to."

"4. The number of entering students already have proficiency in English, and it is expected that the number will increase. At this time, we propose that all students who do not pass, follow an initial semester of remedial Placement test in English should take an examination on arrival at Duke in which they demonstrate proficiency in writing good English. If they are unable to do so, they should take a one-semester remedial course in English composition in their first semester. We urged that this course retain the use of private conferences between instructor and student now found in English 1.

"5. We discussed various ways of requiring students to maintain a minimum level of English. One suggestion was to require students to submit one paper per semester to the English Department for correction of its grammar and style. Members of the English Department were less than delighted with this suggestion. They suggested that good writing is the responsibility of the entire University, and the Committee agreed. The problem is how to awaken the faculty to this responsibility.

At Dartmouth freshmen seminars offered in a number of departments specify that papers written by these students are to be carefully corrected by the instructors. Even at Dartmouth, however, these seminars, in the second year, follow an initial semester of composition in the English Department. The Committee urges the entire faculty to recognize its responsibility for setting high standards of good writing, and to insure the continuation of good writing by students.

c. Learning Experience. We think it important that a student not only encounter different disciplines and develop the skills that he requires to engage in this type of study, but that he engage in a different kind of learning experience. One kind of learning takes place in a lecture, another kind in a seminar or tutorial. Both seminars and lectures have their place. The University and its faculty believe, should have their place in the experience of a student.

There is substantial opinion in the Philosophy Department that logic should be removed from the Uniform Course Requirements in Formal Science. Since many departments have recommended the removal of their courses from the Formal Science requirements, and as we concur in their judgment, we do not include the requirements in our program.

Foreign language. We believe that Duke should no longer require, as it does now, either that every student study a foreign language at the University, or that he achieve a certain level of proficiency in a foreign language.

The modern languages entered the undergraduate curricula at most American liberal arts colleges were felt to be American colleges, modern languages continually displaced classical languages from the curriculum. They have continued to be required for many scholars today. We have asked ourselves, however, whether every undergraduate earning a Duke B.A. or B.S. degree should have to study at least one foreign language in order to be an "educated man." We have known a number of men whom we consider educated who do not know a foreign language. It is probable that not all faculty members could still pass the proficiency examinations currently given to entering freshmen. We agree that the knowledge of one or several foreign languages would be useful to many Duke undergraduates, and we have reason to expect

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Many professors at Duke offering seminars at the junior or senior level find that only a few of the students regularly contribute, some of these only late in the semester. One explanation is that these students have not engaged in university seminars before, and they have never developed the art of intellectual participation in seminars in which a student only records lectures, writes papers or reports, and responds on examinations to a professor who may not know him, encourages him to do so, may not be safe and to work for a grade rather than risking an opinion which might be wrong and which the grading system does not clearly reward.

Such persistent and undesirable academic habits are best prevented if the student develops a habit of participating in seminars of his University study. We think it essential that freshmen and sophomores have an opportunity for some type of intimate learning experience and that this experience should continue throughout the student's college career. We suggest a variety of formats; differences in format will find different formats suited to their subject matter.

1. Seminar: an independent course, normally of twelve students or less, no more than fifteen, in which, instead of hearing lectures, the student engages in discussion, develops his skills, refines judgment, and has his ideas clarified.

2. Preceptorial: discussion between an instructor and about twelve students, preferably fewer; the preceptorial is an additional and optional alternative to a regular course. It allows a student to carry his interest and learning in a particular subject further than that required in the regular class. If a regular class normally meets three times, the preceptorial would be a fourth one-hour meeting.

3. Discussion section: discussion between approximately ten students and an instructor in a small discussion section that is part of a regular course. The instructor would be a preceptorial in that every student in the course participates in a discussion group whereas not every student in a course with preceptorials necessarily does so. The preceptorial offers opportunity for intensive study additional to that required in the regular course, whereas a discussion group is an alternative to the regular course in which lectures are given in large groups.

4. Tutorial: a meeting between one instructor and one to three students independent of any other course. The program might be one independent study or near-independent study.

In each of the classes described above, a student develops verbal skills through a regular class, but it is possible for presenting material to a group or professor and for defending his own work; and he participates directly in his own education; and he develops the ability to present, in addition, contribute to the education of his fellow students. Courses or sections offering these experiences would be designated S (for seminar), P (for preceptorial), D (for discussion section), or T (for tutorial), both on the course list and on the student's transcript. (It is considered that laboratories in science and conferences in English composition do not involve sufficient exchange to fulfill the goals of the requirement.)

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Proficiency in speaking is important in and after college. If every student must take some classes in which the format, size, and instructor all compel him to take a position and to speak in front of a group, which they encourage him to consider the positions of his fellow students and professors, he should develop the skill, assurance, and maturity to speak in front of a group. This intellectual discussion with his fellow students in class will encourage him to continue intellectual discussion with his fellow students in class. He should know the professor, and he should come to rely less on professors and assigned work, and more on himself and his environment for his education.

By engaging in a discussion with his professor, a student can discover more meaning than in a lecture his professor's approach to problem, his insight into his subject, and the quality of his mind. The student may not know the professor, and he may not simply to hear his words, and so to be drawn into the life of the scholarly community. Such interaction would reduce for students the strain of attending to a subject from the most important areas of academic life. We expect, as well, consequent improvement in academic performance.

Many professors at Duke offering seminars at the junior or senior level find that only a few of the students regularly contribute, some of these only late in the semester. One explanation is that these students have not engaged in university seminars before, and they have never developed the art of intellectual participation in seminars in which a student only records lectures, writes papers or reports, and responds on examinations to a professor who may not know him, encourages him to do so, may not be safe and to work for a grade rather than risking an opinion which might be wrong and which the grading system does not clearly reward.

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4. Tutorial: a meeting between one instructor and one to three students independent of any other course. The program might be one independent study or near-independent study.

In each of the classes described above, a student develops verbal skills through a regular class, but it is possible for presenting material to a group or professor and for defending his own work; and he participates directly in his own education; and he develops the ability to present, in addition, contribute to the education of his fellow students. Courses or sections offering these experiences would be designated S (for seminar), P (for preceptorial), D (for discussion section), or T (for tutorial), both on the course list and on the student's transcript. (It is considered that laboratories in science and conferences in English composition do not involve sufficient exchange to fulfill the goals of the requirement.)

We would require a freshman either student to maintain a minimum level of English. One suggestion was to require students to submit one paper per semester to the English Department for correction of its grammar and style. Members of the English Department were less than delighted with this suggestion. They suggested that good writing is the responsibility of the entire University, and the Committee agreed. The problem is how to awaken the faculty to this responsibility.

