

(upbeat music) (audience cheering) (upbeat music) ♪ ♪ By the dawn's early light ♪ ♪ What so proudly we hailed  
♪ ♪ At the twilight's last gleaming ♪ ♪ Whose broad stripes and bright stars ♪ ♪ Through the perilous fight ♪ ♪  
O'er the ramparts we watched ♪ ♪ Were so gallantly streaming ♪ ♪ And the rocket's red glare ♪ ♪ The bombs  
bursting in air ♪ ♪ Gave proof through the night ♪ ♪ That our flag was still there ♪ ♪ O say does that star-  
spangled banner yet wave ♪ ♪ O'er the land of the free ♪ ♪ And the home of the brave ♪ (audience cheering)

- Will you join with me as we pray? Let us pray. Oh, God, we come to this high and holy moment with genuine thanksgiving on our lips and in our lives. We praise you for all who have taught those in this graduating class for the challenge, the stirring of mind and heart, the demand to grow and mature, which professors have given to them. Thanks be to you, oh God, that not one of these graduates is as he or she was when they first came to this university. May the endless hours of study, the countless words read and written, the new ideas entertained, way discarded and kept, insights and convictions appropriated and lived out, all have made them better, more creative, more caring persons. And now, oh God, make of this time a time apart for remembering, for relaxing, for celebrating, for renewing, and recommitting of our very best selves. We rejoice in your goodness to us and now let us rejoice in fellowship with one another. We ask in your holy name, amen. (gentle music) ♪ ♪ O God, our help in ages past ♪ ♪ Our hope for years to come, ♪ ♪ Our shelter from the stormy blast ♪ ♪ And our eternal home ♪ ♪ Before the hills in order stood ♪ ♪ Or earth received her frame ♪ ♪ From everlasting thou art God ♪ ♪ To endless years the same ♪ ♪ A thousand ages in your sight ♪ ♪ Are like an evening gone ♪ ♪ Short as the watch that ends the night ♪ ♪ Before the rising sun ♪ ♪ O God, our help in ages past ♪ ♪ Our hope for years to come ♪ ♪ Still be our guard while troubles last ♪ ♪ And our eternal home ♪ ♪ Amen ♪

- It is my pleasure to introduce to you the student speaker for our commencement exercises. He came to Duke four years ago from Emerson, New Jersey. He will graduate today with the degree bachelor of arts in English. It is my pleasure to introduce you to you, Mr. Ian Neil Abrams of the class of 1977. (audience clapping)

- Thank you, Chancellor Pye, Madam Secretary Kreps, Mr. Sanford, members of the administration of the faculty, my family, guests, and friends. In our society, a college graduation is regarded as one of the most significant rites of passage in a person's life ranked equal in importance with birth and marriage. It is also the very last such rite of passage shared by so many of us at any one time. Like all rites of passage, graduation signifies a transition from one state to another. In this case, the transition is from the state of a student, essentially a person in chrysalis form, to that of a fully participating member of society. A person must now become a producer instead of just a consumer. It is appropriate then that at the time of this passage, we consider not only the state we are passing into, but the state of the world around us as well. It is the world we will have to live in, the world we have been prepared for. How will it change in the future? For an answer to that question, we might ask ourselves, how has it changed in the past? I think it's interesting to note that the university careers of those graduating here today have spanned three distinct presidential

