

It will be partly cloudy and humid today and Saturday. Highs should be in the low 80s and lows should be around 60 both days.

The Daily Tar Heel

Campus food may be bad but please don't eat the daisies. They may be poisonous. Please turn to p. 3 for details.

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Please call us: 933-0245

New course requirement causes dispute

Reading instruction for education majors

By BERNIE RANSBOTTOM
Staff Writer

A mandate recently passed by the N.C. Board of Education requiring all prospective secondary education teachers to have training in reading instruction is presenting scheduling difficulties for many UNC education majors.

"The problem of scheduling is a realistic one because it (the new requirement) has just become known," said William Self, acting dean of the School of Education.

To meet the requirement of the mandate, the school will offer four sections of Education 53, a new course entitled "Secondary Reading," said William S. Palmer, associate professor in the School of Education and supervisor of the new course.

"We've got to find some way to make a transition from when this was not required to when it is and make every possible provision for those who get caught in the process of transition," Self said.

Any student graduating after the end of the fall 1977 semester will not receive teacher certification without meeting this requirement.

Education majors usually student teach and do not take any courses their last semester. Therefore, anyone who will be a second-semester senior and will teach next fall, or who is a rising junior with a full schedule of required courses next fall and student-teaching slated for the spring, will have a difficult time working the new class into his schedule.

"We expect juniors and seniors both to take it as soon as possible," Palmer said. "Very few secondary students have inquired at this point as to what they can do."

Teachers who already have received their certification eventually will have to return to school to fulfill this requirement, Palmer said.

He said secondary-education students need to know the rationale behind requiring such a course. "Inasmuch as most learning in junior and senior high schools is through the use of textbooks, reading is the common denominator of secondary school learning.

"A course in teaching reading in the secondary schools would aspire to assist preservice secondary teachers to work more effectively with secondary students whose reading abilities range over a wide spectrum.

"At the present time, most teachers in secondary schools are not capable of teaching the abstract reading skills necessary for students to utilize their texts effectively."

If they will be second-semester seniors next fall, they can graduate without fulfilling the requirement, as it does not take effect until January 1978, and take the course later in night school or in summer sessions beginning in 1978.

If the students are rising seniors, they can consider taking an overload next fall. "If they can fit it in as an overload, they would be wise," Palmer said.

The final option would depend on the amount of student interest expressed. If a minimum of 20 to 25 students indicate that they would like to take the course this summer, Palmer said, a section of Education 53 could be arranged, although one is not scheduled now. Interested students should contact Palmer in the next few days at 933-2273.

Survey: Approximately a quarter of UNC students have cheated

By MERTON VANCE
Staff Writer

UNC students who cheat on tests usually act on impulse because there is an easy opportunity to cheat. That conclusion is drawn from a recent survey on cheating and the Honor Code.

Approximately 22 per cent of the students surveyed said they have cheated at least once at UNC, and 58.7 per cent of those who cheated said they did so because it was easy to see someone else's paper.

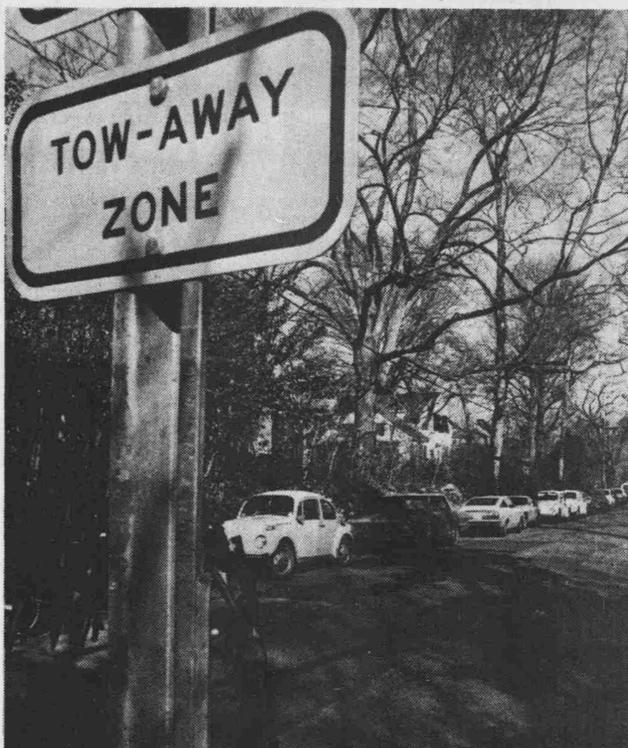
Only 6.5 per cent of the persons who cheated planned to cheat by making previous arrangements with other students or by preparing a "cheat sheet." This led analysts of the survey to conclude that most cheating is not premeditated.

The survey was conducted by a sociology class taught by John Reed, associate sociology professor. The results will be used by the Committee on Student Conduct in its research on the effectiveness of the Honor Code at UNC.