At Dartmouth freshmen seminars offered in a number of departments specify that papers written by these students are to be carefully corrected by the instructors. Even at Dartmouth, however, these seminars, in the second year, follow an initial semester of composition in the English Department. The Committee urges the entire faculty to recognize its responsibility for setting high standards of good writing, and to insure the continuation of good writing by students.

c. Learning Experience. We think it important that a student not only encounter different disciplines and develop the skills that he requires to engage in this type of study, but that he engage in a different kind of learning experience. One kind of learning takes place in a lecture, another kind in a seminar or tutorial. Both seminars and lectures have their place. The University and its faculty believe, should have their place in the experience of a student.

Faculty member at Princeton, where a seminar in the second year is required, reports as two of the student's eight semester-courses in his last year, consistently stress that in their view the senior thesis or independent project is the most important single

part of Princeton's undergraduate education. They further point out that the seemingly "average" student often profits most from this experience, and often produces exceptional results. Professor Cliff Wing reports that interviews with alumni of Harvard University reveal that the projects or thesis is remembered by both the gifted and the average graduate as one of the most meaningful parts of their education.

We would therefore encourage such study in the student's final years, but would leave students and departments the option to have intensive seminars or independent study instead of an extended project. Although most students would probably elect to do independent study or take their senior project in the field of their major, they need not do so. We would encourage students to consider options for independent study and seminars in areas outside the division of their major.

We have kept in mind the question of staffing as we have conceived of the general learning experience. A few general comments are in order here; examples of how these seminars could be staffed are given in Appendix G for two representative departments. In general, the reduction from five to four courses means an approximate saving in staff time of 20%. For the sake of simplicity, we assumed that enrollments would drop evenly by 20% in all courses. At the same time, since each freshman and sopho-

munications that our Committee received from various departments in the sciences on their requirements for the degrees of Bachelor of Arts and Bachelor of Science offered no unanimity of views. We believe that, rather than attempting to propose differences in the degrees that would prove wise and applicable for all departments in science, we are best advised to leave to the departments themselves the different requirements for the two degrees. The program of uniform requirements that we propose consequently would apply to the degrees of both Bachelor of Arts and Bachelor of Science, while the departments of science would themselves determine the differences between the degrees.

In summary, we make the following proposal:

SECOND PROPOSAL.

That Program I be a satisfactory curriculum to replace the present requirements for the degrees of Bachelor of Arts and Bachelor of Science listed on pages 6-10 of the Bulletin of Duke University: Undergraduate Instruction, 1967.

I. Distributional Requirements: Subject-Matter. A student must pass courses in each of three divisions: social sciences, natural sciences and mathematics, and humanities. He may choose from courses in which he concentrates.

II. Skill in English Composition. All students are required either to demonstrate competence in writing good English on their arrival at the University or to pass a one-semester remedial course in English composition, which they should begin in their first semester.

III. Learning Experience. The student is required to have the following varieties of learning experience:

1. A Freshman year

1. A Seminar in one semester, or 2. A preceptorial, discussion section, or tutorial during both semesters, as the terms "seminar," "preceptorial," "discussion section," and "tutorial" are defined in the preceding descriptions.

B. Sophomore year. The same requirements as in the freshman year.

C. Junior and Senior years.

1. A combination of seminars or independent study with credit equal to at least two courses, or 2. A major or minor concentration project for which he would receive credit for two courses.

IV. Concentration.

A. Major. A major consists of at least five courses in one department above the introductory level. A department may not require the student to take more than eight courses above the introductory level in the major, though the student may elect to do so.

B. Interdepartmental Concentration. Interdepartmental concentration consists of at least three courses beyond the introductory level in at least two departments, and requires the approval of the Director of Undergraduate Studies in the departments concerned.

V. Advanced Work. A student must pass at least twelve semester-courses at an advanced level.

2. Program II.

While we think that most students feel the basic structure supplied by Program I, the student of unusual interests or talents should have the opportunity in Program II to plan his own curriculum, with the assistance and approval of the faculty in his area of concentration, free of all requirements specified under Program I. In most instances, a student would apply to a particular department in which he wished to major; occasionally he might wish to plan an interdepartmental project that would require the approval of several departments, though the student's principal adviser should remain within one department.

Program II is not to be understood as a single departmental offering for all students who wish to specialize early within a particular field, but as a program allowing a student to plan with the assistance of a faculty member a program designed specifically for his needs.

The departments would be granted a large degree of autonomy; they should set their own standards for admission into the program, and accept those applicants they wish. We urge departments not to limit this program only to students of exceptional ability; the program might offer advantages to some students who would have difficulty in achieving their goals in Program I. While students in Program II would need 22 courses passed for graduation they might more easily than students in Program I spend, for example, a full year in independent study (for which they would receive credit for 8 courses), as do Scholars of the House at Yale. Or, they might study government in Washington, D.C., or conduct their senior thesis project requiring time to be spent off-campus. Or they might plan to spend some time in foreign residence even if their major field was not foreign travel. The point is that the student and adviser would have an opportunity to look at the resources of the University and those outside it, to evaluate the courses and opportunities for independent work open to the student, and to allow the student the exciting possibility of shaping his own educational future rather than living from day to day or semester to semester.

Some students arrive with sharp interests in particular areas. To blunt these interests by requiring students to choose a large number of introductory courses in their first two years may be to dull their entire interest in learning. Grants to most students want to begin college study by taking courses in many fields, and profit from doing so; the curriculum at Duke, as at most institutions, is shaped like a triangle in which the student begins broadly and narrows his range of interests as he proceeds. But is this pattern necessarily best for every student?

Might it not be best for some students to turn the triangle upside down: to begin study at Duke by continuing strong interests that they have already developed, and to branch out into other areas as they see the interrelationships that the subject of their interest has with other fields? We do not suggest such a pattern for every student, but we urge a structure that would allow such a curriculum wherever appropriate for an individual student.

Program II would obviously lend itself well to those students with strong interests or abilities in a particular area. Such students might wish to have intensive departmental or divisional majors. Suppose a student enters with S.A.T. scores of Verbal 785, Math 500. She has an intense interest in literature and languages, and little aptitude for sciences and mathematics. She might be advised to audit, for example, a physics course in which she could gain the experience of learning the nature of physics and the way in which physicists approach their subject.