administrations. When we arrived at Duke for freshman orientation in late August of 1973, the revelation that Richard Nixon taped all of his White House conversations was fresh news. The 18 and a half minute gap was revealed during our freshman year. The resignation of Richard Nixon occurred about a month before we came back to Duke as sophomores and later that same year, we had the migrants incident, economic problem and their attempted solutions, and the Vietnamese baby lift. It was probably during our junior year that most of us heard the name Jimmy Carter for the first time and it was at the start of the semester we have just completed, the last semester most of us will ever spend at Duke, that we heard the same Jimmy Carter take the oath of office as president of the United States. The point behind all this is that while we've been here at Duke, preparing the face the world, the world has not been standing still. The changes haven't all been major ones, for example, whereas I at one time was a freshman, a student entering Duke next year will be a fresh person. In many ways then, the world we faced after graduating high school in 1973 was a different world and in some ways, a nicer world than the one we're preparing to go out into now. So we have the question, which world has Duke prepared us for? The world as it was in 1973 or as it is in 1977? I've heard opinions to the effect that the world doesn't really enter into it. That what most of us have been prepared for are the law and med schools in 1977. Well, I'm not sure that that really makes a difference. What it comes down to is the same. We have been prepared, molded to an extent, not to merely face the world, but to take our places in it and, in time, to bring about our own changes in that world in our own way. In the year 2010, most of us graduating today will be 55 years old. Many of us will have to children who will be themselves graduating from college. It seems likely that the man or woman who will be president in the year 2010 is a member of some class in 1977, perhaps even the Duke class in 1977. (audience laughs) Among the 2000 or so of us here, we probably have at least one prominent politician of the future, possibly two or three. I find it inspiring to think that among us here today are not maybe or can be, but are the great men and women of the future, the ones who will advance mankind-- (audience cheers) The ones who will advance mankind through medical techniques, that today we might think miracles, or by enacting laws to make our society more just, or in a multitude of other ways to help make the world our children will enter when they graduate college. Because no matter who it is who's responsible, the world never does stop changing. The question of whether Duke has prepared us for 1973 or 1977 is an immaterial one in the last analysis. One sort of preparation is as valuable or as valueless as the other. If Duke has prepared us for the world at all, it can only be by teaching us to see the world for ourselves, how to relate to it and cope with it, whatever the nature of our individual endeavors and according to our own changing needs. All other preparation is futile. Whether Duke has succeeded in this preparation cannot be judged today by our grade point averages or even by the number of us accepted into graduate schools. It can only be judged by our own children graduating in the early years of the next century who will see around them the new world that our generation, among them the members of the class of 1977, have helped to shape. When they do this, when our children look around them and see not only the new world, but the men and women who have most profoundly assisted in the making of that world, I believe that many of these men and women will be able to say with pride, Duke University prepared me for the world. Thank you. (audience cheering)

- Distinguished faculty, parents, friends, great men and women of the future. (audience cheers) Welcome. (audience laughs) I usually had this position when I first came here right after the student speaker so I could rebut whatever he said, but student bodies have improved so and I congratulate your speaker. (audience clapping) You put it another way, he missed a good opportunity. (audience laughing) Over the years, Duke

University stature has increased many times through the accomplishments of individuals in the Duke community. This is the way an institution's reputation and capacity for service grow and the application is, I hope, that the institution itself does something to foster the development of outstanding, creative individuals. During the hard years of World War II, a young woman just graduated from Berea College in her native state of Kentucky, arrived at Duke to be in graduate studies in economics. In a few years, she had a PhD and a young man here at the same time, not only had a PhD, but he had a wife. He now is the husband of Juanita Kreps, distinguished professor of banking at Chapel Hill, but we are proud of both of them. They left to teach and during 1954, Juanita Kreps returned to the Duke faculty and has been here ever since, though just recently, we have agreed to loan her for a little while to the United States government with the firm understanding that she has to come back. I could spend the rest of the afternoon talking about the Juanita Kreps accomplishments, the position she's held in the education business worlds, the important contributions she has made as a scholar to our understanding of the economics of aging, of work, of manpower, of women, higher education, as well as other fields and the awards and other forms of recognition she has justly received over the years, but I'd rather just tell you of the sort of person she is, warm and gracious, a devoted wife and mother, a champion and inspiration and the cause of equality for women and to us, most of all, a creative colleague and a real friend, Juanita Kreps is certainly among the most remarkable of that select group who have made Duke University the internationally known and respected institution it is today. By her presence at Duke and her devotion to Duke, we are all richer. The credit she reflects on Duke will have a lasting impact on the way in which Duke is known by the world and in the way that Duke knows itself. It's my great honor to welcome home the Secretary of Commerce of the United States, Juanita M. Kreps. (audience clapping)

