

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.

What so many students and faculty have declared to be wrong with the present curriculum has been provocatively documented. The committee that formulated the proposals has gone beyond the usual clichés to try to find what is Duke's purpose in "educating" its undergraduates. In doing so, it has tried to define, and transform, an institution.

The committee's indictment of the present system is damning: "We fail to achieve the long-standing aims of liberal arts education." They insist instead a "learning experience" through which the student "should come to rely less on professors and assigned work, and more on himself and his environment for his education." The com-

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." The committee recommends a restructuring of the curriculum to give the student more intensive contact with the professor and with himself.

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

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

Right and wrong

The closing of the Celestial Omnibus may be the only response the University could have made to the demands for action against drugs coming from outside elements. But the administration's unilateral action in shutting the coffeehouse down without making the slightest attempt to consult 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.

Durham police have made a series of raids on the streets in Durham, and they have alleged that much drug traffic, particularly among local high school students, centered around Duke's coffeehouse.

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

personnel or even with the University chaplains connected with UCM. This unilateral action should once again the administration's tendency to forget completely that student rights and interests ought to be given consideration in making decisions. This forgetfulness comes to the fore whenever there is a confrontation with the outside community appears in the offing.

We hope that the operation of the Celestial Omnibus can be speedily resumed. For this to happen, the students involved must forget the insulting behavior of the administration and take action to answer all reasonable complaints of drug permissiveness in the coffeehouse.

It's just too bad that the administrators who must now rely on student participation to reopen the CO while presiding over the Durham community didn't give a thought to student opinion when they closed the place down.

By Marty Lloyd

Prognosticators struck out

Two weeks ago this column predicted that we would see a year for an exciting election campaign. A safe prediction, but probably misguided. Calling this campaign exciting is like calling MSGA elections a cakewalk.

It is rather enlightening to read the contents of the recent back issues of Time, Newsweek, The New York Times, and The New York Herald Tribune. These astute opinion setters informed us that Romney would drop out of the Presidential race, Rockefeller would win, Kennedy would not, McCarthy would get buried in New Hampshire, and President Johnson would certainly seek and win re-nomination.

THE BEAUTY OF ALL this is best illustrated by the predicament Look magazine found itself in last week. As it was running Romney, Kennedy announced that he was indeed going to challenge President Johnson. The difficulty was that Look had within its pages an unqualified knowledge article explaining why Kennedy was not going to challenge Johnson. Now all was quiet, the presses were stopped, and only when we knew Kennedy's knowledgeable article was substituted which explained, after all, why Kennedy did challenge the President. We trust they were not pained by the same author.

Presumably, the lesson to be learned from all this is that if the press reports that Ho Chi Minh is definitely not going to resign, or that Nixon in the Republican primary, it might be time to start hedging one's bets.

SO THINGS ARE happening, and at the risk of embarrassing blowing our cool, we must challenge our own press predictions.

Either Kennedy or McCarthy will be nominated at this year's Democratic Convention. Certainly not Humphrey. There is a possibility that Johnson may try to force the nomination to the Vice-President, but Humphrey's former constituency, midwestern and northeastern liberals, have deserted him over this year. His only support would be among hawkish Southern Democrats for this reason it is difficult to imagine his emergence as a serious contender. Johnson's shadow has buried him.

And incredible as it may sound, there is a strong possibility that Johnson may throw his support to McCarthy, much to the President's strong dislike for Kennedy.

ACCEPT JOHNSON'S withdrawal at face value. He must think the charge that he is insecure and that he is now going to pull every string to get his party to beg him back is untenable, if only for the reason that Johnson is smart enough to know that his party influence is considerably weakened as a

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 consultation of any member of the Coffee House Advisory Board or Executive Committee, although Cranford Johnson and Jeff Van Pelt were available until Friday morning. The coffeehouse was scheduled to reopen at 8 p.m., April 2, leaving adequate time for discussion of the action through the appropriate channel, the Advisory Board.