Instead of battling to master the subject-matter of an area in which she has little natural facility, she might encounter it without risk to her graduation and her psyche. Another student in Program II might combine, for example, a major in physics with a number of courses in creative writing if she were interested in writing for popular scientific journals. Still another student might wish to go into city planning after graduation, and might be well advised to concentrate heavily in sociology, political science, and economics, with perhaps some study of art and architecture in addition.

We suggest that admission to Program II might come at any time during the department and student choice. Students wishing to begin in their freshman year, however, would need to apply to the appropriate department during the summer. Those accepted would meet with a departmental adviser or committee in the week preceding classes to work out a program.

To oversee Program II, we recommend establishing a Committee on Program II as a standing committee of the Undergraduate Faculty Council to continue for five years, after which the Council would decide whether the committee should continue. This committee would receive proposals written jointly by the student and his supervisory department of departments defining the rationale for the student's program. The proposals would include the course of study and any experience, such

as study abroad, to be undertaken outside the University. Committee approval would be necessary for initiating or altering any program. A student's check-sheet would go to his academic dean, as in the case of other students.

A student might transfer into Program II at any time that the department a student might be approved for. In transferring, he would assume the obligations of Program II and drop the requirements of Program I. Conversely, a student leaving Program II for any reason would assume the responsibilities of Program I. Because some students would prove inappropriate to Program II, and would wish to change their program, they probably would need to be advised, and students would need to recognize the need for keeping a variety of curricular options open.

The fact that Program I has only six courses of subject-matter specifically required would mean that students transferring from Program II would have little difficulty in graduating on time; nevertheless, knowing that they would assume the responsibilities of Program I if dropped from Program II would make students consider carefully before applying.

Faculty members have asked us how many students we would expect to proceed through Program II for any reason. While we agree with both the desire of students to apply and the willingness of departments to accept such students. When described to a group of this year's freshmen, the quality-point ratios of 3.3 or better, half of those present indicated they would have asked to apply to transfer to a program, had it been in existence this year. (We, of course, had more than Program I for even ten students, it is worth having. We therefore propose:

THIRD PROPOSAL.

That Program II be a satisfactory curriculum to replace the present requirements for the degrees of Bachelor of Arts and Bachelor of Science listed on pages 6-10 of the Bulletin of Duke University: Undergraduate Instruction, 1967, and that the Undergraduate Faculty Council establish a Committee on Program II which (1) approve students recommended by departments, and (2) must recommend students proceeding through the program for graduation. In addition, the Committee must:

I. The Committee must approve a written statement submitted jointly by the student and department or departments of his area of concentration defining the objectives of the student's curriculum and the means for accomplishing these objectives.

II. The Committee must approve any change in the student's program.

III. Yearly check-sheets showing the progress of the student's program must be submitted to the dean.

2. Program III.

We have implied throughout the report that the faculty should help to create an environment in which students would learn for themselves and to contribute to another's education. Many large universities now make available special programs whereby students may elect to share a common core curriculum for part of their college careers. In some cases, students in the programs may live in special dormitories or colleges. These programs sometimes involve special faculty members for small residential colleges within a large university, but more often are staffed by regular departmental members who continue to teach in their time to courses of study offered within the residential unit. President Knight has appointed a special Committee to

FOURTH PROPOSAL.

That the University develop special curricular programs which students might elect, and which would offer common courses of study; such programs should satisfy some of the curricular requirements for graduation.

C. Academic Distinction.

We have been implying that virtually all Duke students are capable of achieving Academic Distinction, and we would require students to have more experience in seminars and in independent study than most honors students currently receive. We therefore suggest that the opportunity of graduating with distinction be expanded.

In order to increase flexibility for the student in planning his study, departments might develop two-year programs leading to Graduation with Distinction and might be allowed to invite students to enter those programs at the end of their sophomore year. Graduation with Distinction at Duke currently rests on departmental recommendation and reflects distinguished work within a student's major. Elsewhere in graduation honors (magna cum laude, summa cum laude) Duke acknowledges distinguished achievement. Since work counted for Academic Distinction is departmental the important indicator of performance is not the student's overall average but his average in his major field. We think that the current requirement of an overall B average should be dropped and that Graduation with Distinction should be based only on the student's project and his average in his major field at the time of graduation. Our proposal for Graduation with Distinction would require that the most current Bulletin words that should omit from the current Bulletin are placed in double parentheses whereas words that we add are placed in capital letters. We therefore propose:

FIFTH PROPOSAL.

That Graduation with Distinction be governed by the following statement:

Graduation with Distinction. Programs featuring independent study and other honors opportunities are available under the title Graduation with Distinction in the majority of the academic departments. Although the details and requirements of the program vary from department to department certain general requirements are uniform. Each department participating invites at the end of the sophomore or junior year those students who have maintained at least a "B" average in the major field (and an overall average of "B") to enter the Graduation with Distinction Program. After participation in a (seminar) seminar IN THE JUNIOR OR SENIOR YEARS and/or a directed course of reading laboratory research or other independent study the student must embody the results of his individual research and study in a distinguished piece of writing, usually a paper or thesis. The student must submit (which) if it approves THE PAPER AND THE STUDENT HAS AT LEAST A "B" AVERAGE IN THE MAJOR FIELD THE DEPARTMENT recommends that the student be graduated with Distinction in his major field. Interested students should consult the Director of Undergraduate Studies in the appropriate department.

D. Independent Study.

We believe that students should engage in independent study as soon as they are able to take advantage of it. Since almost all study after leaving the University is likely to be "independent" the University should develop a student's habits of individual pursuit of knowledge early. We recommend allowing

independent study in any year. While we would define independent study as an advanced-level study in which the student is independent if they bring with them on arrival the skills knowledge and ability to pursue it profitably. We suggest in this connection that the Council members (or Independent study in which any student might engage nor on the grade average of students enrolled in such programs. We propose:

SIXTH PROPOSAL.

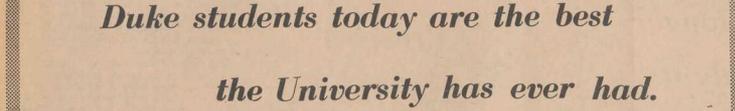
That any student be allowed with the approval of his instructor and adviser to engage in independent study and that the limits of such study be determined by the student his adviser and the instructor concerned.