- Mr. President, members of the Board of Trustees, the faculty, parents, and friends. Most of all, those of you who are graduating today. Thank you for inviting me to share this day with you. When your invitation came, I wondered whether you wanted a major policy statement from Washington or a more personal statement for students here, the students whom I have shared the learning process with for many years. One candid senior answered the question after I was on the campus by saying, "to tell you the truth, "we didn't want either, "but we couldn't persuade Mr. Como to sing." (audience laughs) There is some temptation to focus on the state of the union, to rattle off the accomplishments of the first hundred days. But a hundred days is to brief a time to judge either an administration or a student. Both need their four years to set the record. In sharing with the president his preparations for the summit, I was constantly reminded of how far we have yet to go if we are to restore world prosperity and I'm grateful that he, knowing how much Duke means to me, agreed early that I could be here on this weekend, irrespective of the cabinet schedule. Incidentally, my women students will be glad to know, I think, that the president has given me good marks for appointing women to top posts in the Department of Commerce. (audience clapping) And I have assured the president that, contrary to rumor, I have not refused to hire any man at all. That being sensitive to the fact that reverse discrimination was somehow worse than forward discrimination, I have insisted that we hire males in more than token numbers. Nevermind the standards, fair is fair, but this is not a political day for you or for me. It is a day for drawing together those people who have touched your lives, fired your thoughts, heightened your senses and for this hour, when you stand between two worlds, you are surely allowed to direct your thoughts, not to the condition of the world, but rather to your role in that world, not to how a new administration views its challenges, but how you see your own. And with this in mind and with a special

affection for those of you who may have come to know so well, I offer this brief comment on freedom and constraints. All commencement addresses, like all gull, are divided into three parts: predictions, promises, and pleas. The prediction heralds the coming of a bigger and brighter world, the promise is that you will run that world, and the plea is for you to do a better job than your parents did. Now this is no time to break with tradition. There is precious little of it left and we should honor it, yet I have to confess that I cannot come to the same safe conclusions. First on predictions. Past forecasts have had one thing in common. All have predicted that things would get easier, safer, bigger, faster, and as a result, we would be able to have more and more. In reality, progress as measured by material goods has exceeded even our most optimistic projections. Half a century ago, when this university was having its first commencement, speakers looked forward to the day when each American family would own an automobile, when highways would link every part of the nation with every other. We know what has happened. Automobile production and rising incomes have enabled us to have more cars than parking space to our utter frustration and highways allow us to go anywhere we want to go, though there are many days when we don't know where that is. The past half century has brought more than cars and expressways, however. Science has made it possible for us to know almost instantly what is happening throughout the world, to explore the moon and Mars, to grow taller and live longer, yet few of these important developments were forecast half a century ago. It gives one pause in making predictions for it is clear that in looking ahead, we often look at the wrong things. Concerned with growth and its power to raise levels of living, we have failed to focus on the correlates: greater scientific knowledge and understanding of the world and its peoples, better health, more equitable treatment for all persons. Indeed we have taken economic welfare so seriously that we have developed ways to measure each inch of progress and yet we have not thought it necessary to find an index of human welfare that takes into account important, non-material changes in the quality of life and with this caveat in mind then, what can one say of your future? Here I would like to break with the past for I cannot argue that continued high rates of growth are possible or necessarily desirable. I cannot believe that the cost of growth in resource depletion and environmental destruction are always worth paid, nor do I think that the American people will continue past consumption patterns once they understand the implications of those patterns for their children and their grandchildren. It is true that scientific breakthroughs can postpone the rate depletion and some people will argue that full exploration of the world's resources will produce such quantities that we need not ever worry, but even as such exploration occurs, the threats to the environment mount, costs rise. Consumption has to decline. International pressures, moreover, press against the wealthy nations as never before. Living standards measured in the usual way are simply not going to grow as fast as in your parents' day, but a slower pace is not likely to be a disturbing prediction for those of you graduating today. You come from relative affluence. Affluence is always relative, I suppose, and you may well ask whether as the rate of real growth slows, alternative goals may not be even more desirable. This perspective was not characteristic of your predecessors. Parents here today remember a strikingly different world. We spent our childhood in an era of economic collapse and depression and our youth struggling with the shortages that came with total war. It is not surprising that we approached our careers with aspirations for financial success and the economy with expectations of unprecedented growth. In both respects, our hopes have been fulfilled and that ought to mean that we are happy with the way things turned out. There is some evidence that contentment, even with such success, is spotty. Heart attacks are on the rise. The incidence of depression is high. Stress is a greater problem than heretofore. The suicide rate is up and civility is on the decline. But the goal we set for ourselves was success. Success as our parents had defined it measured in

