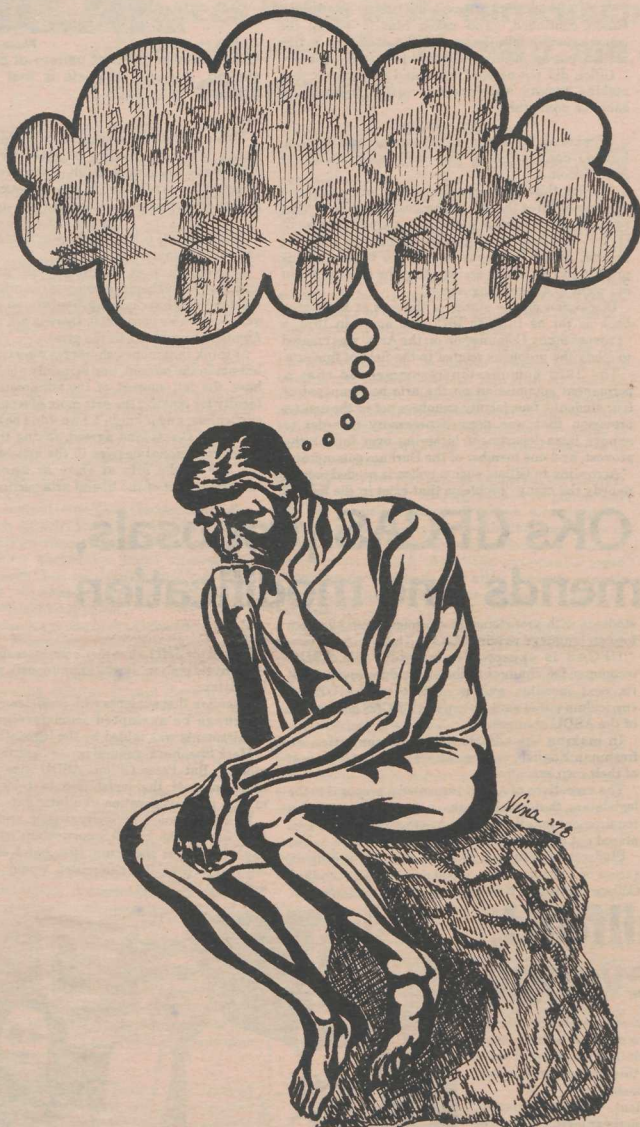


AEOLUS

The Chronicle's weekly magazine

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Defining education

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ASDU's Gillon charges Cleaveland stalling panel

By Scott McCartney

Peter Gillon, ASDU vice president at large, charged Monday that University Provost Frederic Cleaveland has stalled a University Commission on the Arts for over eighteen months by not naming four faculty members to the panel.

Gillon said he will meet with Cleaveland Friday with the aim of speeding up the naming process, but also said he is "doubtful that anything will happen."

The commission, the third to study the problems surrounding fine and performing arts, is responsible for the establishment of a cohesive University-wide policy on the arts.

Rethinking role

Cleaveland said that he is delaying naming of faculty members to the commission because he has been "rethinking the commission's role in light of the summer performing arts program."

"I don't see any point in doing something prematurely," Cleaveland said.

But Gillon said the appointments might never come.

"Given the past pattern of promises and stalling, my best estimate is that nothing will happen," he said. Four students were named to the commission over a year ago.

Others stalled

Other appointments to the commission, which would "advise the provost and the rest of the administration on policies relating to the fine arts," Gillon explained, "have been stalled by the provost since January of 1977 when the administration and

ASDU agreed to establish this body."

"I've talked to him [Cleaveland] twenty-five times," Gillon continued, "and asked him to set up the commission, to lube the wheels. But each time he has stalled, put me off, and said that he was too busy."

Gillon did not accept Cleaveland's statement that making faculty appointments to the commission could be premature.

No connection

"First of all," Gillon said, "the summer arts program has no connection to the establishment of the commission..."

"I think that the reason for all the delays could be any one of three things: the provost might be getting some pressure from a superior — namely President [Terry] Sanford or Chancellor [Kenneth] Pye; the provost might have put this at the bottom of his priority list; or this is an area that the provost might not want to do anything about."

Discussion on the status of the arts at Duke goes back as far as 1970. In 1972, and again in 1976, a "Provost Study Commission on the Arts" was created to study the problems relating to the field of fine arts.

The 1976 commission recommended that a permanent commission on the arts be composed of four students, four faculty members not in the arts (a provision that was deemed necessary in order to remove intra-department bickering over funds), the provost, and one member of the Durham community.

According to Gillon, such a policy is needed to help remedy the many "problems that exist in the field of



Photo by Ken Shapiro

Gillon: "Given the past pattern of promises and stalling, my best estimate is that nothing will happen."

the arts.

"It's probably the weakest area of the University. I think it's an ordering of priorities which the University has gone through — the direction is not to improve the arts — but to put more emphasis on the liberal arts areas rather than the fine arts."

No tenure

"One example is that teachers in the performing arts cannot get tenure," said Gillon.

Yet John Spencer, chairman of the art department said that while there is a policy of not offering tenure to teachers of the performing arts (who work under three year renewable contracts), there is not an exorbitant number of problems in the arts.

"I think that money shortages were true in the past, but not in the present, and certainly not in the future. I have the full support of the administration and the faculty for making the arts more of a part of the Duke curriculum, and if I didn't, I wouldn't be here," he said.

Provost Cleaveland agreed, saying that "We don't offer professional degrees in the arts because we see the role of the arts at Duke as being a crucially important part of the liberal arts curriculum." □

ASDU OKs UFCAS proposals, recommends one modification

By Dean Brenner

The ASDU legislature last night approved curriculum revisions passed last Thursday by the Undergraduate Faculty Council of the Arts and Sciences with one exception.

The legislature asked that students who place out of English 1—freshman composition—be recommended to take a course in expository writing in their freshman year.

The UFCAS proposals never made such a recommendation to students placing out of English 1.

Both the legislature and UFCAS have agreed that all students should take a departmental course stressing "monitored practice in expository writing" by the junior year as a prerequisite for bachelor's degree candidacy.

The legislature tabled a motion that would exempt

students with proficiency in a foreign language from foreign language requirements at Duke.

UFCAS is expected to consider the ASDU recommended changes to the curriculum revisions at its next meeting, and a student on the UFCAS curriculum panel said he expects UFCAS acceptance of the ASDU changes.

In making the additional recommendation on freshman English, the legislature bucked the request of their own executives.

The executives of ASDU presented a proposal to the legislature that would make a course in writing a requirement for all freshmen whether or not they had placed out of English 1.

Students placing out of English 1 by scoring in excess of 700 points (out of 800 points) on a standard College Entrance Examination Board achievement

test.

Legislator Jeff LeVeé made the amendment to the executive's motion. It was unanimously passed by the legislature.

A motion that students with proficiency in a foreign language be exempted from foreign language requirements was tabled by the legislature.

Mark Sheppard, general issues chairman, made the motion. But Peter Gillon, ASDU vice president at large, pressed the legislature to table Sheppard's motion for consideration at a later date.

Rick Robinson, University trustee, and one of three students on the UFCAS curriculum panel, said, "I can't speak for the committee, but I can't see any objections that the committee would have to the amendments." □

Devils face Guilford; booters seek revenge

By Kevin Cleary

The Blue Devil soccer team, with a 2-1 record, will be looking for its third straight win today against Guilford in a home opener on the soccer field at 4 p.m. The team will be seeking to avenge last year's 1-1 tie with Guilford.

"We played well enough to win for most of the game (against Guilford last year)," said John Wilson head coach.

"We want to repeat that performance while scoring more goals."

According to Wilson, today's contest and Saturday's game against Pfeiffer will go a long way toward determining how successful a season the team will have.

"If we can win this game and the Pfeiffer game, I will be very confident that we'll have a good season," Wilson commented.

Guilford is a physically strong, fast team which moves the ball up and down the field quickly, according to Wilson. Therefore, the Blue Devils will attempt to slow down the pace of the contest.

Another key will be Duke's offense. The offense has come alive this season, scoring 19 goals in three games. Part of the reason for this success lies in a new offensive alignment.

This alignment, a 4-2-4 formation, puts four men on the front line instead of the three men used last season.

Although this increases the power of the front line, it places a burden on the midfielders. However, starting midfielders Rob Glenney and Wayne Bergen have handled the situation "exceedingly well," according to Wilson.

The front line is paced by forward Richard Murray and striker Bill Huntley. Murray is leading the team in goals scored with four. Last season, the team used a 4-3-3 alignment placing three forwards, three midfielders and three fullbacks in the formation.