E. Advising.

A flexible curriculum granting the student considerable range of choice clearly needs good advising as faculty members in numerous departments have stressed to us. The Supervisory Committee on Advising of the Undergraduate Faculty Council is currently considering proposals for an advising system and their report will go directly to the Council. We independently offer the following ideas for our present curriculum:

The greatest problem is faced by students who have not declared their major. While

(Continued on Page 6)



more is required to participate in a seminar, preceptorial, discussion section, or tutorial in at least one of his four courses. For the sake of simplicity, we assumed that enrollments would drop evenly by 20% in all courses. At the same time, since each freshman and sopho-

During the junior and senior years, taken together, each student in effect will be participating in seminars or independent study for at least one-eighth of his time. It follows, at least assuming a traditional distribution of students, that at the junior and senior levels the departments need to staff seminars and independent study for one-eighth of the juniors and seniors enrolled in their courses. Studies of representative departments suggest that the saving of staff time to 20% approximately balances the need for staff to conduct the seminars.

Admittedly, predicting enrollment in a new system from conditions existing in the old is hazardous. Nevertheless, it does seem that the four-course load we have sufficient staff to move in the direction of providing the seminars, preceptorials, discussion groups, and tutorials the Committee proposes.

d. Program of Concentration: The Major and Tutorial. The major and tutorial are the two most important elements in a student's education. It is important that a student should carry his study in one or more related disciplines to some depth retains validity. He should acquire some mastery in a particular field, in which he should develop the skill to continue in depth in this discipline after graduation, and the fundamental knowledge for further study to be seen in perspective. We suggest that five courses within a single department beyond the introductory level be the minimum number to be required of any student choosing the subject as a major, and further, that no department may require more than eight courses beyond the introductory level for a major, though a student may elect to take more than eight courses beyond the introductory level.

In some cases, a student might legitimately plan a program of concentration in two or more departments, rather than majoring in only one.

Interdepartmental programs in such fields as history and sociology, French and English literature, and American literature, art, and history, as well as many others, might be developed as well as courses in the development of a particular student. Rather than specify here various interdisciplinary programs that might legitimately be arranged, we propose that a student who, rather than majoring in a single department, wishes to undertake a program of interdepartmental study should be required to take at least three courses beyond the introductory level in two or more departments. He must in addition have the approval of the Directors of Undergraduate Studies in the departments involved, who must in turn have the program approved by the Subcommittee on Curriculum.

In both departmental and interdepartmental majors, the amount of related work of each student is left to the discretion of the departments concerned. Presumably the amount and character would vary with the needs of each student.

e. Advanced Work. To assure that students take sufficient work at an advanced level, the Committee recommends that a minimum of twelve semester-courses of advanced work be required at least in one department. A student is normally designated by courses numbered 100 or above, but whose inconsistency exists in numbering. Departments should review the numbers by which they designate courses and thus indicate the ones they consider advanced.

f. Requirements for the Degrees of Bachelor of Arts and Bachelor of Science. The com-

Today a private university should offer private instruction.

Study of Student Residential Life, and we urge this Committee to explore residential learning programs in which students who might share common courses of study.

At Berkeley, the Melkington program developed by the University of Wisconsin in the 1920's has been revived and slightly altered under Professor Zussman's direction: in this program, students spend their first semester studying all aspects of Pericles Athens: its literature, philosophy, history, art, a variety of viewpoints; sociological, anthropological, humanistic, and generally interdisciplinary.

At certain universities, such as Florida State University, students may register for the same courses, not necessarily part of a core curriculum, are sometimes sectioned together so that within a large university there are small units of students sharing common academic experiences but bringing to them diverse backgrounds and disciplinary orientations. As our University grows, some students may wish the opportunity to share in similar interests of study with other students of similar interests. If plans are developed for common curricula to be shared by those students wishing such courses of study, we see them as natural possibilities for the third program through which students might proceed toward a degree. We therefore propose:

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departmental advising has long been considered a professional responsibility advising for students without a major has not. Thus the incoming freshman is left with the Bulletin and his own notion of a University in which he has not yet matriculated to choose among its resources in beginning his education. The Dean's staff has been left the impossible task of maintaining intended programs of all freshmen.

We suggest that the academic deans select faculty willing to serve as advisers to students who have not decided on their major. These advisers should be given assistance by the deans and by guidelines outlining the importance of prerequisites in certain areas and the variety of opportunities open to students in different departments. The advisers should be available to the students several days before classes begin in the first semester and should have at hand full information concerning the student's background and interests. In some instances advisers might elect to correspond with students assigned to them during the summer concerning the student's programs.

Whether advisers should be assigned on the basis of the adviser's residential unit or on that of the student's apparent academic interests is open to discussion. The advantage of a residential advising system is that a faculty member may come to know a group of students who know one another and therefore may find it easy to entertain them as a group should he wish to do so. The problem arises then of assigning either enough advisers so that residential advisers can look after students with particular academic interests or to have advisers sufficiently versatile that they can offer good advice in many fields.

Although the great majority of students are undecided on their major when they arrive many of them might be advised to survey during the summer about their general interests show enough direction to make the task of assigning an adviser with appropriate academic interests not very difficult. For example a student prefers reading novels to working in a laboratory perhaps he would be better advised by one who teaches novels than by a laboratory sciences. It may well be that an advising system can be worked out that combines residential patterns with academic interests.

Because good advising is essential to the programs we propose no student should register without receiving the signed approval of his adviser. Where a student and adviser cannot agree the issue will be decided by the Chairman of the Subcommittee on Curriculum. We therefore propose:

SEVENTH PROPOSAL.
That a student must have the signature of his adviser approving his course of study. If a student fails to take a course which the Subcommittee on Curriculum decides the issue.

F. Requirements for Continuation and Graduation.
Committee members have discussed with several academic deans the problems arising from the present requirements for continuation in Trinity and Woman's College. Because of the change in the status of the student the student must maintain a certain quality point ratio to continue or graduate he must accumulate an early deficit that he must work to overcome throughout the remainder of his university career.

We have received copies of a report from Dean Dana Ripley to Dean James L. Price dated July 21, 1967 which points out that 26% of the students who entered with the Class of 1967 did not graduate on time. A majority of those who dropped out transferred or were delayed failed to take adequate courses because of immaturity not academic inability. Many students now begin their third year of work without a realistic chance of graduation.

Our current system with its quality point penalties the student who starts out poorly and accumulates a deficit even if he by a narrow margin overcomes it. Because P's are forever averaged into the student's quality point ratio his initial deficit ever remains with him.

The Committee believes that graduation should be looked upon as a mark of achievement and that a student achieves progress enable him to graduate. A student who is unable to achieve should not prevent his graduation. We would therefore define graduation simply in terms of the number of courses passed and the requirement for graduation.