power, income, and goods and the world cooperated for we would not let it do otherwise. You did not grow up in an environment of scarcity, however. You were children of plenty and just as your parents' aspirations were honed by the times of their lives, so too are yours. Lacking the pressure that goes with doing without. Secure in the knowledge that material needs can be met fairly easily and with only part of one's time and effort. What goals do you set for yourselves? Since goals are sensibly set only do regard to what it is realistic to expect, one is led to the question of promise. What has the world to offer you? Promises, promises. On graduating the speaker says the world is yours. Of course, you are not taken in by that grand gesture because you realize it isn't the speaker's world to give because those who control things are not about to pass that power onto you for a number of years and even then, with some reluctance, and anyway, you probably don't want the world today. Next week, perhaps, but not today. Short of inheriting the earth, what is yours to claim in the new life? Surely it will not be true as Lucy of "Peanuts" fame says. "It always reigns on our generation." But if not great growth in material wealth, bigger houses, bigger cars, what can you expect? If the rate of growth is to be slower than in your parents' lives because the resource base is depleted or because we need to conserve and protect, will there not be important changes both in our national and personal values? There can be no doubt that such changes and values are occurring and wisely so for to begin your professional lives with aspirations appropriate to another era is to invite frustration. To struggle against the impediments of the past is to dilute the strength needed to solve the problems of today and to ascribe to your world the limited parameters traditionally assumed is to lose sight of the greatest promise of all. Galbraith once chided the nation for living with goals applicable to an earlier era and as a result he said, "We do many things that are unnecessary. Some that are unwise and a few that are insane." To be not unwise nor insane, but instead to be in tune with one's future, indeed, to help invent it, we need to do two things. We need to accept the restrictions imposed by the postindustrial world and we need to embrace its freedoms. Under the heading restrictions, we have to view conservation as a goal that is at least as important as growth. We have to develop different tastes, different attitudes. We have to admire economy and criticize waste. With Epicurus, we may observe that one is rich, not through one's possessions, but through that which one can with dignity do without. If we are able to modify our personal values, the linkage between value, income, and wealth may be broken. We may then develop qualitative measures of worth, numbers for gross national product, which lump Fretos and Faulkner into one aggregate to tell us how well we are doing may become less important. As this happens, the new freedoms available to us. will more than counterbalance the new restrictions. For if we cease to accept the notion that we are doing well only if we are making more and more money, we will be able to do many things, which we have denied ourselves in the past. Once we repeal the instruction that we cannot afford to think about anyone else because there is no profit in it, that we cannot take pleasure in another success because life is a zero sum game in which no one can gain, except at the expense of someone else, then we may find that we have a much wider range of options. In short, the promise of your tomorrow is different from that offered your parents. Whereas we who came into maturity following that second war to end wars were promised the economic progress that our era desperately needed. You are today being offered a world that yearns for compassion and human dignity, a world that offers great freedom of choice and expression and lifestyles, a world in which the good life is accessible to people who in earlier times were completely shut out. The promise of such freedom is a gift never before rendered to a generation of students. Sharing that freedom is all important as the president has cautioned because we are free, he said, "We cannot be indifferent to the fate of freedom elsewhere." Enter now the plea. If there is one thing I could wish for you, it would be that