After Guilford, Duke will travel to Pfeiffer for a Saturday afternoon contest. Once again, revenge will be on the Blue Devils' minds — Pfeiffer beat Duke 2-0 last year. □



Photo by Scott McPherson

Duke basketball coach Bill Foster is the honorary chairman for the North Carolina Symphony, whose first season concert is Monday in Page Auditorium. Meeting this week in Foster's office to discuss the organization's student membership drive were (from left to right) Jean Brumley, president-elect of the Durham County chapter of the Symphony's friends organization, Foster, and Lois Richter, president of the Durham County symphony group.

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Revise and revise and revise

By Ginger Sasser

Duke is not the only school that sees holes in its curriculum; other schools, like Harvard, are changing requirements, too.

"Changing undergraduate education is like trying to move a graveyard."

—Derek Bok, president of Harvard University
Duke is not the only university searching its collective soul for the meaning of an undergraduate liberal arts program. Faculty and administrators at Harvard, Yale, Princeton, Amherst, Brown, Stanford and the University of North Carolina at Chapel Hill have asked and are asking the same questions posed by the Curriculum Committee of the Undergraduate Faculty Council of Arts and Sciences (UFCAS) in its final report to UFCAS entitled "Toward the Objectives of Liberal Education."

Is the flexible curriculum instituted in the 1960s too permissive, and what goes into making a well-educated man or woman?

Both questions have become the subject of heated debate and intensive self-examination, and while the questions are the same, the answers are not.

Harvard has led the way in the "back to structure" campaign, and freshmen entering Harvard next fall will face the first major curriculum revision at the university since 1945.

In 1945, Harvard put into effect a General Education program which closely resembles Duke's present system. Students are required to select certain courses from areas of the humanities, social sciences and natural sciences, but according to *Newsweek* magazine, the requirements became increasingly flexible in the "permissive 1960s."

"We went through a period in education when people were unwilling to state priorities with clarity," said Henry Rosovsky, dean of faculty of arts and sciences at Harvard. "And as a result, almost anything was capable of becoming general ed, and therefore, the original goal of supplying a broad education was frequently lost."

Ernest L. Boyer, U.S. Commissioner of Education, described the "system born of the Sixties revolt" as one in which: "A humanities requirement may be met by a course in film appreciation (12 nights of the Marx brothers and the aesthetics of *Casablanca*), modern dance, or poetry reading. A social science requirement can be met by a course in Latin American history, by watching *The Adams Chronicles* on television, or making a tape recording of grandma flipping through the family photo album. A curriculum that suggests students have nothing in common is just as flawed as one that suggests students are all alike."

Boyer was referring to all universities with very minimal degree requirements.

Rosovsky and Boyer were apparently in agreement. In 1974, Rosovsky sent a letter to the Harvard faculty stating: "At the moment, to be an educated man or woman doesn't mean anything. It may mean that you know all about urban this or rural that. But there is no common denominator."

Harvard's answer?

After four years of debate, the faculty voted 182 to 65 to accept changes in the curriculum. The revised curriculum will require students to take ten courses in five areas, or will require that one-fourth their academic load be centered around "core courses."

The five areas include:

- Literature and the arts; in which one course in literature, one in fine arts or music, and one interdisciplinary course designed to show the connection between literature and the arts are required;
- History; in which one course relating to the present day, such as the development of modern political ideologies, and one interpreting a major event, such as the French Revolution, are required;
- Social and Philosophical Analysis: in which one course introducing the central approach to the social sciences, and one in philosophy, focusing on ethical and political issues, are required;
- Science and Math; in which one course covering the physical sciences or math, and one in biological or

behavioral science are required; and

- Foreign Culture; in which one course that provides "fresh perspectives on the student's own cultural assumptions and traditions" is required.

The core curriculum will be made up of approximately 100 courses. Students will also be required to demonstrate competence in expository writing, a foreign language and math at the algebra level.

"I hope that it will move forward to a modernized concept of liberal education. We're not going to ask all our students to do the same thing. They will have a considerable choice," said Rosovsky.

According to *Commonweal* magazine, the new Harvard curriculum "is flexible, respects a student's intelligence, doesn't overload him with structure or cook up superficial introductory courses everyone must take; rather it describes what kind of substantive knowledge and skills the requirement is meant to instill and calls into being new courses designed to meet those aims."

While Harvard faculty supported the changes two-to-one, undergraduate response was largely negative. Students protesting the changes presented a petition with 2000 signatures to the faculty, and the *Crimson*, Harvard's student newspaper, stated that "the proposal's rigid requirements simply do not allow students enough freedom to gain what they see as a balanced education."

The controversy continues at other universities. At Brown University, a different view was expressed than that held by the Harvard faculty.

"We feel our flexible curriculum is best for our students. It offers the best chance to grow responsibly and learn," said Walter E. Massey, a dean at Brown.

At Stanford, a proposal to introduce a university-wide course on Western culture has engendered widespread opposition on the part of both students and faculty. Most resent the "narrowness" of the requirement and the tacit assumption that Western civilization is more important than any other.

Yale and Princeton voted down reforms similar to those approved at Harvard. Rosovsky attributed the failure of reform at other schools to a lesser degree of faculty participation.

"Our faculty has had a bigger role in this," said Rosovsky. "Many of them have been directly involved."

If curricular reform has not always resulted in change, it has at least been recognized as an important area of self-examination.

At Amherst, where all requirements were dropped in the 1960s, a faculty committee is examining a return to

some type of course distributional requirements.

Even the University of North Carolina at Chapel Hill, which by no means liberalized its curriculum to the extent that most private universities did, has appointed a committee to study possible reforms. In 1969, UNC-CH reduced requirements for English courses from three to two, western civilization was replaced by a broader social science requirement, required natural science courses were reduced from three to two, and math could be substituted for a foreign language.

And the debate goes on.

In *Saturday Review*, Fred Hechinger argued that the importance of the reform movement lies in the inspiration it has given to a search for "new methods, new philosophies, [and] new blood to quicken the pulse of modern education."

Ironically, or perhaps not so ironically, the current Duke curriculum which was put into effect in 1969 was praised for those exact reasons.

According to the Curriculum Committee's final report, the practical effects [of the New Curriculum] went hand in hand with the fresh infusion of vitality, the new and healthier climate of learning, that any radical institutional reform will produce."

The problem?

"Today, some faculty and students question whether that climate still prevails. More importantly though, the perceived strength of the practical effects has lessened," the report stated.

According to Amitai Etzioni, a professor of sociology at Columbia University, "colleges are not highly planned entities with powerful 'steering mechanisms,' able to set and stick to a consistent new course against all opposing currents."

Etzioni stated that the main alternatives are "having a patchwork of requirements here and sizeable pockets of disorganization there; or making a systematic effort to define where structure is needed and where free choice and opportunity to define new directions are called for."

Or, as Etzioni queried in Hegelian terms, "Will a new synthesis arise out of the thesis of rigid codes and antithesis of unbounded liberties, a new approach to higher education, clear in its purpose but not without opportunity for change, neither lax nor formless?"

Sources: *Commonweal*, March 31, 1978; *The Durham Morning Herald*, September 10, 1978; *The News and Observer*, August 27, 1978; *Newsweek*, May 15, 1978; *Saturday Review*, April 1, 1978; *Science*, March 31, 1978; "Towards the Objectives of Liberal Education," final report of the 1977-1978 Curriculum Committee of UFCAS; U.S. News and World Report, January 23, 1978.



Outside the college... Kremen's into collage

By Andy Jacobson

For the past twelve years, the art of Irwin Kremen has remained unknown to the world.

Kremen, professor of psychology, has been creating collages since 1966, but only a small group of close friends had seen the artist's work until this month.

Now, Kremen's work is appearing at an exhibition sponsored by the Southeastern Center for Contemporary Art (SECCA) in Winston-Salem, and beginning January 26, his work will be on exhibit at the Smithsonian Institution's National Collection of Fine Arts in Washington.

Kremen's collages are made from pieces of paper ripped and torn from posters and billboards in New York, Boston, Washington, and from all over Europe. He uses bits of paper of different textures; some are worn and weather-beaten, some are fresh and crisp. He combines them into a sea of diverse colors and shapes.

The sudden appearance of Kremen's work has been a surprise to many, particularly since most artists are prone to exhibit their work from the

time they start, according to Mackie Bane, curator of exhibits at SECCA.

"It's such a unique way for an artist to develop...Kremen has been able to develop completely on his own, some of the strongest and most technically superb collage work I have seen," she said.