THE OBJECTIVES of the administration's action were to close down an alleged supply center of drugs and to establish adequate control of the faculty. All allegations against the coffeehouse concern high school students.

On the second floor, 12 college students were using boxes. They were probably working harder than they would be in school. They were giving it everything they had, with that same smile and that same sweatshirt varied: Cornell, USC, Yale, Columbia, and the rest of the Ivy League or near-Ivy League. Their buttons were the same: "Make it happen" and "Carolina Blue on White." The same buttons worn in the Bull

Alas, the New Jersey girl had no button. He had given it up to the fellow countryman who looked very needy for such an item. Thus as if he were naked, he descended through the looking glass into the Wonderland of the third floor.

What he saw closely resembled the bustle and bustle of the 1950s. He climbed the narrow winding staircase. While moving up stairs, not a 12 smiling faces asked him the same question: "Hi, how are you?" although now "good" is "see you" was added. Everyone was smiling. A fire that burns and seeks to warm

After getting his Sicilian slice of pizza, the young man was spotted by an older young man who yelled: "Hi, how are you?" Second and third floor up the steps. There was a smile on his face, a fire in his eyes. The Jerseyan entered the building and climbed the narrow winding staircase. While moving up stairs, not a 12 smiling faces asked him the same question: "Hi, how are you?" although now "good" is "see you" was added. Everyone was smiling. A fire that burns and seeks to warm

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By Jeff Van Pelt & Les Fleischer

Coffeehouse: victim of administration

The coffee house had just made a policy decision on this matter, eliminating high school students to one night a month under the supervision of the UCM, but had not had time to fully implement

There were alternatives to the administration's action, to remedy every problem as to the coffeehouse as to the policy of the house on Tuesday night, since the regular meeting hours were scheduled for Wednesday afternoon; or informing the house of the change in the allegation and letting them take control on Tuesday

THE PAST SEMESTER shows that the coffee house has taken appropriate action to remedy every problem as to the coffeehouse as to the policy of the house on Tuesday night, since the regular meeting hours were scheduled for Wednesday afternoon; or informing the house of the change in the allegation and letting them take control on Tuesday

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implemented their admissions. This would seem to justify a modicum of confidence and trust, yet there was no serious attempt to inform any student of the new allegations before the action was taken. The record of the coffeehouse and the present circumstances make the action unjustified and an indefensible violation of the right of the house to concure with the decision or to take any measure to remedy the further course of the situation.

There may or may not be a "coffeehouse" as such, but the administration's allegations from whatever action Duke Griffith deems desirable, since only he can reopen the coffeehouse, yet he has been unable to answer our requests to advise us of what action might be taken.

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

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. Are there other problems? Other allegations? Dean Griffith will not say. All he has said at this writing is that not even he knows what would change his mind, although he is willing to make "suggestions."

THE CLOSURE OF THE CELESTIAL OMNIBUS has been used as a "dagger in the back" to coerce us into whatever action Duke Griffith deems desirable, since only he can reopen the coffeehouse, yet he has been unable to answer our requests to advise us of what action might be taken.

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of the coffee house, but the administration has made it impossible for us to bargain with student participation, but Dean Griffith, who made the "close down" decision, remains unsatisfied. Are there other problems? Other allegations? Dean Griffith will not say. All he has said at this writing is that not even he knows what would change his mind, although he is willing to make "suggestions."

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The Duke Chronicle

a substantial course that would demand about one 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-course courses are those with higher academic demands than normal courses, and "double-course" for extremely intensive courses requiring unusual effort. The present report is on an independent study program, the authority to approve such designations. These designations would encourage flexibility in scheduling, since it need no longer be assumed that students would have to choose in the humanities, for example, must meet three hours weekly.

The committee considers that students commit legitimately of being forced to divide their academic attention into too many areas. Although many students would tire of studying a single 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 the painful study into small units. As faculty members compete with one another for the time of their students, each is seeking to get his share of their attention, the program is not unbalanced. The temptation is for each faculty member to consider only the demands of his own course, and the normal load, and although these four courses in theory meet three hours weekly, in practice the great majority meet only two. Yet, no one would suppose that Harvard students attending class only eight hours weekly are receiving only half the education of a Duke student who spent sixteen hours there.