you sense the freedom and be sensitive to the constraints that the forces of history have thrown in your laps. Because you face a different world, I would further hope that you feel uninhibited by the expectations of others, remembering that their notions of success or failure are not appropriate to your time and place. I shall not exhort you with cliché challenges to build a better world to correct the mistakes we made. In fact, I find it offensive to deprecate the achievements of previous generations. It was their efforts that moved this nation and a large part of the world into a position in which such a large proportion of us enjoy education and freedom of choice. In retrospect, many who preceded you would do some things differently just as each of you in time will mourn certain mistakes, but know also how easy it is to avoid making mistakes. One has only to do nothing. Nor shall I urge you to love thy fellow person for that would be presumptuous. Yours is not a generation that lacks the capacity to care for others. What is more troublesome? Is finding ways to rationalize that sense of caring with a competitiveness and ambition that seem to be demanded of leaders in any field, business, the professions, government. And since we at Duke have encouraged your leadership qualities, you will surely feel some conflict between the selfless and the selfish. To this conflict, there is no easy solution. I too observe the need to be aggressive if one would lead and dogmatic if one would persuade. But I observe further that in the world of common sense experience, the only substitute for shouting is substance. Well, then, on knowing what you are about for a knowing mind will ultimately win out if anything can against a loud voice. Finally, I offer a plea that you treat yourself as well as others with respect for you too are a special person. In accord with the familiar "Desiderata," beyond a wholesome discipline, be gentle with yourself. And I would add only hold on to what it was you brought here and all that you have added to it, laugh as often and cry as little as you can, and know always that we care about you. Thank you. (audience applauds)

- President of the University will now proceed to the conferring of degrees earned in course.

- Mr. President, I now call upon recent graduates and all candidates for the degree of bachelor of arts to please rise. (students cheering)

- Mr. President, I am pleased to present to you a group of 688 happy candidates who have completed the requirements for the bachelor of arts degree. Their names have been duly approved by the faculty of Duke University and by the Board of Trustees. I would like to note that the Latin from which the term liberal arts is derived means work befitting a free man. That definition in which the concepts of effort and freedom are joined marks a major achievement in the lifelong quest that all educated people undertake. These students have reached that achievement and we are deeply proud of all of them.

- Thank you.

(audience cheers) I confer upon each of you the degree of bachelor of arts and recognition of this major step toward the duties and the satisfactions of the educated life and the role of creative and enlightened citizenship. Congratulations. (audience cheers) Somehow the bachelor of arts always get more excited. It may be they had greater doubts about making it. (audience laughs)

- Will the candidates and recent graduates of the degree of bachelor of science please rise. (audience cheers)

- Mr. President, I am pleased to present to you 167 candidates who have met all requirements for the bachelor of science degree. Their names have been duly approved by the faculty of Duke University and the Board of Trustees. Their degree today signifies the achievement of wide competence in scientific fields. They have established the basis for objective inquiry and involves not only the ability to answer questions, but the judgment to know which questions to ask. There is no doubt that society will continue to depend on the results of such questions if we are to have a better world. We know that these students are capable of scientific inquiry and we are deeply proud of all of them. (audience clapping)

- By the authority vested in me, I confer upon each of you the degree of bachelor of science in recognition of this major step toward the duties and the satisfactions of the educated life and the goal of creative and enlightened citizenship. Congratulations. (audience clapping) For more than a century, one of the major interests of Duke University and the institutions from which it grew has been the training of teachers for elementary and secondary schools, both public and private. It is fitting at this point to recognize 59 members of this graduating class who have prepared themselves to meet the demands and challenges of effective teaching. They have completed the requirements for a standard teaching certificate in addition to having qualified for a degree. Their names are marked on your program and in order that their achievement may be recognized, I ask them to stand. (audience clapping)

- Candidates and recent graduates for the degree of bachelor of science in engineering, stand.

- By the authority vested in me, I confer upon each of you the degree of bachelor of science in engineering in recognition of your competence in the basic skills of your profession and your commitment to a calling, which combines so uniquely the best of our technical and the greatest of our human hopes. Congratulations. (audience clapping)

- The Dean Vessy.

- You see, you have won it by the strength of your voice, the president didn't even wait for my recommendation. (audience clapping)

- We gonna do it over again. It was so nice. Always wanted to do it again anyhow.