For an artist to suddenly emerge from total obscurity to a position of national recognition in the art world is indeed a rare occurrence; while such an honor would undoubtedly represent the lifetime goal of many artists, Kremen's move into the national spotlight is not something that he had particularly sought.

To Kremen, making collages in total privacy, without any pressures from the outside world, was quite important.

"What I did was done for its own sake and nothing more. My act was free. It required no extrinsic rationale, was in no way instrumental to other ends; it arose by itself and was justified by nothing other than itself. It was exhilarating," he said.

But now that Kremen's work is on public display (the SECCA exhibit is his first), he has to deal with certain extrinsic factors, such as the possible sale of some of his work.

Kremen emphasizes that his collages were not created to be sold. The selling of his work is painful, he claims, and it is not easy for him to let a piece go.

Now that Kremen has let the world see his art, what effects will this exposure have on his work as an artist?

"I'm confident that it (the exposure) will not alter me or my commitment to my work in any way," he said. "So long as a work satisfies me, that suffices."

Another unique aspect of Kremen's career as an artist is that he began making collages with no training in art and when he was over forty years old. While holding a full time teaching job



Photo by John Mark Smith

Artweek

W

Duke Players: Freshman-Sophomore Theatre Workshop, 209 East Duke Building, 7 p.m.

Duke Democrats: *The Graduate*, Bio Sci Auditorium, 7, 9, and 11 p.m., \$1.

Carolina Theatre: *Cat and Mouse*, nightly at 7:10 and 9:15 through Tuesday.

Village Dinner Theatre: *My Fair Lady*, Mt. Herman Church road (near RDU Airport), at 8:30 p.m. nightly through October 29, (for information call 596-8343).

Ackland Art Center: *Eighth National Printmakers Exhibition*, Ackland Art Center in Chapel Hill, now through September 30, daily from 10 a.m. to 5 p.m. (Sundays from 2 to 6 p.m.; closed Mondays).

Windom/Thurber II, Page Auditorium, 8:30 p.m., \$6.50, 5.50, 4.50.

Pocket Theatre: *Brownie Broadway and Coffee*, Beer, Never Fear, St. Joseph's Performance Center, 8:30 p.m.

Sat

Quad Flicks: *The Fury*, Page Auditorium, 7 and 9:30, \$1.

Chamber Arts Society: *The Tokyo Quartet*, East Duke Music Room, 8:15 p.m., \$6.

Pocket Theatre: *Brownie Broadway and Coffee*, Beer, Never Fear, St. Joseph's Performance Center, 8:30 p.m.

Th

Sun

Freewater: *The Lady Eve*, Bio Sci Auditorium, 7 and 9:30 p.m., \$1.

Quad Flicks: *The Fury*, Page Auditorium, 7 and 9:15 p.m., \$1.

F

M

Freewater: *A Special Day*, Bio Sci Auditorium, 7, 9:30, and 12 p.m., \$1.

Performing Arts Committee: *William*

Duke/Durham Series: *The North Carolina Symphony Orchestra*, Page Auditorium, 8 p.m., \$6 and \$3.

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Photo by John Mark Smith

Irwin Kremen's collages, made from fragments of posters and billboards, are now on display at the Southeastern Center for Contemporary Art in Winston-Salem.

Kremen was able to work vigorously, developing his own methods, techniques and materials for his collages.

Much of his inspiration, Kremen said, came from some of his close friends, who were artists themselves. Included were poet and teacher M.C. Richards, composer John Cage, and dancer Merce Cunningham, all of whom influenced Kremen and helped solidify his "sense of self" as an artist.

Particularly important to Kremen was the guidance of Richards, who encouraged him to make his first collage.

The two first met in the late 40s at Black Mountain College, near Asheville, North Carolina, where Kremen was a student and Richards was teaching English. There they developed a close friendship. In 1966, while passing through Durham, Richards stopped to visit Kremen and helped him with his first collage, made out of bits of cloth.

Soon afterwards, Kremen tried to make a second collage on his own.

"I gathered together odds and ends that I had about, an old news photo of Virginia Woolf, illustrations of the death masks of Dante, Shakespeare, and Blake, cutouts of block letters, logarithmic paper, and made a try — but what a disaster!"

After seeing some collages made by a friend in Europe, Kremen began to grasp the ideas that he would need in order to successfully work with collage. Kremen began to visit Europe regularly, as his trips there were a great inspiration to his work.

"They (the trips to Europe) let me school myself in the art of the past directly, in cave, megalith, tomb, temple, chapel, ruin, castle, convent, abbey, cathedral, palace, villa, library, piazza, and museum," he explained.

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Sometimes Kremen cannot resist visiting certain inspiring spots three or four times.

"There's this cemetery in Monterchi near Arezzo, Italy. There, in a little chapel is a marvelous painting by Piero della Francesca. I've been to see that painting at least four times," he said.

After twelve years of watching Kremen create style and technique in collage, M.C. Richards has this to say about Kremen's work:

"I have looked at them (Kremen's best works) and been changed by them. This is one of their unique powers: they draw one into themselves. One senses in their mystery a sublime coherence, though no less beyond speech. They work upon one's being, like a music."

On his stints to Europe, Kremen roams the streets with his vinyl collection case and his army surplus knife. When he finds what he wants, he begins cutting and tearing. Later, in a hotel room or friend's house, Kremen dumps his collection out and begins sorting for possible use.

While most collage artists use some kind of glue or paste, over the years Kremen has developed a different sort of technique in which he hinges each piece with very thin Japanese paper. The papers are hinged together in such a way as to avoid stress between pieces of paper that might occur with temperature change. According to Kremen, the use of certain adhesives alters the color of papers in a collage.

Kremen pointed out that much of this technique (the use of hinges), he created this past summer while getting his work ready for the current Winston-Salem exhibit. "In a way," he said, "the fact that these collages are now exposed to the public forced me to develop and master a new technique in collage."

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Trying to pinpoint

Last Thursday, the Undergraduate Faculty Council of Arts and Sciences (UFCAS) approved the first of four proposals aimed at tightening the undergraduate curriculum in Trinity College. The proposals were set forth by the UFCAS Curriculum Committee after more than a year of studying the philosophy and overall academic program of Trinity College. UFCAS will consider the remaining proposals at a special meeting September 28. The approved proposals will go into effect next fall and apply to the class of 1983 and all subsequent classes.

In its final report, "Toward the Objective of Liberal Education", the 1977-78 Curriculum Committee termed its four proposals as "partial solutions of limited scope...in the direction of a more structured educational experience."

According to the report, the committee dealt with many problems in making its proposals, not the least of which was the lack of a clearly articulated philosophy of liberal education at Duke.

The committee concluded in the report

that "the philosophy, the academic programs, and the policies of Trinity College of Arts and Sciences are in need of further, intensive study and consideration" and recommended that a task force be set up by the Provost to further examine the issues the committee raised.

Provost Frederic N. Cleaveland appointed a Special Committee on Educational Policy and Program in Trinity College and stated the committee "should be concerned with basic educational philosophy and with the policies and programs appropriate to give it meaning and substance."

The committee, chaired by Bruce Wardropper, W. Wannamaker professor of romance languages, will be composed of three faculty, from each of the three divisions, and three students. (Further *Aeolus* articles will deal with this committee.)

Why is the present curriculum being so intensely examined?

Similar examinations are underway at universities throughout the United States (see related article), but the Curriculum Committee stated in its report that it "does

not...premise its opinions on national trends, but on its study of liberal education at Duke University."

According to the report, the Curriculum Committee examined the history of Duke University, the developments at Duke over the past 50 years, and data on the operation of the present curriculum. The resulting proposals and report are "a perspective on some ways Trinity College...with its resources and limitations—might provide all its students with a better education."

The study of the present curriculum began in the spring of 1977 when Thomas Spragens, associate professor of political science and chairman of the Curriculum Committee, appointed a subcommittee to examine curricular changes.

The subcommittee reviewed letters from faculty expressing discontent with the current academic program and attempted to evaluate student and faculty attitudes toward curricular revision, stated the final report.

In late spring of 1977, the subcommittee reported that the major task for the Curriculum Committee in the coming year should be a full review of the Trinity

College Curriculum.

In July of 1977, Sydney Nathans, associate professor of history and chairman of the UFCAS Executive Committee, sent a letter to all faculty members requesting "your view of the major problem or issue the undergraduate faculty should deal with aggressively this coming year."

More than half of the responses dealt with the curriculum, according to the final report.

Nathans summarized the views in a memorandum, "Priorities for the Year Ahead". According to one faculty member, the "compulsion towards specialization," when combined with the virtually limitless choices of the Sixties have produced "a sorry mess."