2. By reducing the total number of courses that students would be taking at any one time by about 30 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 sometimes overburdened with academic busy work; they are being introduced to so many different disciplines and courses that they spend much of their time acquiring and remembering facts instead of mastering concepts and formulating principles. We would not, then, argue, that a reduction to 20 hours per week would and should allow each of the student's four courses to increase one quarter in the quantity of work demanded. Rather, we suggest that professors might impose 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, and each faculty member should find greater pleasure in teaching the student and evaluating his work.

That the University measure academic progress in terms of semester-courses (one half courses and double-courses) satisfactorily covers the work in terms of semester hours, and that four courses in a semester 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 course of study that would require the student to complete the requirements in this program are divided into five areas: subject-matter, skills, learning experience, concentration, and advanced study. 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 fields. The Committee thinks that Duke should capitalize on this disposition for further exploring 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 at this broad level of experience, in if they can encounter the process of thinking and painstaking gathering of facts that accompany work in the natural sciences. We see the way in which scientific thinking has been applied to man's understanding of himself and of other men in the humanities. The ideas and works of the social scientists and the natural scientists that have given special value to man's life. Although at some points the distinction between these three divisions of experience is hazy, they have in general proved useful 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, 68 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 it 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 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, however, feel uneasy 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 particular field. In addition, existing departmental offerings several faculty members have suggested introductory interdisciplinary courses.

For the Committee, the following principles

are the basis for the proposed program:

1. The student should be required to take

at least one course in each of the three

divisions of learning in the University:

natural sciences and mathematics,

social sciences, and humanities.

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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, in interviews with alumni of Harvard University, he found that the projects or thesis is remembered by both the gifted and the average graduates 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 to take their senior year, the field of their major, they need not do so. We would encourage students to consider opportunities 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 requirement in learning experience. A few general comments are in order here; examples of how these could be best handled are given in Appendix G for two representative departments. In general, the reduction from four to three 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. may choose from courses in which the

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 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 continue in their own advanced program 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. 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. Gravid most students want to begin college study by taking courses in many fields, and profit from doing so: the curriculum of 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 their 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 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. He has an intense interest in mathematics and languages, and little appetite for sciences and mathematics. She might be advised to audit, for example, a physics course in which she could learn to use some of the nature of physics and the way in which physicists approach their subject.

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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 and a committee approved. Once a student 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 programs, they proposed in their advising program 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. 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.

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. We do not know. The answer rests 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 with quality-point ratios of 3.3 or better, half of those present indicated they would have asked to apply to such a program, had it been in existence this year. Yet, if it is better 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 for acceptance in Program II and their courses of study, and (2) must recommend students proceeding through the program for graduation. In addition:

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 changes 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 II.

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 one 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 have their living 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 these 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 work in other areas. 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 be based on the current Bulletin: words that we would 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 "C") to enter the Graduation with Distinction Program. After participation in a (senior) 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, and an assigned paper. The student must submit, (which) if it approves THE PAPER AND THE STUDENT HAS AT LEAST A "B" AVERAGE IN THE MAJOR FIELD AND AN OVERALL AVERAGE OF "C" or better, 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 advising

independent study in any year. While we would define independent study as an advanced-level project in which the student is involved in independent study if they bring with them on arrival the skills knowledge and ability to pursue it profitably. We suggest in this connection that each department (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 advising system:

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

Duke students today are the best the University has ever had.

more is required to participate in a seminar, preceptorial, discussion section, or tutorial in at least one of his four courses the departments need to anticipate providing such facilities for approximately one-fourth of the freshmen and sophomores enrolled in their courses.

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, always assuming 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 of 20% approximately balances the need for staff to conduct the same groups.