We suggest that the requirement for graduation be expressed in terms of 32 semester-courses passed. We further suggest that at least 24 of these be passed with a grade of C- or better. While grades of C- or better indicate performance below average and certainly below what is desirable; no more

than one-fourth of a student's work counting toward graduation should be below average.

While we think it proper to view graduation in terms of achievement we view the right to continue in the University in terms of proper use of resources and satisfactory progress toward graduation. University facilities must be made available to those most willing and able to use them and we do not want weak students simply to stay on or to wear out seats and take only one or two courses per semester.

Though some students may be able to take a degree in less than four years and some might be encouraged to do so most students probably benefit from four years of maturation at college. To assure that University resources are not wasted we would set four years (eight semesters exclusive of summer courses) as the normal time that a student in residence should take to earn a degree. In exceptional circumstances a maximum of five years (ten semesters) would be satisfactory. Students admitted under special circumstances might be exempt from this requirement. At the same time we suggest two years as the minimum in which any student might take a degree; this minimum assures that the student will have adequate time for instruction and evaluation by the faculty. If he transfers to Duke from another institution and is short enough to

the unusually brilliant student who might be able to achieve four years of academic work in a much shorter time is not likely to be constrained. We therefore propose:

EIGHTH PROPOSAL.
A. In addition to a completion of an approved curriculum a student must pass at least 32 semester-courses or a combination of semester-courses, half-courses and double-courses that would be equivalent to 32 Semester-courses.
B. Twenty-four of the 32 courses required for graduation must be passed with a grade of C- or better.
C. A student must have the permission of his academic dean to take less than four courses per semester or to take five or more.
D. Four calendar years (eight semesters) in residence is the normal amount of time a student may take to earn the degree of Bachelor of Arts or Bachelor of Science. Five years is the absolute maximum to be permitted, unless the student has previously been admitted as a special student.
E. The minimum time that any student must spend in residence before taking a degree of Bachelor of Arts or Bachelor of Science is two years; these must include the student's last two years at Duke, unless the student has spent more than one year in study at another institution in this country or abroad, having received prior approval from Duke for this purpose.
F. Failing grades appear on the transcript, but graduation depends on courses passed, and is not governed by those failed.

Changing the requirements for graduation requires re-examination and restatement of the requirements for continuation at the University. We think that the best judges of whether or not a student should continue are the Student's academic deans acting with the faculty. What is desired is that no student be allowed to continue who is not making reasonable use of his educational opportunities or who is unlikely to graduate.

A judgment of the deans based on the progress and potential of the particular student would be likely to be wiser than a general judgment based on the standards established in advance. Nevertheless, the Committee wishes to protect the deans from the pressures of parents, students, and others who might bring pressure to bear on the deans. We are therefore proposing that the deans be empowered to grant a student a leave of absence if the student is not making reasonable use of his educational opportunities or who is unlikely to graduate.

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NINTH PROPOSAL.
That a student who fails three or more courses in the first semester of the freshman year or who fails two or more courses in the second semester of the freshman year at the University for at least one regular academic semester. A student will be permanently dismissed from the University if he fails two or more courses in the first semester for failing two or more courses in any semester. In addition, a student's academic dean may dismiss any student not making satisfactory progress toward graduation should he be required to withdraw for at least one semester. We therefore propose:

TENTH PROPOSAL.
That satisfactory completion of one year of physical activity is required for graduation unless a student is excused for medical reasons. This requirement would be met by satisfactory completion of one year in appropriate physical education courses or an alternate form of approved physical activity. The student must be found to be making satisfactory progress toward graduation. The student receives no letter grade for physical activities taken to satisfy this requirement.

on Academic Standards, a standing committee of the Undergraduate Faculty Council.

G. Physical Education.
The Committee has encountered considerable difficulty in reaching a decision about the place of the physical education requirement at Duke. We should like to outline where we are in complete agreement and where we differ. The views of the departments concerned appear in Appendix I.

We agree unanimously on the importance to undergraduates of being in good physical condition, and we commend the emphasis that some members of the Departments of Health and Physical Education have placed on students' developing and maintaining good physical condition now and after graduation. We also agree unanimously that the elementary course now required of all students should not receive academic credit, nor should a student's performance in them in any way affect the student's overall average as it is computed for determining a student's continuance in the University, eligibility for academic awards, or graduation.

The minority favors no requirement in physical education. Since the University does not consider ability to succeed in physical education when selecting its students, it is inconsistent to require success in these courses for graduation. At the University does not regulate a student's habits of smoking, drinking, and sleeping, all of which affect his health and physical condition, it should not require his participation in physical activity.

Although the minority recognizes that courses in physical education may provide not only physical conditioning, but an introduction to new sports and skills in which our graduates may continue their interests, they find nothing distinctive about physical education in this regard. Presumably all courses in the University might introduce one to new areas of interest and might develop new skills.

The majority favors a one-year requirement in physical education, which normally would be satisfied by a one-year course in physical education in our current residential society. Students need physical activity for their general well-being. Through a one-year course in their freshman year they might develop habits of using University resources to keep in good physical condition and to relieve tension. Students may also develop new skills in sports such as golf and tennis which they might wish to pursue after college.

Another consideration is protection of the student's time for some physical activity. Extra-curricular or recreational activity tends to lose out to demands of academic subjects where success as a student is more important.

Increasingly, students are looking at the

R. O. T. C. PROGRAMS

The reduction to 32 courses as the requirement for graduation necessitates an adjustment in the number of courses in military science a student might offer for credit toward graduation. The University has a number of able students who enroll here because of Naval R.O.T.C. scholarships, and it is likely that the first Parade will see some of these scholarships. R.O.T.C. programs at the University assist some students in attending Duke, and assist the nation in developing officers of high caliber.

At the same time, such professional training is ancillary to the primary function of a college of liberal arts and sciences, and many of the first Parade will see some of these scholarships. R.O.T.C. programs at the University assist some students in attending Duke, and assist the nation in developing officers of high caliber.

By setting the limit of four courses we are, in effect, allowing the same portion of a student's overall curriculum to be devoted to such courses as is allowed by our present curriculum. If an R.O.T.C. program requires more than four courses, they must be taken in addition to the four courses required for graduation. We therefore propose:

ELEVENTH PROPOSAL.
That no more than four courses in the military sciences be counted toward a student's graduation.