"Since by the terms of our curriculum we have no confident sense of what should be included in an undergraduate education, we are open prey to special interests who seem to know what we should be doing and how we should do it. Hence undergraduate education becomes increasingly pre-professional or pre-vocational and less and less liberal and, contrary to the intent of the reforms, less and less free," stated another professor.

In September of 1978, the Curriculum Committee, chaired by Frank Borchardt, associate professor of Germanic languages and literature, "accepted the statements of faculty concerns and the subcommittee report from the previous year as a mandate to give first priority to a review of the education program of Trinity College," stated the final report.

Richard Walter, professor of physics, took over the chairmanship of the committee in January of 1979. Members of the committee were: Lisa Barnes, a Trinity College senior; Helga Bessent, assistant professor of Germanic languages and literature; Borchardt; Dorothy Brundage, assistant professor of nursing; Virginia Bryan, assistant dean of Trinity College and coordinator for curriculum; Clark Cahow, then registrar and director of undergraduate admissions and financial aid, and now a vice provost; Norman Guttman, professor of psychology; Ezra Mersey, a Trinity College senior; Rick Robinson, then a Trinity College junior and speaker of the ASDU legislature, and now a student trustee; Walter; and Alice T. Wilson, senior assistant librarian of the Engineering Library.

Discussing the history of the Duke academic program, the committee stated in its report that "Until 1969...the undergraduate curriculum, as defined by the degree requirements, remained almost entirely fixed, for a period of 45 years."

In 1969, after two years of study, the change to the current curriculum was made. Prior to that time, the program was "partly prescribed, partly elective, but the elective aspect was largely confined to the choice of the major or of a pre-professional sequence," stated the report.

Students were required to take courses in natural science, mathematics (or logic), social sciences, religion, literature, and the arts. Proficiency in both a foreign language and English composition were required. According to the report, "The first two years were almost entirely occupied with fulfilling the uniform course requirements, and the options for fulfilling these requirements were few — mainly introductory courses in several departments."

According to the report, "Duke

Filler for the gaps

RECOMMENDATION I

In addition to the distributional requirements, each student must successfully complete

- a) one laboratory course in a natural science;
- b) one course in history of civilization which explores the interrelationships of major social, political, economic, cultural and intellectual developments;
- c) one course in literature in any language.

In this proposal the committee introduces the concept of "Fields of Knowledge," defined as Literature, History of Civilization, and Laboratory Natural Science, as an elaboration of requirements in the Humanities, Natural Sciences and Social Sciences.

According to the report, "the college experience of every student should include at a minimum some months of reading in the great works of literature, some concentration of attention to the origins of the civilization which nurtures us, some effort to achieve an understanding of nature and of the methods whereby humanity has reached that understanding."

The report stated, "No elaborate defense of these goals is required; they are put forth as matters of principle, so basic that an effort to justify them would be a form of irreverence."

Recommendation I

A. Of the 32 courses required for graduation at least 19 shall be taken outside the major department or program (English 1 and 1015 may be counted as one of these 19.)

B. An exemption from the rule requiring at least 19 courses outside the major will apply to students who enter during academic year 1979-1980 and major in music. This exemption will expire for students who enter subsequently, unless extended by action of UFCAS.

According to the report, the requirement of 19 takes into account all

A.B. and B.S. programs defined by departments, with one course to spare (except for the Music major), and still permits 40 percent of the student's program to be devoted to the field of concentration. This limit, combined with the Fields of Knowledge requirement, should "strengthen the existing requirement for a distribution of course across the divisions," stated the report.

The committee temporarily exempted the Music major from this requirement because of the unique nature of the major. It requires 13 courses, including prerequisites, and 86 percent of the 1978 graduates earned 15 or more graduation credits in music because, in addition to required courses in theory, history and literature, it is customary to earn fractional course credit for performance. The Curriculum Committee suggested more study of this case.

Recommendation III

A. The present requirement for proficiency in English composition shall remain a requirement for the baccalaureate degrees (i.e., the satisfactory completion of English 1, or the presentation of a score of 700 or higher on the CEEB English Composition Achievement Test — ECT).

B. A category of writing courses shall be established to provide monitored practice in expository writing and the satisfactory completion of one of these courses, usually in the sophomore or junior year, shall be required for both baccalaureate degrees.

C. The University should provide additional support to an office of writing resources to assist students, those in writing courses and others, in solving writing problems and in improving the quality of their writing.

This recommendation is an outgrowth of several years of UFCAS study of the writing skills of Duke students. According to the report, the

committee found no reason to change either the English I requirement or the condition for exemption. The expository writing course beyond English 1 could be filled in any number of departments, as long as certain criteria concerning the volume and quality of the writing are met, and provisions for student/teacher discussion of the writing are made. Departments would be "invited to nominate existing courses or propose new courses as writing courses," stated the report. A departmental polling will take place this fall to determine the full list of potential writing courses.

The report urged that more support be given to the Writing Assistance Center, established in January of 1978. Instructors in writing courses should refer students to the center, stated the report.

Recommendation IV

Each student must demonstrate eligibility to enter the third semester of college instruction in a foreign language by having completed two years of study of one language in secondary school or by completing two semester courses in one language in college or the equivalent.

This proposal makes an entrance credential an alternative to a certain amount of college study, but says in effect that every Duke graduate will have studied one foreign language at some point in his/her education. According to the report, the requirement "is a first step toward securing an entering class whose members are uniformly capable of profiting from the level of study of foreign literature and culture a college can provide." The philosophical position behind the proposal, states the report, is that elementary language instruction belongs in the high school. The report made it clear that this requirement should be regarded as a first step in dealing with foreign language requirements. □

t liberal education

By Ginger Sasser

University changed radically in the decade of the 1960s..." The student body was increasingly able and represented a widening geographical base."

"Fully aware by 1967 of the exciting potentiality of the 'new student,' the faculty was determined to provide a 'new curriculum.'"

According to the report, "The faculty itself was more cosmopolitan in its origins and sensitive to the difference between the prevailing Duke program and more liberal and innovative programs of other leading institutions with which Duke had become increasingly competitive."

Thus, the genesis of the New Curriculum, or rather the curriculum that guides Duke undergraduates today.

In 1967, Robert Krueger, then an assistant professor of English, later dean of Trinity College of Arts and Sciences, and now the Democratic nominee to the U.S. senate in Texas, led the movement for curriculum reform.

In its report "Varieties of Learning Experience," the UFCAS subcommittee which Krueger coordinated expressed the philosophy underlying the New Curriculum:

"Instead of saying that a man is educated only by his having had a little bit of this and a little bit of that in various

subjects, it defines an educated man by his stance toward life: open-minded, flexible, versatile, humane, rational, and well-intentioned. A student is most likely to develop such a stance in an atmosphere of freedom: where he shares the 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 skills that will allow him to continue his education on his own."

The freedom and individuality allowed by the new program are expressed in many ways, according to the final report of this year's Curriculum Committee. Those ways include:

- the traditional unrestricted choice of a major;
- the selection of courses to fill distribution requirements from an extremely wide range, irrespective of departmental boundaries;
- relieving the student of the burden of five simultaneous courses with competing demands and allowing more time for concentration on selected subjects; and
- generally emphasizing autonomy and responsibility.

These freedoms, according to the 1978 report "were supported by reliance on effective advising, with responsibility on

the adviser for giving wise and informed counsel and on the student for seeking it."

A review of the New Curriculum undertaken in 1973 was overwhelmingly positive, with the exception of certain criticisms of the advising system, states the final report.

The 1977-78 Curriculum Committee pointed to a number of problems in the New Curriculum that have developed since 1969.

The number of courses offered to undergraduates has increased by 56.4 percent, "resulting in advisers and advisees being informed about only a small portion of the available courses." The result is "whimsical or random" course selection, states the report.

The number of Trinity College students enrolled at Duke has increased 16.4 percent since 1968. The enrollment growth has "very nearly absorbed the gain which the decreased course load permitted, and there is no longer the faculty labor available to carry forward the degree of individualized education the new curriculum envisioned," stated the report.

And finally, the report notes that one of the premises of the 1967-69 curriculum reform was "an increasingly able student body." The committee cited the decline over the past nine years in average SAT

verbal scores of entering Trinity College classes as an indication of a reversed trend.

The 1977-78 Curriculum Committee concluded, after listening to the views of student representatives on the committee, that "the sense of creativity and innovation which infused the student body at the time of implementation of the New Curriculum appears to have dissipated, and that today many students are asking for a revitalization of the undergraduate program and a return to the joys of learning."

The committee conceded in its report that the views of the students on the committee "were not always representative of the thinking of the entire student body."