Reed said the survey tends to indicate that students usually cheat because it is easy to do.

"The opportunity presents itself and somebody seizes it," he said.

Students gave other reasons for cheating besides convenience. Of the students who said they had cheated, 45.5 per cent said they were unprepared for the test or assignment, 40.7 per cent said they cheated because they saw other persons cheating, 17.6 per cent said they cheated because the instructor had left the room and 30.6 per cent said they cheated because of low grades in the course.



The Chapel Hill Transportation Board recommended to the Board of Aldermen that daytime parking be banned on residential streets with a one-mile radius of central campus.

Ervin visit picketed by ERA supporters

By MERTON VANCE
Staff Writer

Approximately 40 supporters of the Equal Rights Amendment (ERA) marched outside Gerrard Hall Thursday night to protest the visit of former Sen. Sam J. Ervin Jr. who opposes the ERA.

Ervin and Albert Coates, professor emeritus of the UNC School of Law, sat on the stage inside the building swapping stories of their friendship and the University, from which Ervin graduated in 1917 and Coates

graduated in 1918. They also talked about their different stands on ERA. Coates, unlike Ervin, supports it.

Coates introduced Ervin to the crowd of about 200 members and guests of the Dialectic and Philanthropic Literary Societies gathered for the unveiling of a bust of Ervin. He said that he and Ervin had "intellectual arguments over the ERA." But he said that friends can still argue and still be friends if it is an intellectual argument.

As Coates spoke, the protesters marched



Students from various campus groups marched outside Gerrard Hall Thursday night protesting the visit of former Sen. Sam Ervin, who opposes the Equal Rights Amendment. Staff photo by Joseph Thomas.

SG decides not to battle town parking restriction

Gas tax too little, professors caution

By JACI HUGHES
Staff Writer

President Carter's new national energy policy met with mixed reactions from several UNC professors Thursday.

Professors in the fields of geology, physics and political science agreed that the policy is a step in the right direction, but several said the proposed gasoline tax would not be sufficient to curb gasoline consumption.

"I thought he identified the problem quite accurately," Prof. Joseph Straley of the physics and astronomy department said. "However, the proposed solution is less than what's necessary."

"The gas tax is too low," said David Orr, an assistant political science professor. "It should be at a much stiffer level and at a faster pace if you want to see people cut back on their energy use."

The plan calls for the present 4-cent-per-gallon federal tax to go to a nickel in January 1979 if gasoline use increases by 1 per cent or more over a set target in 1978. Another nickel would be added in 1979 if prices continue to rise more than 1 per cent, and a nickel would be added each year that

consumption did not fall through 1987. Prof. Richard Richardson, chairperson of the political science department, said the gasoline tax would be a major stumbling block for the proposal in Congress. "It's going to have some severe problems," he said. "It won't come in its present form, particularly the tax on gasoline."

Richardson said he foresees other problems for the proposal. "If labor is able to combine with the automobile manufacturing industry, then it is also possible that the big-car stipulations will be cut. The plan would be gutted if those two proposals are cut down."

The President's plan calls for taxes on new cars that get less than 13 miles per gallon and rebates on cars that get 39 miles per gallon or better. Taxes on the gas-guzzling large cars could go to \$2,488 by 1985.

Prof. John Dennison of the geology department said he was concerned because Carter didn't indicate what sorts of technological developments he would press.

"I think we need to ascertain the extent of our off-shore petroleum reserves," he said. "We should work toward a technology for See Energy, page 4."

Jones unaware of plans for lot

By BEVERLY MILLS
Staff Writer

Even though Student Government (SG) doesn't like Chapel Hill's plan to prohibit parking on residential streets around the UNC campus, it will not formally oppose the proposal, according to Paul Arne, Student Government transportation director.

The parking-removal plan was presented to the Chapel Hill Transportation Board Tuesday night and to the Planning Board Thursday night. The two boards established a joint subcommittee to study the plan thoroughly. The boards expect a report from the subcommittee by June 2.

"Student Government feels the University's responsibility is to provide parking and transportation for students and faculty," Arne said. "Therefore we can't get too morally upset about the town deciding to take parking off residential streets which is creating excess burden to residents."

"The only question is whether it is fair to provide parking on public streets for one citizen while denying another citizen the same right. We don't like it, but we can't do anything," Arne said.

John Temple, assistant vice chancellor of business and finance, and Gordon Rutherford, director of UNC's planning office, met with Chapel Hill planners Mike Jennings and Liz Rooks in February to discuss the proposed parking restrictions.

"This plan is in very preliminary stages," Temple said. "Chapel Hill has not said anything definite yet, and until they do we will not make any definite decisions."

Temple said one possible solution to the resulting parking overflow is the construction of a parking lot at the intersection of Manning Drive and 15-501 Bypass. Cars would be stored at the lot during the day and parkers could use a shuttle service to reach campus.