Admittedly, predicting enrollment in a new system from conditions existing in the old is hazardous. Nevertheless, it does seem that under 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 Related Work. We believe that the traditional notion that a student should carry his study in one or more related disciplines to some depth retains validity. He should acquire some mastery of 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 this subject for 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 if he wishes.

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 around the major and minor for the development of a particular student. Rather than specify here various interdisciplinary programs that might be developed, we arrange 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 be 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 passed. If a student's advanced work is normally designated by courses numbered 100 or above, but some 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-

essential subject-matter and substance of the disciplines are present. He may not however, as in the traditional requirements for taking elementary-skill courses; a list of such skill courses appears in Appendix E.

A. A student will pass the appropriate number of courses in one division required by the department or departments in which he concentrates.

B. A student will pass at least four semester-courses in a second division, at least two of these at the advanced level. Normally, "advanced level" courses come at the 100- and 200-level, unless departments designate their courses otherwise.

C. A student will pass at least two semester-courses in a third division.

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. 2. A thesis or a joint departmental project at 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 a 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 would plan an interdepartmental program 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 department a program designed specifically for his needs.

Today a private university should offer private instruction.

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 examining 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 by the 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 want to know a group

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 at the University 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 two years (eight semesters exclusive of summers) as the normal time to obtain a student in residence should take to earn a degree. In exceptional circumstances a maximum of five years (ten semesters) would be permitted. Students admitted under special circumstances might be exempt from this requirement. At the same time we suggest that 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 Duke faculty if he transfers to Duke from another institution and is short enough that

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 agree unanimously that the elementary courses now required of all students should not receive academic credit, nor should a student's performance in them in any way be allowed to count more than four courses in military science toward graduation.

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 in addition to the 32 courses required for graduation. We therefore propose:

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 must 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 Air Force will offer similar 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 students who enroll would not be offered as part of the liberal arts curriculum were Duke not to have the R.O.T.C. programs. It is the responsibility of the student, desiring to prepare to be an officer, to assume responsibility additional to that of other students. We would suggest that no student be allowed to count more than four courses in military science toward graduation.

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 in addition to the 32 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.

We believe that Duke should no longer require that every student study a foreign language.

of students who know one another and therefore may find it easy to entertain them as a group should be wish to do so. The problem of how to assign advisers, either good 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 if they survive 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 scientist. 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 a residential adviser and the student and adviser should agree the student is that a 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 there is a conflict the Chairman of 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 conflict between the student and the student must maintain a certain quality point ratio to continue or graduate 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 2, 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 do adequate work 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 ratios penalizes the student who starts out poorly and accumulates a deficit even if he later makes satisfactory progress. His early weakness and does passing work. 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. A student who fails to graduate should be able him to graduate. We would therefore define graduation simply in terms of the number of courses passed in an approved curriculum. At the same time we believe that a student's academic transcript becomes a more accurate and useful record if it indicates something about a student's progress toward graduation. We suggest that the requirement for graduation be expressed in terms of 32 semester courses passed. We further suggest that at least a C- average be passed with a grade of C- or better. While grades of D or worse indicate performance below average and certainly below what is desirable; no more

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-credits 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 courses.

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 a student may spend in residence before taking a degree of Bachelor of Arts or Bachelor of Science is two years; these include the student's last two years at Duke.

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 in 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 in residence. 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 requirements established in advance. Nevertheless, the Committee wishes to protect the deans from the pressures of parents, students and others who might harass them if the deans have to withdraw.

We have been impressed with the continuation requirements at Bowdoin College. They in effect force prompt withdrawal from the student from college. His work is decidedly inferior, but they allow prompt reinstatement after the student has spent a semester or a year away. Introducing similar requirements, far simpler in execution than those we now employ, would indicate that the University expects consistent satisfactory performance. A student who is not making satisfactory progress toward graduation should be required to withdraw for at least one semester. We therefore propose:

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 any semester should be required to withdraw from the University for at least one regular academic semester. A student will be permanently dismissed from the University if he is subject to a second withdrawal 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 whose scores so dismissed might at their request have their cases reviewed by the Committee

inconsistent to require success in these courses for graduation. At the University does not require the 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 the regard. Presumably all courses in the University might introduce new to new areas of interest and might develop new skills.