The Curriculum Committee's recommendations, which it terms "Four Modest Proposals", were an outgrowth of studying detailed data concerning course selection in Trinity College. The actual process of making proposals was hampered by a lack of educational philosophy to follow, stated the report.

"We anticipate that further steps, both qualitative and quantitative, are likely to follow in future years, and that even if drastic modifications are to be recommended in the future, the steps currently proposed will be a logical base to build upon," stated the committee. □

Split decision

We are adults...

It has often been said that a college education is not simply an academic experience, but is a combination of academic and extracurricular activities. College then represents many things to many people, guaranteeing nothing but an opportunity to learn.

Trinity College is a liberal arts college and therefore should not ever be molded into a technical school. At the same time, Trinity College should not adopt an overly structured liberal arts program. The philosophy behind liberal arts is that the student should

have the freedom to select her/his academic experience. This includes the freedom to choose a well-rounded schedule as well as a strict business or premedical curriculum.

UFCAS has recently decided that a more structured curriculum is needed at Duke. But in reality, UFCAS has decided that Duke students need a more rounded education and that the faculty should impose these new standards on the students.

We resent this attempt at parental guidance. Students are old enough to

vote, to marry, to be drafted, to drop out, and to act in every other way as adults. Students also pay an enormous amount of money (ever increasing) to learn and enjoy while at Duke. The students, therefore, should have the responsibility to make the decision whether her/his curriculum is good or bad, according to each student's goals and desires.

The crucial assumption in this entire argument is that students can make their own decisions. They have to, for no one else has the necessary insight into the student's goals and wants. As

each college experience means something different to each student, so is each college curriculum. Students are old enough to come to college, and so they are old enough to choose their majors and courses.

UFCAS must re-evaluate the alternative of a more structured liberal arts program. The faculty's guidance is always appreciated, but not in the form that must be adhered to. The choice should, and must, be left up to the students.

John Navin, Amy Shaw, Marc Kaplan,
Davia Odell, Joe DiMona.

...but does that matter?

The goals of a liberal arts education are often hard to define in concrete terms, because the benefits of such an education are so largely intangible. Receiving a "well-rounded" education at Duke isn't going to assure you a better job in the future; it's not going to guarantee you admission to law school; and it won't necessarily make you the smartest doctor in the hospital once you finish medical school.

A truly well-rounded education is best seen in terms of the philosophy behind it. Studying subjects in areas which go beyond your specific expertise can help broaden your world view, stimulate new interests, and cause you to ask new questions you hadn't considered before.

Fine, you say. But why should students be forced under a new and more structured curriculum to take courses they're simply not interested

in? Why can't students decide for themselves what the best curriculum is for them individually?

In theory, it would be wonderful if students could plan their own curricula, and could graduate saying they had gained the most valuable college education possible during their time at Duke. The present curriculum at Duke, except for a few requirements, essentially allows a student this supposedly ideal situation.

Except so many things can get in the way of that ideal. Take a couple of examples. One is that of the humanities major, who comes here with a special aptitude for writing and literary interpretation, but also with a definite interest in science. This student arrives on campus and decides to take some chemistry and biology, but is immediately met with a barrage of comments such as: "You're crazy to

take courses in those subjects unless you're a science major! They'll take too much time." So this impressionable freshman steers clear of science as much as possible, and in the end regrets it.

Or take another example. A public policy studies major really wants to go to law school, and has to keep up the GPA in order to get there. This student would really like to take a few literature courses, but doesn't have much confidence in his/her ability to write long English term papers. Will this student be willing to risk a literature course if not compelled by a more structured curriculum?

Conclusive evidence supporting such hypothetical examples exists in the UFCAS Curriculum Committee's report, which urges a more structured curriculum for Trinity College. Not all students need this type of structure to

complete a well-balanced education here. But for many students, the practical pressures of making a good GPA and gaining as much expertise as possible in the major overwhelm the philosophical pressure to attain a widely varied academic experience.

We believe that students should receive more guidance from the University in the pursuit of a truly rounded education. Trinity is an institute of higher learning; it is not a technical school designed simply to funnel ready-made graduates into professional schools and careers.

We support UFCAS as it moves to provide a better balanced curriculum structure, and we urge students to take an active role in formulating and supporting this new curriculum. It is destined to benefit us all.

—Elizabeth Buchanan, Nina Gordon,
Ed Hatcher, Ginger Sasser, Ed
Turlington, Jani Woolridge —

Wednesday, September 20, 1978

13 cable

Training Sessions

Tonight

in 226 Perkins

7:00-10:00 p.m.

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Friday & Saturday

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8

Sports

Aeolus

Football's winning ways...

By Jim Mazur and
David Trevaskis

Dance is a contact sport.

Football is a hitting sport.

—Vince Lombardi

It is a sunny day in late October, a perfect afternoon for college football. The kickoff is long and deep. In the mix of bodies that ensues, a white-shirted player goes down. The kicker, in the home red, advances on the fallen player and delivers a punch to his groin. No flags are thrown; the officials are looking elsewhere.

The event does not go unnoticed, however. One of the stricken player's teammates has seen the entire incident. Angered both by the blatant foul and the lack of a penalty call, he launches his 250-pound frame at the red aggressor. With the crash of this blow still echoing across the field, a referee's flag floats silently to the ground.

A blatant foul. A retaliatory attack. Uneven officiating. All evident during the course of a single play in a Duke game last year.

Is this a typical play in a violent sport? In the wake of a recent *Sports Illustrated* series on brutality in football and the highly publicized injury that left pro gridder Darryl Stingley paralyzed, many people believe football games are nothing more than a series of plays involving such uncontrolled mayhem.

John Underwood, author of the *SI* series, stops short of saying that brutality is the norm every time opponents meet on the gridiron. But he does contend that there are frequent excesses of violence which for the most part fall outside the rule of the game and are ruining the sport. These excesses of violence constitute brutality in Underwood's point of view.

Underwood is not among those who maintain that football is inherently brutal. There is an element of violence; as football legend Vince Lombardi explained, football is more than a contact sport, it is a hitting sport. And when a 250-pounder with speed to burn collides with another human being, the resulting hit is necessarily violent.

Still, the contact of football is supposed to be controlled. Hence the rulebook and the officials. Indeed, it is this control that attempts to keep the violence of football from getting out of hand and to keep the sport from being brutal.

The major theme of Underwood's articles is that the controlled nature of football has been and is being subverted through a combination of factors. The rules themselves are at fault because they allow a certain degree of legal brutality. Here Underwood singled out for detailed attention the use of the helmet in the game as a weapon for delivering a blow.



Photo by Dana Fields

Duke vs. the Clemson Tigers.



Photo by Dana Fields

Discipline prevents "hard hitting" from becoming excessive violence.

Underwood also placed a certain amount of blame on the officials, claiming that they do not effectively enforce the existing rules, thereby allowing flagrant infractions and retaliatory situations like the one described at the start of this article to take place.

But the people most culpable in Underwood's view are the administrators of football on the various levels. This includes the owners of pro teams, athletic directors in the colleges and high schools, and the organizers of youth leagues. The people most directly responsible are the coaches. The pressure to win — and that pressure can be intense whether you are coaching the local midget team or the Oakland Raiders — forces coaches to compromise the game and allow various abuses such as dirty play and the use of drug stimulants to occur.

Underwood does not condemn the majority of football coaches, but it is clear that he feels that abuses of the game are prevalent enough that brutality in football has become a major problem. And though his criticism focuses primarily on professional football, the inference is that this problem exists at all levels of gridiron competition.

To Duke head football coach Mike McGee and many of his players, the Underwood essay was a one-sided presentation that nonetheless had some valid points.

"It was not a balanced treatment," said McGee. "There were things brought out that I have been personally interested in — things like spearing, piling on and late hits. But what the articles failed to mention was that these things are not football."

Wide receiver Jeff Comer agreed with McGee. "I felt the article was sort of glorified. It was not really exaggerated but the stories seemed to be loaded to prove a point. And it did get the point across."

Although Derrick Mashore, a Duke outside linebacker, felt the articles were "fairly accurate" and complimented Underwood for trying to be fair, he feels that violence in football is blown out of proportion.

"We are not gladiators," Mashore explained. "It is a controlled thing."

Judging from the players reaction to questions about the *SI* article, football at Duke seems to be a "controlled thing." Virtually every player interviewed mentioned team discipline as the primary restraining force that keeps the game from being brutal, each taking great pride that their team is highly disciplined.

"We play a very disciplined game," quarterback Mike Dunn noted, maintaining that the component of violence in football is inversely related to the amount of discipline a team has. "There are some teams who play brutally but that is mostly due to a lack of discipline. The coaching staff determines it."