Prospect

We would like to offer a curriculum that would encourage good students to continue to Duke. We know that many students in the Woman's College have chosen to come to Duke although they were accepted by prestigious colleges among the Seven Sisters. Even the unsuccessful courtship of Vassar by Yale is a case in point. We know, however, that as an increasing number of the Seven Sisters are tempted to marry, our relative advantage in drawing top women students will diminish unless we can offer more academically than other institutions. Once Vassar, Smith, and Mount Holyoke can, like Duke, offer men, the women applicants will have weigh curriculum more largely in their thinking than they do now.

Although we draw excellent women students from all areas, our drawing power is best among high schools in the South, and last four years, almost all the National Merit Scholars who have come to Duke have most prestigious and academically distinguished undergraduate institutions. The overall quality of our undergraduates is probably higher than that of any other institution south of Princeton and Swarthmore, and east of Stanford and the Pacific Coast. Some of our alumni indicate that Duke's location in the South was a large factor in their electing to come here or to recommend other students. Many students evidently continue to be devoted to the University near home. Probably we can attract better students by being situated in the South than we could were we located in New Haven. Nevertheless, this advantage is likely to diminish in the next decade as transportation continues to become easier, as regional differences diminish. Further, many prestigious Duke I-4-4 universities are ambitiously recruiting top students from all over the nation.

Increasingly, students are looking at the

Beginning next fall, Davidson College will have an extremely flexible and highly imaginative new calendar and curriculum. Their admissions office reports their new program is already attracting more high-quality applicants than did their previous one. We are told by the Director of Undergraduate Admissions that the new program, which we propose, particularly the seminars and preceptorials as experiences for all students, would make Duke considerably more attractive to the high school students we want to attract than it is now.

Duke draws students who apply not only to prestigious private universities, but to large state universities that can offer faculty of eminence equal to that of Duke, and at much lower cost. The assurance of small classes would encourage students to apply to Duke. Today, a private university should offer private instruction.

While we should like our curriculum to help attract excellent students, Duke, as a university should be designed for recruiting purposes; it must justify itself to our faculty by bringing to the needs and talents of our student body the best resources that our university can offer. The undergraduate faculty at Duke are entrusted with responsibility for the major part of the student's education, and the quality of undergraduate education therefore depends in large measure upon the goodwill, intelligence, and integrity with which we as faculty consider our curriculum. If our attention does not focus on the student's strongest needs, we may inadvertently encourage cynicism among students toward academic courses and academic integrity.

The curriculum proposal places considerable trust in our faculty and our students, and recognizes the rights of both parties in shaping the student's education. We find one justification for our proposals in a statement by Karl Deutsch: "Concepts of 'human dignity,' 'integrity,' and 'worth of the individual' have had an important political and emotional appeal. They have been incorporated in the United Nations Charter and in the United States Declaration of Human Rights. They have been criticized as being vague, but it appears now that they can be given explicit and operational meaning: respect for every man's right to live as he sees fit, to work with his own inner equipment, in an unbroken sequence of autonomous acts of learning, in which his only unique stored past and his own acquired preferences at every step have at least some share in the outcome."

(The Nerves of Government.)
We believe that students mature by making choices, even wrong ones. By allowing students a just portion in choosing their course of study, we are building freedom structurally into our curriculum so that it may remain responsive to changing conditions. Some aspects of the medieval trivium, a tradition of learning, have been replaced in curricula today; yet, much that was once thought essential is now considered optional.

The liberal arts have been constantly changing in the university as they attempt to offer the knowledge most worth having to the students of each generation; we cannot allow our conception of a liberal education to become ossified when the student body and the world into which they enter are constantly changing. We must communicate to our students mental freedom to equip them to deal with a changing environment. The Steering Committee for the Study of Education at Stanford, in its recent curricular proposals, has said:

"For too long, colleges and universities have sought a master plan which would accommodate every student. The monolithic requirements at Stanford, as at most other

We cannot allow our concept of a liberal education to become ossified.

The results of a survey of 290 sophomore women in physical education courses last spring showed that a majority indicated that they would probably not take physical education courses unless required to do so, but a majority also favored the requirement. They seem to be saying: "I realize that I should have physical education and I may enjoy it once I get over there, but I just can't afford it in relation to other pressures and demands if it is not required."

The majority suggests a requirement that a student engage in some form of physical activity in his first year at the University. For most students, this requirement would be met by satisfactory completion of one year in appropriate physical education courses or an alternate form of approved physical activity. The student must be found to be making satisfactory progress toward graduation. The student receives no letter grade for physical activities taken to satisfy this requirement.

TENTH PROPOSAL.
That satisfactory completion of one year of physical activity is required for graduation unless a student is excused for medical reasons. This requirement would be met by satisfactory completion of one year in appropriate physical education courses or an alternate form of approved physical activity. The student must be found to be making satisfactory progress toward graduation. The student receives no letter grade for physical activities taken to satisfy this requirement.

curricula of colleges to which they apply. One faculty member visiting high schools for Duke found that students repeatedly asked such questions as "What is your psychology department like? Is it clinically oriented or experimentally oriented?" or "What is Duke's math department like? What areas of research are being conducted there?" One student finds that they also look at the requirements. A number of institutions offer exciting programs similar to our Program II in order to recruit better students.

One faculty member at Princeton said, "Frankly, we started offering programs without conventional requirements to special recruit students who were coming in. We were losing too many students to Harvard." At the University of Virginia, Eccles Scholars, about 75 in number each year, enter the University as freshmen with virtually all requirements waived for them. The director of the program mentioned that in the fall, 1966, one entering freshman enrolled in a graduate course in history and earned a grade of B plus; he was excused as A the next semester. Had he enrolled at Duke under our current requirements, he would have enrolled in History I. Former Undergraduate Admissions at Duke discouraged some students with strongly creative interests from applying since he found that such students, when admitted, were often unhappy because of the narrow latitude allowed by curricular requirements.

institutions, have operated on the assumption that some prescribed dosage is good for everyone, or even worse, harmful to no one. In a society that cherishes individual differences, such as regimen seems woefully shortsighted."

If they are right, and if we agree that the university should be primarily for a student's mastery of bodies of knowledge, but to the ways in which a student forms his judgments and communicates them to others, we should not be so much concerned with knowledge as we have. We have varieties of learning experience in which they take a position and defend their views, we encourage the attitude toward education taken by a nineteenth century poet, as Eton and quoted in "The Objectives of a Liberal Education" in our current Undergraduate Bulletin:

"You go to a great school for arts and habits; for the habit of attention, for the art of taking a new intellectual position, for the art of entering quickly into the thoughts of others, for the habit of submitting to censure and refutation, for the art of indicating assent or dissent in graduated terms, for the habit of regarding minor points of accuracy, for the habit of working out what is possible in a given time, for taste, for discrimination, for mental courage and mental sobriety."