- Well. Since the president insists, I'm going to present you officially. Mr. President, it's a pleasure and a privilege to present to you the group of young men and women who have satisfied all the requirements for the degree of bachelor of science in engineering. (audience cheering)

- And now for the second time, just so you can be sure it'll stick, I confer upon each of you the degree of bachelor of science and engineering with our best wishes and congratulations. (audience clapping)

- Candidates for the degree of bachelor of science and nursing will please rise. (audience cheering) It seems that Duke University has become a preparatory institution for voice today. Mr. President, I am pleased to

present to you 85 candidates who have successfully completed all of the requirements for the bachelor of science and nursing degree as determined by the faculty of the School of Nursing. Their names have been approved by the faculty of Duke University and by the Board of Trustees. Their commitment to service in the field of health is duly manifested by their various decisions for career involvement in the immediate future. Our best wishes accompany them as they focus on the holistic mans of mankind in a time of when health has a renewed priority nationally.

- I confer upon you the degree of bachelor of science and nursing and appreciation of the added brightness you have brought to the student body. (audience cheering) And in recognition of the progress which you have made toward one of the great professions. You are even more admired than you know. (audience cheering) I've got written down here you are even more admired than you know. I would have to say that you are admired as much as is obvious and you will have, I'm sure, an added reward in the lives of the people you serve, congratulations. (audience clapping)

- Candidates for the degree of bachelor of health science, please rise. (audience clapping)

- President Sanford, the candidates for the degree, bachelor of health science, whose names appear in the official program have completed the requirements for that degree. They represent a broad spectrum of knowledge and skill, all very essential to the healthcare of not only our own population, but that of the world. It is a privilege for me to present these very outstanding people to you for the conferring of that degree.

- Thank you. The degree of bachelor of health science is awarded to students who have completed successfully a series of studies which prepare them for careers as president's associates, medical technologist, pathologist assistants. You've elected to join the health professions in order to serve your fellow human beings. I wish you every success in these exciting and important careers and give you our congratulations. (audience clapping)

- Mr. President, there are no May candidates for the degree of master of science in nursing, but there are some September graduates and if they are here now we ask them to please rise.

- Well in their absence, I confer upon each of them, the degree of master of science in nursing and evidence of their successful advanced achievement in education for your profession of serving others and congratulations to them.

- Will the candidates for the degree of master of environmental management, please stand. (audience clapping)

- Mr. President, these candidates, 16 in number, have completed all requirements for the degree of master of environmental management. They have been approved by the faculty and by the Board of Trustees. On behalf of the faculty of the School of Forestry and Environmental Studies, I present them to you for the award of the degree. One which signifies their dedication to the management and protection of the nation's



environmental resources.

- By the authority vested in me, I confer upon you the degree of master of environmental management and evidence of your concern for the future of mankind, the earth, and your fitness to enter upon the practice of your profession and I recognize the great responsibility of which you have accepted to interpret and influence the uses of our diminishing resources. Congratulations. (audience clapping)

- Candidates for the degree of master of forestry will now rise. (audience shouting)

- Mr. President, these candidates, 30 in number, have completed all requirements for the degree of master of forestry. They have been approved by the faculty and by the Board of Trustees. On behalf of the faculty of the School of Forestry and Environmental studies, I present them to you for the award of the degree, one which signifies their dedication to the protection and management of the nation's forest resources.

- By the authority vested in me, I confer upon you the degree of master of forestry and evidence of your fitness to enter upon the practice of your profession and I recognize the great beauty and pleasure of which you have as you go out to preserve and serve the infinitely complex world of nature, which we may no longer ignore and dispoil. Congratulations. (audience clapping)

- Candidates for the degree of master of business administration, please rise.

- Mr. Sanford, it gives me great pleasure to present to you 42 outstanding persons for the degree of master business administration. They have satisfied all the requirements for the degree, have been certified by the Dean, approved by the faculty, and authorized by the Board of Trustees of Duke University.

- I am pleased to confer upon you the master of business administration. Have intended well to your business here, you may surely now step with greater confidence into the business world and with greater awareness of the broader goals of society that you will serve through the business enterprise. Congratulations. (audience clapping)

- Candidates for the degree of master of health administration will now stand.

- Mr. President, the candidates for the degree of master of health administration, whose names appear on our official program, have completed the professional training and all of the requirements of Duke University for that degree. I'm pleased to present them to you, Mr. President, to have the degree of master of health administration conferred upon them.