"There is no way anyone can say that the coaches here teach us or allow us to do anything that are against the rules or might deliberately hurt," offensive tackle Ken Staudinger added.

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"In my opinion there is nothing unethical or illegal going on here," Mashore said. "If you are looking for scandals, Duke is not a very good place to start."

Mashore said he considers himself a clean player, as did all the Devils interviewed. Their attitude seems to be a matter of team pride instilled by McGee and his coaching staff. However, incidents like kickoff play last year do occur. Duke players are capable of brutal play. The impression, however, is that even if they fall short of playing by the rules 100 percent of the time, they do manage to come close to Ivory Soap purity. The players feel that what excesses do occur involving Duke players usually are retaliatory in nature.

However understandable any retaliation can be in terms of a "family" protection instinct, McGee is adamant that such action is wrong. Referring to that particular kickoff play, McGee said "it was not justified." He added, "If a player feels he's justified in retaliating than I haven't done my job."

McGee illustrates his point with a story about a past contest. "Two or three years ago, our defensive end took eight punches by an opposing player who was flailing away like Rocky. Our guy showed great courage and just stood there looking for the referee to call a penalty. No official saw it. Our whole team, however, saw it."

Faced with a situation where some of his players were talking about getting revenge, McGee gathered his players together and lectured them about retaliating. "I felt I needed to lecture them at that point so nothing would happen," the coach explained.

McGee is not exactly advocating turning the other cheek; he feels that if a player is going to show his displeasure

with another's conduct on the field, he should do it within the limits of the rules.

"One should go out and hit with gusto using technique and execution," explained McGee.

Comer agrees: "In the position I play, intimidation is a big factor. If I am intimidated, I am useless. Getting hit late or illegally is a facet of the game that you must accept. Being the victim of an illegal hit inspires me. Hopefully, I can retaliate in a legal way.

"The best way to get back at someone who has hit you illegally is to execute properly," he said. "Punish the guy through legal techniques. Nonetheless, I will defend myself."

McGee emphasized that, although everyone has a story to tell, these "eye-for-an-eye" incidents are not common. "Don't portray this as a personalized and continuous battle for we are too busy concentrating on execution and technique."

The coach said he believes that most incidents are isolated. However, both McGee and his players feel that some of the teams on their schedule play less than clean football. Asked how he felt about facing a team that habitually bends or breaks the rules, McGee replied simply, "I am disgusted."

McGee made clear that he believes that these "bad" teams are the exception in football. "There are some excesses in coaching today, but most coaches have a genuine concern for the game and the players. They fear any player being hurt or disabled.

This is the first part in a series detailing the reaction of those involved with Duke football to Underwood's articles. This series will continue tomorrow with the discussion of injuries to players and the role of officials in the brutality issue. □

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Photo by Dan Michaels

Sportsweek

Wednesday

Soccer vs. Guilford at home at 4.

Thursday

Volleyball vs. East Carolina and Wake Forest in Cameron Indoor Stadium at 6:30.

Friday

Women's golf in the Duke Fall Invitational at the Duke golf course.

Saturday

Football vs. South Carolina in Wallace Wade Stadium at 1:30.

Soccer vs. Pfeiffer College at Misenheimer, N.C.

Field hockey vs. Catawba College in

Salisbury, N.C.

Cross country vs. Maryland at College Park, Maryland.

Sunday

Field hockey vs. N.C. Club at Hanes Field at 1.

Tuesday

Women's tennis vs. N.C. State at home at 2.

Women's golf in the Mixed Scotch Foursome in Winston-Salem, N.C.

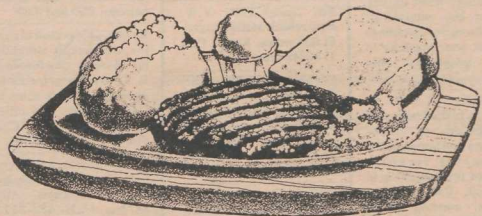
Field hockey vs. East Carolina at Hanes Field at 4.

Volleyball vs. UNC—Greensboro in Greensboro.

Wednesday, September 20, 1978

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LAST DAY: Thursday, September 21, 1978

10 SPECTRUM

SPECTRUM POLICY:

Gatherings and other announcements may be placed in SPECTRUM, provided that the following rules are followed. All items to be run in SPECTRUM must be typed on a 45-space line and limited to 30 words. Do NOT type items in all capital letters. Items must be submitted before 3 p.m. the day before they are run, and should be run only the day before and the day of the event. GENERAL items are run subject to space limitations. Failure to comply with the above will result in the item being eliminated without notice. No event which charges admission will be allowed.

TODAY

FLEDGING MARINE SCIENTIST? Come find out what the Duke Marine Laboratory is all about. Slide show and presentation on the spring program. Free beer at 7:30 in the Old Trinity Room. Union Building. Tsunami Tugpicks be there!

BYCICLISTS—The Duke Cyclists League will be meeting in 124 Soc. Sci. at 7:30 p.m. New members are especially welcome. If you can't attend, call Don at x7931.

THE DUKE STUDENT ECONOMIC ASSOCIATION (DSEA) will be holding its first meeting at 7 in 139 Soc. Sci. Any student with an interest in Economics or would like to work on the bi-annual Duke Economic Journal is welcome.

Zetas: meet at Hanes parlor at 8.

The German Table will meet tonight but hopefully will meet next Wednesday. Sorry folks.

Beginning-Jewish-Christian Theological Education, 7:30 p.m. in Dept. of Religion Lounge, 1st Floor, Gray building. Kalman Bland and Robert Osborn will begin discussion on the agenda for Jewish-Christian theological reflection.

FREEWATER FILM SOCIETY meets at 6:30 in 03 Old Chem Bldg. Movie-making and film series! We need and welcome your ideas, come join us! Bring ideas for spring film series. Plans for 1990. Everyone welcome!

FREEWATER FILM SOCIETY meets this evening at 6:30 in 03 Old Chem. New members are welcome, old members expected.

FREEWATER'S 16mm FILM WORKSHOP happens this evening at 8 in 011 Old Chem. Would-be filmmakers are cordially invited.

TOMORROW

The beginning photography class taught by Rick Doble will start at 7 p.m.

at St. Joseph's Performance Center, 804 Fayetteville St., Durham. The class will feature hands-on experience in the darkroom as well as an explanation of photography basics. Call 688-5467 for details.

Phi Mu—Exec will meet at 6:30 in Soc. Sci.

ATTN. PLANT LOVERS: The Duke Orchid Society was formed to help introduce these fascinating plants into your dorm or apartment. Our first meeting is at 8 p.m. in 130 Bio-Soc. Program: "Close Up Photography of Orchids."

There will be a meeting for anyone interested in joining the Chapel Hill Flying Club at 8 p.m. at the Carolina Inn in Chapel Hill. The Chapel Hill Flying Club is a non-profit, educational club offering low cost flying, aeronautical education, and flight training. For further information, call 929-5725.

Any members of the Kilgo Federation who are interested in Acting, Set Design, Production, or Technical Work please attend the tryouts for *This is the Bill* Speaking, a one act play by Lanford Wilson, in Broughton Parlor at 7.

There will be a MAJOR SPEAKERS COMMITTEE meeting at 6 p.m. in 201 Flowers. All are welcome.

Unitarian-Universalists invite interested students to join in viewing and discussion of "The Long Search", PBS series on world religions. Thurs. evenings. Call Ken Wheeler for details 489-1391.

ATTENTION ALL KAPPAIS!—Meeting in Giles Parlor at 6 p.m. It will be a short meeting so that we can go to the Hofbrau for dinner and beer-drinking afterwards (Bluebooks are

here!)

ATTENTION DUKE ENGINEERS: There will be a meeting of the *Duke Engineer* at 4:30 p.m. in 224 Engineering. Remember copy deadline is Sept. 28.

CHARISMATIC RENEWAL: Meeting at 5 p.m. in the Newman Center. Prayer and discussion will focus on discerning the direction of renewal at Duke. Everyone welcome.

The YM/YWCA will meet at 7 p.m. in the Y office (located in Chapel basement). Come find out about and involve yourself in this year's exciting projects.

The ACM will have an organizational meeting in 227 North at 5 p.m. Everyone interested in computers is encouraged to attend. Plans for trips to several area facilities will be discussed.

GENERAL

ASDU INTERVIEWS this week for Residential Judicial Board, Summer Transitional Program Committee, Faculty Advising, and Commencement Committee. For more details see the ASDU bulletin board 104 Union.

Sign up now for interviews next week for Athletic Council & SAAB 104 Union. Also see bulletin board for other committee interviews.