The majority favors a one-year requirement in physical activity, which normally would be satisfied by a one-year course in physical education. In our current sedentary society as 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 their stress. 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.

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

The results of a survey of 230 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 I do 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 the administrative requirement that the requirement can be waived for medical reasons or can be met by approved participation in an alternate form of physical activity. We therefore propose:

TENTH PROPOSAL.

That satisfactory completion of one year of physical activity be 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 by an alternate form of approved physical activity. The student must intend to have his physical activity in his freshman year. The student receives no letter grade for physical activities taken to satisfy this requirement.

Prospect

We would like to offer a curriculum that would encourage good students to continue to Duke. We know that many students at Trinity and Woman's College have come to Duke although they were accepted by prestigious colleges among the Seven Sisters. Even the unsuccessful courtship of Vassar women cannot deter them from coming to Duke, 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 become academically better than other institutions. Once Vassar, Smith, and Mount Holyoke can, like Duke, offer men, the women applicants will have to weigh curricula 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. In the 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 election to come here or to recommend other students. Many students evidently choose Duke because it is the best 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 and as regional education improves. Further, many prestigious Ivy League 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 at Duke that the curriculum that 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 previous 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 make Duke more attractive to apply to. Today, a private university should offer private instruction.

While we should like our curriculum to help attract excellent students to Duke, our curriculum should be designed for recruiting purposes; it must justify itself to our faculty by bringing to the needs and talents of our students 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 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 processes and toward the University.

The curriculum proposed 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 human personality' have had an important political and emotional appeal. They have been incorporated in the United Nations Charter and in the United Nations Declaration on 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 lead at his own speed and 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 the very end 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 flexibility and strength into our curriculum so that it may remain responsive to changing conditions. Some aspects of the medieval tradition and of modernism are still present in different manners 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 our students' needs to the faculty and to the world with changing environmental conditions. 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

institutions, have operated on the assumption that some prescribed dosage is good for everyone or, even worse, harmful to no one. The result has been a curriculum that, with differences, such as regimen seems woefully short-lived."

If they are right, and if we agree that the student should not look at going to a student's mastery of bodies of knowledge, but to the ways in which a student forms his judgments and communicates them to others in an encouraging and stimulating variety of learning experience in which they take a position and defend their views, we encourage the attitude toward education that a nineteenth-century Master at Eton and quoted in "The Objectives of a Liberal Education" in our current Undergraduate Bulletin:

You go to a great school not so much for knowledge as for arts and habits; for the habit of attention, for the art of taking a new intellectual position, for the art of entering into the mind of another person, 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 the subject in hand as 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 basketball 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 Denison, 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

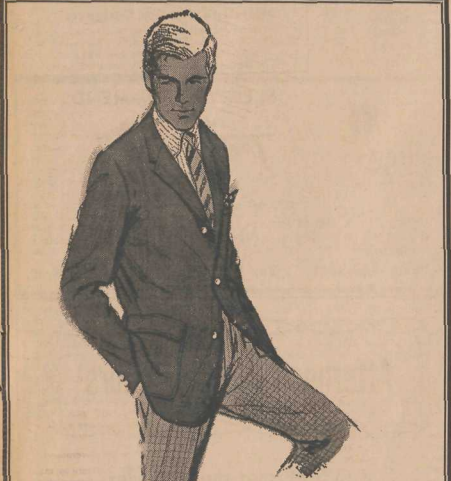
to ACC competition this week with Friday and Saturday games at Clemson and South Carolina, respectively. When asked about the team's Florida trip, first year coach Tom Butters commented, "You're never satisfied with playing 500 ball, but if you can split on the road, you're doing pretty well, especially 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 274 average and stole ten bases during the trip and was led by Sophomore Tim Teer who hit at a 300 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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NORTHGATE—DOWNTOWN