—William Johnson Cory
Quoted in *Intercollegiate Press Bulletins*, January 8, 1968.

B'ballers rout Colby

Returning from their Florida trip where they split six games, the Duke baseball team routed Colby yesterday, 15-2. Led by the hitting of Randy Blanchard who went 4 for 5 including a long homer and the pitching of Steve Denton, the team evened its record at 5 and 5.

"The hitting was well divided among the entire squad with Frank Ryan and Dick Warren chipping in with two hits apiece. The team will now get down

to ACC competition this week with Friday and Saturday games at Clemson and South Carolina, respectively. When asked about the team's Florida trip, first year coach Tom Eschler commented, "You're never satisfied with playing 500 ball, but if you can't split on the road, you're doing pretty well, especially when you're playing six games in as many days."

"Still you can't be happy with playing 500 ball, especially when you win three

of your first four games." The team had a .374 average and stole ten bases during the trip and was led by Sophomore Tim Teer who hit at a .500 clip and stole four bases. Coach Butters had special praise for Teer: "He's a real good ball player. He can beat you with his bat but probably his greatest weapon is his speed."

Other Duke stand-outs were Frank Ryan and Larry Davis both of whom batted over .400.



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Baseball stats

Record: 4-5
(Through South Florida)

NAME	G	AB	R	H	2B	3B	HR	RBI	BB	SO	E	AVG.
Tim Teer, OF	7	24	8	12	1	0	0	4	5	2	2	.500
Steve Denton, P	3	4	2	2	0	0	0	0	0	0	0	.500
Don Baglen, 3B	5	8	1	3	1	0	0	3	0	0	0	.375
Frank Ryan, OF	9	33	9	13	2	0	2	8	5	3	2	.371
Phil Wilhelm, P	3	6	2	2	0	0	1	2	2	2	0	.333
Dave Snyder, OF	9	31	10	10	0	1	3	6	3	2	3	.323
Larry Davis, SS	8	39	8	12	2	1	1	9	4	4	9	.308
Randy Blanchard, 1B	8	27	3	7	3	0	1	7	2	3	1	.259
John Posen, 3B	6	22	3	5	1	0	0	4	0	2	6	.227
Jim Hysong, C	9	28	5	6	1	0	1	6	5	8	1	.214
Dick Warren, 2B	8	29	3	6	1	0	3	0	0	6	3	.207
Mike Holloway, OF	5	13	4	2	0	1	0	1	2	1	0	.154
Dieke Abdella, 1B	6	12	0	1	0	0	0	1	0	4	1	.083
Bob Miller, C	4	7	1	0	0	0	0	0	2	1	0	.000
Jeff Wheeler, 1F	4	2	0	0	0	0	0	0	1	2	1	.000
Jeff Mitchell, P	4	2	0	0	0	0	0	0	1	0	0	.000
Carle Felton, P	3	3	0	0	0	0	0	0	0	3	0	.000
Bob Moore, P	2	4	0	0	0	0	0	0	0	0	0	.000
Bob Morris, C	3	2	0	0	0	0	0	0	0	1	0	.000
Gene DeBolt, P	3	1	0	0	0	0	0	0	0	1	0	.000
Leo Hart, P	2	4	0	0	0	0	0	0	0	0	0	.000
Bob Steinbrugge, P	2	2	0	0	0	0	0	0	0	0	0	.000
Carl Christner, OF	1	0	0	0	0	0	0	0	0	0	0	.000
Bill Campbell, P	1	0	0	0	0	0	0	0	1	0	0	.000
DUKE Totals	0	308	60	81	12	4	6	53	42	53	23	.283
OPP. Totals	9	305	59	81	8	7	1	47	62	60	21	.266



Randy Blanchard... knocks homer

Steve Denton... pitches win

Woodall shines

Blues flatten Whites in tilt

Playing despite a cracked wrist, Al Woodall led the Blues to a 28-15 rout of the Whites in the Duke football intrasquad game on March 23.

Displaying pinpoint accuracy, Woodall completed 15 of 15 passes for 240 yards. Rising Junior end Marco Courtlett gathered 15 of those leaves for an outstanding 211 yards and 10 touchdowns. The TD receptions covered 61, 42, and 30 yards.

Woodall, a red-shirt Senior who started last year for Coach Hart's Blue Devils also rolled out for 31 yards. However afternoon rushing honors went to rising Junior Pete Schafer who tallied 89 yards on 15 attempts.

Fresh quarterback Leo Hart was almost as impressive as 21 passes for 251 yards. Tom Woodall. He completed 11 of these, measuring 46 and 16 yards were TD tosses to tight-end Hank Carter. However a hard-charging Blue defensive line threw Hart for 45 yards in losses.

Carter led White receiving with 149 yards on six receptions. The leading White rusher in the Duke football intrasquad game was freshman halfback Naylor Baydoun who ground out a net 68 yards on 20 attempts. Other outstanding features of the wide-open game were the punting of fresh Jim Madden (five punts for an average of 42 yards) for the Blues and the punt returns of speedy Junior Ed Hicklin. Hicklin returned 2 for 55 yards in this category where the Devils never excelled last season.

The Blues, behind Woodall, dominated the first three quarters. A TD on the first play of the last stanza gave them a 14-0 lead, the biggest in the game.

Fullbacks Don Baglen and Phil Asack also scored for the Blues on runs of 9 and 2 yards, respectively. One of the Devils' new candidates for the position of kicking specialist, Gary Pugh, took care of remainder of the scoring with three PAT's (for the Blues) and one field goal (for the Whites).

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SPORTS

Shorts
Cheers Golfers

A meeting for all those interested for positions as cheerleaders, Blue Devils, and Pep Board member will be held at 7:30 tonight in Room 159, Psychology Building, according to John Ferris.

Practice sessions will be held April 5-18 and tryouts will begin on the night of April 19. The time and place will be announced in future Chronicles.

Head cheerleader selection will take place on April 17. Election of other cheerleaders will be held on April 23. This will be preceded by an April 22 spirit demonstration on both East and West by the cheerleading candidates.

Duke's golf team will play its first home dual match of the season when the Blue Devils meet William and Mary at the Duke course Friday.

The golfers just returned from a trip south where they defeated Georgia State College and the University of Georgia and placed fourth in the Intercollegiate tournament at Orangeburg, S.C., which included seven ACC teams. The Blue Devils were only two shots behind and potentially tough Maryland.