- By the authority vested in me, I confer upon you the degree of master of health administration in recognition of your skill at one of the most demanding professions of service. Anyone who can master hospitals and doctors can master anything. (audience cheering)

- Candidates for the degree of master of arts in teaching, please stand. (audience clapping)

- Mr. President, the candidates for the degree of master of arts in teaching whose names appear on our official program and whose work has been an advanced prep preparation for public school teaching, have fulfilled all the requirements of Duke University for that degree. I'm pleased to present them to you, Mr. President, to have the degree of master of arts and teaching conferred upon them.

- By the authority vested in me, I confer upon each of you the degree of master of arts and teaching, a degree of which testifies both to your learning in the liberal arts and to your fitness for the high calling of the teacher, congratulations. (audience clapping)

- Candidates for the degree of master of education, please rise.

- Mr. President, the candidates for the degree of master of education, whose names appear on our official program have completed the professional training and all of the requirements of Duke University for that degree. I am pleased to present them to you, Mr. President, to have the degree of master of education conferred upon them.

- You have been elected master of education with which distinction I now invest you in recognition of your fitness for the professions of teaching and educational administration. Your profession is not of mere systems and programs, but one of ideas and people, congratulations. (audience clapping)

- Candidates and recent graduates of the degree of master of science will now stand. (audience clapping)

- Mr. President, the candidates for the degree of master of science, whose names appear on our official program have completed the advanced study, the research, and all of the requirements of Duke University for this degree. I'm pleased to present them to you, Mr. President, to have the degree of master of science conferred upon them.

- You have been elected master of science and I now invest each of you with that degree, marking the continuing progress which you have made on the high road of advanced learning, congratulations. (audience clapping)

- Candidates for the degree of master of arts, please stand. (audience clapping)

- Mr. President, the candidates for the degree of master of arts, whose names appear on our official program and completed the advanced study, the research, and all the requirements of Duke University. for this degree. I'm happy to present them to you, Mr. President, to have a degree master of arts conferred upon them.

- You have been elected master of arts with which degree I now invest each of you, thus marking the progress you have started on the long, dusty, magnificent road of advanced learning. Congratulations. (audience clapping)

- Let the candidates for the degree of master of divinity, please stand (audience cheering) and also will the candidates for the degree of master of theology stand. (audience clapping)

- These candidates of the degrees of master divinity and master of theology have fulfilled all of the requirements for these degrees. It is with pleasure, Mr. President, that I present them to you.

- I confer upon you the degree of master of theology in recognition of your growth and professional competence and on the others of you, I confer upon each the degree of master of divinity as the seal of your high calling to minister to the religious hopes of men and women in every condition of life. May you always know the master and never bow to the tyrant and may the still small voice of God be in your heart and in your speech, congratulations. (audience clapping)

- Will the candidates for the degrees of juris doctor and master of laws, please stand. (audience cheering)

- Mr. President, as you can see, there are 149 women and men who have satisfied the requirements for the juris doctor degree, one for the master of law degree, and it is with great pride that I present them to you.

- What about courtroom decorum? I confer upon you the degree of juris doctor and one master of laws in recognition, not only of your professional competence for the practice of law, but also your preparation to assume leadership in the highest civil and public responsibilities. Congratulations. (audience clapping)

- Will the candidates for the degree of doctor of medicine, please stand. (audience clapping)

- President Sanford, the candidates for the degree of doctor of medicine, whose names appear in the official program, have completed all of the requirements of Duke University for that degree. I am honored to present to you these very competent and dedicated young men and women to have that degree conferred upon them.

- I confer upon each of you the degree of doctor of medicine in recognition of your thorough training in the science of medicine and your willingness to serve mankind with both dedication and high skill. Congratulations. (audience clapping)

- Will the candidates and recent graduates of the degree of doctor of education, please stand. (audience clapping)

- Mr. President, the candidates for the degree of doctor of education, whose names appear on our official program and whose work has been in the advanced specializations of education have successfully completed the advanced study, research, and training required by Duke University for the degree of doctor of education. I'm pleased to present them to you, Mr. President, to have that highest degree in professional education conferred upon them.

- I confer upon each of you the degree of doctor of education in recognition of your advanced preparation for careers of leadership and creative service in a profession specifically devoted to enriching the lives of people. Congratulations.