vanStraaten's

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	5	12	1	0	0	4	5	2	2	.500
Steve Denison, P	3	4	2	2	0	0	0	0	0	0	0	.500
Don Baglien, 3B	5	4	1	3	1	0	0	3	0	0	0	.375
Frank Ryan, OF	9	35	9	13	2	0	2	8	5	6	2	.371
Phil Wilhelm, P	3	6	2	2	0	0	1	2	2	2	0	.333
Dave Snyder, OF	9	31	10	10	1	1	3	6	3	2	3	.323
Larry Davis, 3B	9	39	8	12	2	1	1	9	4	4	9	.308
Randy Blanchard, 1B	8	27	3	7	3	0	0	7	2	3	1	.259
Jim Posen, 3B	6	22	3	5	1	0	0	4	0	2	6	.227
Jim Hyson, C	9	28	5	6	1	0	1	6	5	8	1	.214
Dick Warren, 2B	8	29	3	6	1	1	0	3	5	6	3	.207
Mike Holloway, OF	5	13	4	2	0	1	0	1	2	1	0	.154
Dixie 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	3	0	.000
Jeff Wheeler, IF	4	7	1	0	0	0	0	1	2	1	0	.000
Jeff Mitchell, P	4	2	0	0	0	0	0	1	0	0	0	.000
Carle Felton, P	3	3	0	0	0	0	0	0	0	3	0	.000
Bob Moore, P	3	2	0	0	0	0	0	0	0	0	0	.000
Bob Morris, C	3	2	0	0	0	0	0	0	0	1	1	.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	3	0	.000
Bob Steinbruggen, P	2	2	0	0	0	0	0	0	0	0	1	.000
Carl Chronister, OF	1	0	0	0	0	0	0	0	0	0	0	.000
Bill Campbell, P	1	0	0	0	0	0	0	0	0	1	0	.000
DUKE Totals	9	305	60	81	12	4	6	53	42	55	29	.263
OPP. Totals	9	305	59	81	8	7	1	47	62	60	21	.266

Wednesday, April 3, 1968 The Duke Chronicle 7



Randy Blanchard... knocks homer

Steve Denison... pitches win

Woodall shines

Blues flatten Whites in tilt

Playing despite a cracked wrist, Al Woodall led the Blues to a 33-13 rout of the Whites in the Duke football intrasquad game on March 22.

Displaying pinpoint accuracy, Woodall completed 7 of 13 passes for 246 yards. Rising Junior co-captain Courtlet gathered in 5 of those heaves for an outstanding 211 yards and 20 touchdowns. The TD receptions covered 61, 62, and 30 yards.

Woodall, a red-shirt Senior who started last year for Coach Harp's Blue Devils also rolled out for 31 yards. However afternoon rushing honors went to rising Junior Pete Schafer who tallied 89 yards on 18 attempts.

Frosh quarterback Leo Hart was almost as impressive, 21 passes for 251 yards. Woodall. He completed 11 of these, measuring 46 and 16 yards were TD tosses to tight-end Henry Carl. 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 runner was freshman halfback Naylor Baydoun who gained for a net 69 yards on 20 attempts.

Other outstanding features of the wide-open game were the punting of frosh Jim Madden (five punts for an average of 42 yards) for the Blues and the punt returns of speedy Junior Ed Hicklin. Hicklin returned 3 for 35 yards in this category where the Devils never excelled last season.

The Blues, behind Woodall, dominated the first three quarters. A TD on the play of the last stanza gave them a 27-0 lead, the biggest in the game.

Fullbacks Don Baglien 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 Hugh, took care of remainder of the scoring with three PAT's (for the Blues) and one field goal (for the Whites).

SPORTS

Shorts

Cheers

Golfers

A meeting for all those interested for positions as cheerleaders, Blue Devil and Pep Board member will be held at 7:30 tonight in Room 120, Psychology Building, according to John Ferris. Practice sessions will be held April 5-8 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 returned from a trip south where they defeated Georgia State College and went to 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 perennially tough Maryland.