Aeolus

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THE Daily Crossword by William Lutwiniak

ACROSS

- Now
- Compensates
- Soft woolly hair
- Kin to a sheikdom
- Destructive insects
- Delicious, for one
- Put forth strength
- Nosh
- Bird or road
- In a generous way
- Shot and shell
- Fish-eating bird
- Musical combos
- Emulate
- Jogs
- Grand or band
- Populates again
- Group of rooms
- Poison ivy irritant
- Tastes
- Thrashes
- Miss West
- Biblical verb
- Curved nails
- Hari
- Shoulder:
- comb. form
- Niebo
- isle
- Reamer's cousin
- Decorative lighting
- Hurriedly
- Joins
- Game
- Oxeys
- DOWN
- 1 Ratatouille
- 2 — sides (around)
- 3 Beach sight
- 4 Application question
- 5 National park
- 6 Takes up arms
- 7 Granular mineral
- 8 Mondrian
- 9 Carney or Buchwald
- 10 Elis
- 11 Cooked, in a way
- 12 Flank: comb. form
- 14 Debar
- 15 Genesis name
- 16 Protest
- 21 Originated
- 22 Partly submerged
- 24 Weight allowance
- 27 Actress
- Vandervere
- Garden pests
- 29 Mrs. Dick Tracy
- 31 Applied plaster
- gibbon
- 33 OK
- 35 Poet's forte
- 36 Westerns
- 37 Get news
- 38 Decorative screen
- 39 Well-fed
- 40 Cocktail's pride
- 43 Softpedals
- 45 Early English king: var.
- 46 Opposed
- 48 "Exodus" hero
- 49 Literary odds and ends

Yesterday's Puzzle Solved:

Across: 1. NOW, 2. COMPENSATES, 3. WOOLLY, 4. KIN, 5. DESTRUCTIVE, 6. DELICIOUS, 7. PUT FORTH, 8. NOSH, 9. BIRD OR ROAD, 10. IN A GENEROUS WAY, 11. SHOT AND SHELL, 12. FISH-EATING BIRD, 13. MUSICAL COMBOS, 14. EMULATE, 15. JOGS, 16. GRAND OR BAND, 17. POPULATES, 18. GROUP OF ROOMS, 19. POISON IVY, 20. TASTES, 21. THRASHES, 22. MISS WEST, 23. CURVED NAILS, 24. HARI, 25. SHOULDERS, 26. COMB. FORM, 27. NIEBO, 28. ISLE, 29. REAMER'S COUSIN, 30. DECORATIVE LIGHTING, 31. HURRIEDLY, 32. JOINS, 33. GAME, 34. OXEYS, 35. DOWN, 36. RATATOUILLE, 37. SIDES, 38. BEACH SIGHT, 39. APPLICATION QUESTION, 40. NATIONAL PARK, 41. TAKES UP ARMS, 42. GRANULAR MINERAL, 43. MONDRIAN, 44. CARNEY OR BUCHWALD, 45. ELIS, 46. COOKED, IN A WAY, 47. FLANK, 48. COMB. FORM, 49. DEBAR.

1 2 3 4 5 6 7 8 9 10 11

12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53

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9/20/78

CLASSIFIEDS

Announcements

Dissertation problems? Find solutions and support in group led by two clinical psychologists. For further information, call Dr. Cooper at 493-1466. Leave name, address, telephone.

Want to learn how to ride? Lochill Farm offers professional stable, offers private and group lessons for all riding levels. Special rates for Duke students. Also hunt rentals, showing, eventing, and other horse related activities. Call us and find out 477-3701.

NEED A RIDE? Lose something? Want to rent, sell, or buy something? The Chronicle Classifieds will get your message to 10,000 people for only \$1.50.

STAINED GLASS instruction in the design and construction of leaded windows and lampshades. Instructor recently returned from studying in England. Call now for classes starting soon. **STAINED GLASS ART DESIGN** 286-1753, 286-4695.

Need a room? Grad or undergrad—we're not picky. 4BR house off East. \$69/month plus utilities. Call Linda 682-7477.

Final interviews tonight for Summer Transitional Program and Faculty Advising. See ASDU bulletin board, 104 Union.

Halby's Delicatessen. New Location with Outdoor Dining Area. Salads, Sandwiches, Beer, Wine, Catering Services. Forefront Hills Shopping Center, Durham, NC. Hours — 10 to 10, Phone 489-2811.

For Sale

FOR SALE EXXON GAS: Reg. 59.9, Unleaded 64.9, High Test 66.9. Best Exxon price in town. 1810 W. Markham Ave. Across from Kwik Kar Wash #2 (near East campus).

Inexpensive Stereo. Broadmoor AM-FM receiver with 8-track player/recorder and compact 3 way speakers. Good Condition. \$85 or best offer. 684-7801.

JBL-100 Loudspeakers: Excellent condition! 6 months old. Steel at \$500/pr. '68 TR-250: want \$650 or better. Call John at 286-4575.

For Sale: 1972 V.W. Squareback stationwagon. 61,000 miles. \$1150. Call 477-3342 after 5.

For Sale 1975 Plymouth Gran Fury Police Cruiser, 400 cu. in., 4 barrel, loaded with all the extras, 60,000 miles. Best offer over \$1,500. Call 682-3806 evenings.

FOR SALE: 1974 Toyota Corolla, 4 door, radials, new Motorola AM-FM radio. Recent service. Automatic. 54,000 miles. \$1300 call 688-8372. Also **For Sale:** Twin mattress — good condition, \$20.00. Loft Lumber-3 beams and platform, \$20.00.

Sofa \$85, area rug \$20, shag carpet \$45, lavatory \$10, toilet \$15, Merimekko \$7 each. Call 286-7416 or 684-2490.

Help Wanted

Resident counselors position open to work at TROY HOUSE, a halfway house for young offenders. Flexible hours. Interest in correctional work & work study required. Call 688-8626.

HELP WANTED: Part-time help at convenience store. Location in Durham near Duke campus. Experience preferred — not required. Call 732-2021 (Hillsborough) between 9:00 am and 3:00 pm, Mon. thru Fri.

Part-time help needed: waiters & waitresses, busboys, dishwashers. Day and evening opening. Apply in person at The Blair House Restaurant, 3930 Chapel Hill Blvd., between 2:30 and 4:30.

Responsible person to care for nine month old child on Monday, Wednesday, & Thursday afternoon, approx. 15 hours a week. Compensation and other details negotiable. Call Jim or Judi at 489-5701.

Intern in hospital needs help cleaning 1 bedroom Central Campus Apt. \$4/hr. Call 684-8111 Beeper 213.

Lost and Found

Found! Tennis racket on Duke courts. Call to claim. 489-3105, 6-9 PM.

Lost: Black Female Kitten from Alexander Ave.—Erwin Road area. About four months old, wearing a white flea collar. Answers to "Wimsey" (sometimes). Please return her. I miss her very much. Call 684-1009. Keep Trying. Reward.

Lost: Gold Bangle Bracelet on 9/18. If found, please call 684-1542. Thanks!

Lost: Eye glasses in a red case on East campus. Will be blind until found. Call 684-1491 or return to Giles House desk.



The SPRIG Salad Bar located in the Ballroom, West Campus Union Building is open Monday through Friday, 11:30 A.M.-1:45 A.M. Build your own salad, dip your own soup and cut your own bread. Fresh garden green salads, freshly baked deli-breads and hot tasty soups are more than just a meal it is an adventure in good eating.



DUKE UNIVERSITY DINING HALLS

The Steak House, located in the Faculty Dining Room next to the SPRIG, is open Sunday through Friday for dinner, 5:00 p.m.-7:00 p.m. Closed Saturday. The finest U.S. choice meats are prepared and served to order for your enjoyment. Complement your meal-by-candlelight, choose a good wine from our wine list.

Mon., Tues., Wed.-Thurs.

SPECIALS

5:00-8:00 P.M.

1 Meat of your choice
2 Vegetables of your choice
Rolls & Hush Puppies
Tea or Coffee

Reg. \$2.13

\$1.70

Childs Plate 85¢
(Special Good For Dining Room Only—
No Take-Out)

Try Our Homemade
Cobblers & Puddings

TAKE OUT SERVICE

Ph. 688-6828

NANCE CAFETERIA

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THE STROH BREWERY COMPANY, DETROIT, MICHIGAN © 1978



"He drank all our Stroh's! He really is abominable!"

Stroh's

For the real beer lover.

THIS
COULD
BE YOUR
LUCKY
DAY



An Air Force ROTC scholarship can mean a lot when you need help with college finances. It pays tuition, books and lab fees... and gives you \$100 a month for other college costs. This could be just what you need to permit you to line tune your concentration on your studies. It could mean the difference between not making it at all, and going out on your own with a good, solid college degree.