"We would hope a good percentage of people would ride the bus, but some would be commuter students needing spaces near campus," Arne said.

Claiborne Jones, vice chancellor of business and finance, said the University has no plans to build an additional parking lot within the next year. "We don't own any land for a lot and have no prospects for acquiring any," he said.

"I have not been contacted at all about building a parking lot, and I would be the one to see," Jones said.

Some questions have arisen concerning the legality of Chapel Hill's plan to issue parking permits to residents on streets where parking otherwise would be prohibited. Chapel Hill attorney David Drake said legislation would enable the town to issue permits.

peaceably outside the building, chanting "civil rights for all."

They were members of the Association for Women Students (AWS), the Carolina Gay Association and the Women's International League for Peace and Freedom. They were protesting Ervin's stand on ERA and civil rights.

One woman wore an orange T-shirt that read, "Sam Ervin you let us down." People in the group marched around in a circle outside the building, displaying placards: "Wishing Sam were Silent Sam," "First in freedom if White, Straight and Male," "In Watergate our hero, in ERA our zero."

Inside, the man who presided over the Senate Watergate hearings in the waning days of his Senate career told stories about his days at the University and what he thinks it stands for.

"I think that the University of North Carolina has stood, ever since Hinton James registered here in 1795, for two things," Ervin said. "It has stood for what's epitomized in its motto: Lux et Libertas, light and liberty. I've known many grand hours for this University throughout its history."

See Ervin page 4.



"Sen. Sam" Ervin visited the campus Thursday night as the Dialectic and Philanthropic Literary Societies unveiled a bust in his honor. Staff photo by Joseph Thomas.

Say psych findings Study budgeting beneficial

By STEVE HUETTEL
Staff Writer

Scheduling study time and organizing course material are important factors in a student's ability to learn, according to several psychology teachers.

The student who budgets a certain amount of time for studying each night apparently learns better than one with no schedule, said Judith Flaxman, an assistant psychology professor who is conducting a study on learning strategies. Students participating in the experiment make a schedule of the amount of time they will spend studying each night and give themselves rewards or punishments depending upon their compliance with the schedule.

"The schedules are helping a lot," she said. "The students are budgeting their time better and feel better about their work."

It also is important for the student to find a place to study and do all work at that place, Flaxman said.

She gave a technique which can improve recall of reading material. The conclusion of the material should be read first, followed by the unit headings. Next, the detail of the work should be read, and then the student should rehearse what he feels to be significant.

This method gives the student the organization of the material in advance so that he can grasp its structure while reading it.

Peter Ornstein, associate psychology professor, has done studies on the relationship between organization and memory with simple word lists which, he said, could apply to more complex learning situations.

"The field suggests that learning and memory are related to the ability to give structure and organization to what one is trying to remember," he said.

Ornstein pointed to a study in which subjects were better able to remember lists of words which could be classified together than lists of unrelated words, regardless of whether the subjects expected to be tested on

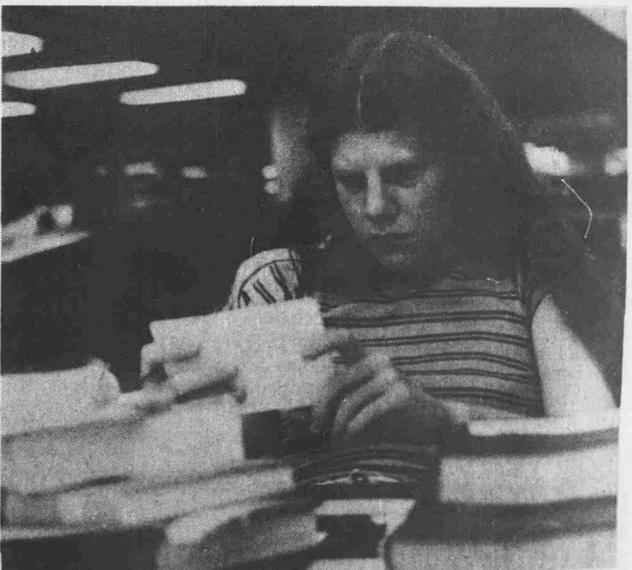
the lists. The implication of the study is that those who can structure material well will recall it better, although such factors as motivation and reading speed also influence academic success, he said.

Class notes can be a student's most useful study tool because they represent the student's organization of lecture material, said Barbara Stone, a graduate student in psychology.

The structure should be apparent if the

lecture was well organized, but the student can recall his notes just as well if he applies his own structure to them, she said. By grouping the facts under some kind of classification, the student can recall them by remembering the classification, Stone said.

Notes are particularly useful because, unlike texts, they exclude what the student considers irrelevant material, she said. The ideal way to study is to take good notes, study them and conduct a mental review of the material, Stone said.



Experiments by some UNC psychologists indicate that careful organization of material may be the best study aid. Staff photo by Allen Jernigan.