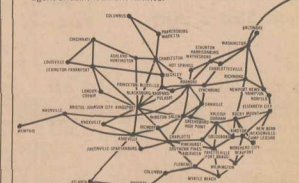
Duke had a 63 dual record last spring and finished second in the ACC Tourney at Pinehurst.

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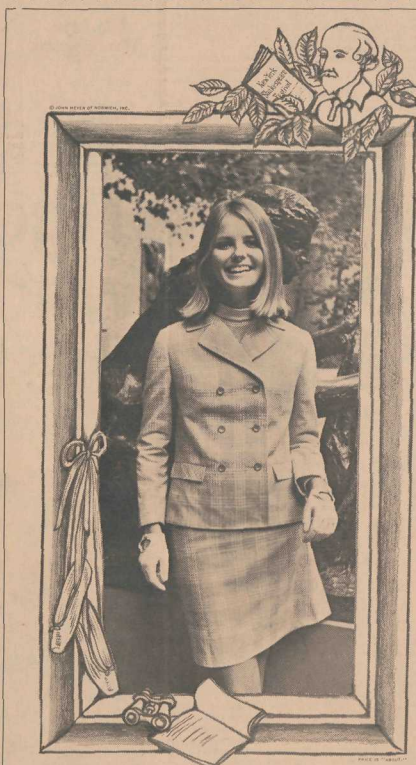
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Curriculum report

(Continued from Page 1)

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

The philosophy behind these proposals is that a student's looking to 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-credits 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.

A STUDENT may not have more than five years in which to complete his undergraduate work without special permission. He may receive a degree from Duke if he has spent less than two years in residence here.

The main 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, or 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.

ACCORDING TO DR. FLUKE, the work of Dr. Robert Krueger, director of curriculum review, since last spring added the subcommittee greatly in its work.

"THE ORACLE OF ALCANTARA... the other day, but Mr. Rockefeller's words made the Oracle of Delphi seem a positive blabbermouth by comparison. Samson on Vietnam. 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 super-NATIONAL REVIEW, with 100 of folk costumes from the six 35th, N.Y., 1961A.

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 they feel is 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 C-reading rooms of the main libraries on campus on 3-hour reserve and Dr. Fluke argues that all undergraduates who are able to read it do so.



Duke Dogwood in Bloom

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

Yugoslav chorus and Princeton group slated

By JEANETTE SARBO

Branko Krsmanovich Chorus of Yugoslavia, which has earned international respect, is performing in Page Auditorium on Wednesday night at 8:15. The Princeton Chamber Orchestra, a highly-reputed, musically-conscious ensemble, performs there Sunday afternoon.

Larger than most European choruses, the Branko Krsmanovich Chorus is composed of 80 voices, thereby producing a richer sound. Members of the group are forty men and forty women, undergraduates and graduate students in varied fields of study at the University of Belgrade.

Presently, the chorus enjoys an international reputation because of the numerous prizes it has won in worldwide music festivals in Vienna, Moscow, Wales, and Avezzo, 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 opera and 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 visual interest through the use of folk costumes from the six Yugoslav republics.

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 Persichetti (composer), the New York Times' Harold Schonberg, Hungarian-born director Nicholas Harsanyi is also conductor of the famous Bach.

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.



University calendar

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

THURSDAY
10:10 a.m. Divinity School Chapel. University Chapel Speaker: Herb Barker.
24 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 Dr. Kivelson, Room 1 Chemistry Building.
4 p.m. Undergraduate Faculty Council Meeting, Room 200 Flowers Building.
5 p.m. Dean's Hour, Medical Center Amphitheatre. Speaker: Dr. John Parks.
7:40-10:30 p.m. Y.M.C.A. YVCA Activities Night. Great Hall, West Union Building.

FRIDAY

2:30 p.m. Greek Games. Wallace Wade Stadium.
3 p.m. Graduate English Club Symposium: "The Epic Impulse and the Novel." Music Room, East Duke 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 must do most of the planning for the weekend.

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