The Air Force is a great way to be on your own. As a commissioned officer, you'll have responsibility with your very first job. You'll find an atmosphere of dedication, trust, and reliance, and you'll jump right in to managing people and expensive resources. You'll have an excellent starting salary — good financial security.

It can all start with a decision to check out AFROTC. Find out how you can get a scholarship. See what we offer: then show us what you can offer in return. It just might be our lucky day, too!

AIR FORCE

ROTC

Gateway to a great way of life.

Wine and Cheese Shop



The Wine and Cheese Shop is a place to gather in a unique atmosphere with music and candlelight. We offer cheeseboards featuring two selections of imported or domestic cheeses, freshly baked deli breads along with fresh colorful and tasty fruit to embellish your adventure in good taste. Wine is available by the glass or bottle, served at your table.

We are open nightly in the West Campus Ballroom from 5:00 p.m. to 7:00 p.m., Monday through Friday.

12 Forum Union and Unions

Aeolus

Sex

To the edit council and Evelyn Wood
Re: Sexism in Advertising
May the fleas of Hummurabi's camel squadron infest your armpits.

Jim Gilday
Trinity '79

Spirit

To the edit council:
Well, Hondolujah, it's great to be back for another year of mirth and merriment. But, before I go any further, does anyone out there remember Carl and Pearlle and

what's-her-name who argued so ineptly in favor of philosophy against theology, or something like that? Anyway, this is to announce the beginning of the second year of operations for the Sacred Unity of Hondoism, Incorporated, under the spiritual guidance of the Incarnate Duality Chris. We have a new policy this year at SUH: tithes. Yes, fans of blasphemy everywhere, while one needn't give up 1/10 of one's income, we are accepting 1/10 of the output of concerned females in the realm of

sensuality. So, if anyone out there actually cares, direct your prayers and favors to Southgate 230, if you want these stupid letters to continue throughout the year.

Yours in the Prophet,
Jeff Levin '81

Space

To the edit council:
Re: Kenny Loggins/Out-

laws ticket sales
It has come to our attention that certain individuals solicited a signup list to determine the order in which students could buy tickets for the upcoming Major Attractions concert which went on sale Monday morning at Page. We would like to correct the confusion caused by

this action.

The Duke Union Major Attractions Committee did not sanction or approve of this list and was not, before the fact, aware of its existence.

It is a policy of the Major Attractions Committee that tickets are sold on a first come, first served basis, to people according to their physical presence on line. The committee does not sanction any arrange-

ments to hold students' places in line.

We regret any inconvenience caused by the unauthorized list, and strongly suggest that, for future concerts, students who wish to purchase first day tickets, arrange to be present on line.

Fred Goldring '79
Chairman,
Major Attractions
Peter Coyle
Program Coordinator
Duke University Union

Editorial suffrage

The recent elevation of Lynn Hill, chairwoman of the ASDU Budget Commission, from an alternate on the Publications Board to a voting member raises the question of conflict of interest. While Hill was selected as an alternate on the board before she became chairwoman of the Budget Commission, she is nonetheless in the position of shaping the budget for the Pub Board and simultaneously reviewing that budget and making recommended cuts in ASDU.

The situation is particularly galling in light of the fact that Hill, who in the broadest sense controls the budget of the board, has a vote, while the editors of various publications the board oversees do not.

Our view, however, is not that Hill should be replaced, but that the editors and business managers of the Publications Board be given a vote.

While it is mere circumstance that the chairwoman of the ASDU Budget Commission has become a voting member of the Pub Board, maybe in the future the chairperson of the commission should be required to sit on the board. The Pub Board, as an ASDU funded student organization, requires more money from the

student activities fee than any other single organization. Perhaps the Budget Commission would be more cognizant of the budgetary problems facing the various publications, including *The Chronicle*, *Chanticleer*, *Archive*, *Latent Image*, *Tobacco Road*, and *Teacher-Course Evaluation* if the chairperson of the commission served on the Pub Board.

By the same token, however, the editors of the Publications Board should serve as full members of the board. As people experienced in the day-to-day machinery of putting out a publication, and as people knowledgeable of the workings of the board due to their experience with it, editors have a background of both practical experience and wisdom that, if used, could add to the decision made by the board.

Allow the editors, business manager and the chairperson of the ASDU Budget Commission to work with you and participate fully in all your decisions. People who control the budget of the board and those who control the content of the publications should have a voice on the board that has some meaning. □

Good morning! Today is Wednesday, September 20, 1978. Today in 1850, Congress voted to ban slave trading in the District of Columbia.

On this day in 1957 Governor Orval E. Faubus of Arkansas withdrew his National Guard Troops who had been barring black students from entering a Little Rock high school.

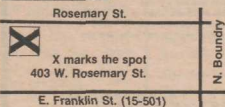
In 1962, Governor Ross R. Barnett of Mississippi refused admission to the University of Mississippi to James H. Meredith, a black Air Force veteran.

This is *The Chronicle*, publishing news and abuse for Duke's 95% white students and 5% black students. National Guard: 684-2663. ACLU: 684-3811.



Tijuana Fats Great Mexican Food

Directions to Tijuana Fats from Duke



403 W. Rosemary St.
Chapel Hill
967-1466

Take 15-501 towards Chapel Hill. Once you have climbed the long and winding hill that leads to downtown Chapel Hill, make a right at the first traffic light, at N. Boundary St. Then take a left on Rosemary St. Keep going (exactly 1 mile) until our sign on the left (403 W. Rosemary).

Lunch: Daily 11:30-2:30
Dinner: Sun-Thurs. 5-10 PM
Fri.-Sat. 5-11 PM

JOBS AVAILABLE to Duke Students

West Campus Dining Halls
All shifts 10-15 hrs. per week

Contact: Lynn Elia
684-3621

Duke Democrats Presents

THE GRADUATE



Starring

Anne Bancroft
Dustin Hoffman
Katharine Ross

ACADEMY
AWARD
WINNER!



Dustin Hoffman achieved instant stardom with his engaging portrayal of the young graduate, seduced by the lovely Anne Bancroft as Mrs. Robinson, and her wild attempts to keep her daughter and Dustin from marrying, culminating in a memorable confrontation inside a church, where fantastic farce borders perilously on terrifying tragedy.

The film is enhanced by the popular Simon and Garfunkel songs—"The Sounds of Silence", "Scarborough Fair", "April Come She Will" and "Mrs. Robinson".

Wednesday, Sept. 20
7, 9, and 11:00 Bio-Soc. Aud.
Admission \$1.00

FOUR POSITIONS AVAILABLE

(Part Time Work/Study Only)
FOR
GRADUATE COUNSELORS
(Counseling in Academic and Social Affairs)
C.A.S.A. PROGRAM
1978-1979

Criteria For Selection:

To work as a graduate counselor in the C.A.S.A. program a student must have:

- 1) Work/Study approval and verification in his/her respective graduate or professional school
- 2) An overall 3.0 GPA or above in Undergraduate Studies and an overall 2.5 GPA or above on the graduate level
- 3) A year of part-time combined experience in a counseling setting or outreach/serve duty program
- 4) Ability to facilitate group discussions and small seminars
- 5) Basic interpersonal skills
- 6) Sufficient time to commit towards the fulfillment of job responsibilities; and
- 7) Knowledge of all university resources (academic, student affairs, counseling services, and career placement) and awareness of policies, procedures and requirements as outlined in the "Bulletin of Duke University - Information and Regulations."

Application Procedures:

- 1) Submit resume to C.A.S.A. coordinator
- 2) Schedule an appointment to discuss the functions, expectations, and responsibilities of the C.A.S.A. counselors
- 3) Notifications will be made to individuals within a week after receiving an applicant's vitae and the personal consultation has been completed.

Direct further inquiries to:
The Office of Minority Affairs
110 Allen Building, Duke University
684-6756

Duke University is an equal opportunity/affirmative action employer

New! Oyster Bar

with
Steamed Oysters — Steamed Shrimp
Oysters on the Half-shell

The Triangle's Finest Oyster Bar

Complete Seafood Menu

Both Fried & Broiled Seafood

Plus—

- Pit Cooked Bar-B-Que • Salad Bar
- Fried Chicken • Choice Steaks
- Luncheon Specials

Nance

Seafood Restaurant

604 Morrene Rd.
just 1 mile from Duke

Hours: 4:30 p.m.-9:30 p.m. Mon-Sat
11:30 a.m.-9:00 p.m. Sun.

CALL
383-6467
For Take-out