Duke had a 63 dual record last spring and finished second in the ACC Tourney at Pinshurst.

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Curriculum report

(Continued from Page 1)

The main innovation will be the learning experiment. The report voiced the belief that a student needs small-group encounter during each year at the university, achieved through seminars in the freshman and sophomore years. Leaders and actors will have the choice of independent study programs, honors theses, or seminars.

The philosophy behind these proposals is that a student's looking at himself for his education is as valuable as the subject matter he learns. The council was concerned with the "kind" of educational experience a student receives at Duke.

Program II has no specific requirements. The students and the department of his major will work together to formulate a plan suitable for the individual student.

The third program is yet to be developed.

The student must pass at least 32 semester-courses or the equivalent, having a C- or better in twenty-four of the courses; special permission will be needed to take less than the normal four-course load.

The Administration was able to appoint Krueger to this post through a \$25,000 grant from the Methodist Church for curriculum review.

Fluke further stated that "our curriculum in 1968 is basically that which we inherited from Trinity College. There have been minor changes from time to time."

He went on to say that "for the last eight years, we've had the most specific set of requirements in the history of the University."

Both Joerg and Fluke said the Administration seems favorable to the report and that they hope the UPC will pass it by a large majority which would be necessary for the success of the program.

Fluke said the earliest possible implementation of the program will be the fall semester of 1969.

Copies of the report are available at the various reading rooms of the main libraries on campus on 3-hour reserve and Fluke said that all undergraduates who are able to read it do so.



Duke Dogwood in Bloom

You leave the campus for a tree-week-long Spring Break and when you return, the campus is a different place.

Yugoslav chorus and Princeton group slated

By JEANETTE SARBO

The sixth proposal says a student who fails more than two courses in his freshman year more than one after that will withdraw from school for at least one academic semester, and similar failure thereafter will mean permanent dismissal.

There will be no physical education requirement as such.

The subcommittee decided that the student must either take one year of physical education for no grade credit or demonstrate that he has a private physical fitness program or engages in intramural or varsity activity that constitute a suitable substitute.

The final proposal is "that no more than four courses in the military sciences be counted toward a student's graduation," the report stated.

Works from the classic, romantic and contemporary periods are sung, plus Slavic folk music with its interesting harmonies and dramatic rhythms.

Tickets for the performance at 8:15 Wednesday evening may be obtained at Page Box Office.

For those interested in the subtle and precision-demanding musical medium of chamber music, the Princeton Chamber Orchestra qualifies to present an extremely satisfying afternoon. Although the group is only four years old, its polished, dynamic performances have earned the respect and attention of Eugene Ormandy, Erica Morini, Vincent Farnichetti (composer), the New York Times' Harold Schonberg, Hungarian-born director Nicholas Harsanyi is also conductor of the famous Bach

Aria Group and the Philadelphia Chamber Orchestra. He was directing the group when it made its debut at the 1964 New Jersey Tercentenary Festival of Music and became established as a permanent and important group in the United States. Composed primarily of twenty-one string players, the Princeton Chamber Orchestra receives variety in name positions from brasses and woodwinds. Variety is found in the orchestra's repertoire which spans baroque, classical, romantic and contemporary literature.

The Student Union Performing Arts Committee is responsible for bringing the group to Duke. Admission to Sunday, April 7 will be by students and \$1.50 for others; the performance at 3:00 p.m. are available at Page Box Office.

Presently, the chorus enjoys a international reputation because of the numerous prizes it has won in worldwide music festivals in Vienna, Moscow, Wales, and Arezzo, Italy. Previous American tours by the group have proved highly successful, and the press has responded to their performances with much enthusiasm and a string of impressive superlatives.

Bogdan Babich, the conductor, has had a promising degree of musical experience; he is a leading conductor of the Belgrade Philharmonic and has directed symphony orchestras in other European countries.

The performance "should be a musically exciting one due to many factors." The chorus offers their audiences a program varied selections and in a unique way. The group's visual interest through the use of folk costumes from the six Yugoslav republics.

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University calendar

WEDNESDAY
8:15 p.m. Artists Series: The Branko Kramanovich Chorus of Auditorium.

THURSDAY
10:10 a.m. Divinity School Chapel, University Chapel
Speaker: Herb Barker.
2:4 p.m. Divinity School Conference Registration: "The

Theology of Hope and the New Tasks of Theology" Flowers Lounge.
3:30 p.m. Chemistry Seminar "Spin Resonance Studies of Relaxation Phenomena in Liquids" Speaker: Professor D. Kivelson, Room 1 Chemistry Building.
5 p.m. Undergraduate Faculty Council Meeting, Room 206 Flowers Building.
7:45-10:30 p.m. Y.M.C.A.-YWCA Activities Night, Great Hall, West Union Building.

Greek weekend

Annual Greek Weekend will get underway Friday afternoon with competition in the Greek Games.

Wallace Wade Stadium will be the scene of the always exciting games. Fraternities and sororities will compete in various events, the highlight being the chariot races. Each fraternity builds and pulls its own chariot for the races. Trophies will be given to the winners of the chariot races and to the overall winners of the games.

Independents as well as Greeks are encouraged to come and watch the games.

Saturday afternoon will be highlighted by the second annual Greek Regatta. The races will be held at the Chapel Hill Legion Hut. Music will be provided by the Village Review and there will be continuous dancing and beer and other refreshments.

Saturday night the fraternities will give off campus parties.

Chuck Shoeman of Zeta Beta Tau and David Levine of Delta Tau Delta did most of the planning for the weekend.

2:26 p.m. Greek Games, Wallace Wade Stadium
8 p.m. Graduate English Club Symposium: "The Epic Impulse and the Novel," Music Room, East Duke Building.

FRIDAY
3:00 p.m. Greek Games, Wallace Wade Stadium
8 p.m. Graduate English Club Symposium: "The Epic Impulse and the Novel," Music Room, East Duke Building.

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"THE ORACLE OF ALBANY unveiled the other day, but Mr. Rockefeller's words made the Oracle of Delphi seem a simple blabbermouth by comparison. Napoleon Bonaparte said, 'We went into Vietnam to stop the spread of Communism. I do not know whether you could say we have succeeded. Perhaps we should try a broader approach.' Gen. How's that for a man's strategy?"

THE NEW YORKER

For the most part, the work of Dr. Robert Krueger, director of curriculum review, since last spring aided the subcommittee greatly in its work.

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