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## WSA COURSE

## AND TEACHER

## EVALUATION

### The C. E. Guide: An Introduction

The purpose of the Course Evaluation Guide is multi-dimensional. Besides aiding students in selecting courses for the following semester; the evaluation encourages the student to become an active participant in his own education; aids departments in assessing their professors performance and in decisions concerning tenure; and lastly, provides vital feedback to the professor which enables him to improve the quality of his teaching.

The major thrust in educational reform has been to establish a greater relevancy in the academic environment. In order to achieve these ends, students will have to look at their courses with a critical eye as to what is being offered to them. It is hoped that this evaluation will stimulate such an attitude.

In former years, students have had little say as far as judging the qualifications and hiring of the teaching assistants and/or professors. The C. E. Guide will for the first time give a voice to student opinion as to the effectiveness of teaching at this university.

The individual professor should constantly redefine his own position depending on student feedback. This course evaluation tends to encourage this redefining process, by making student feedback readily available to professor.

This years evaluation is totally different in comparison to the approach taken in previous semesters. From past experience, it has been found that the statistical techniques used were of little value in encouraging the previous defined intentions of course evaluations. The students need to respond with written remarks and criticisms, not with meaningless numbers to the tenth decimal. As a direct consequence, a subjective approach has been taken which encourages verbal response to open-ended questions. Statistics have been reduced to a more understandable level. Students, department, and professors alike will be aided by the student feedback. Due to financial limitations the focus of the evaluation has been on the introductory course level. The intention is: to advise those students who have of yet decided on a major, to facilitate those students who wish to extend the dimension and depth of knowledge outside their major and to assist students who are simply shopping around for an elective.

The following questions were asked of the teachers and students on two separate forms:

#### Professor Form:

##### I. Professor statement:

(a) Would you please write down a brief description as to what your course will be concerned with next semester? (What areas will be covered? What will be the emphasis? What are your goals or objectives in this course? etc.)

(b) How closely do you plan to work with your teaching assistants?

##### II. Course information:

(a) Readings to be covered.

(b) Please describe the number/nature of exams (essays, whatever). How will the marks be determined? (multiple choice, take home essay, graded by attendance,

class curve, negotiated grade, etc.)

(c) Will attendance be taken in lecture? In discussion/quiz groups? In labs?

III. Any additional comments:

Student forms:

1. Any comments concerning the lecture sessions? (How effective is the lecture presentation? Are the lectures valuable? How is the content? Boring? Really good? Fair to poor? Organized, but boring?)
2. Any comments concerning the discussion group (quiz section) and/or lab sessions? (How well do the lectures and quiz or lab sessions work together? Is the discussion solely a rehash of the lectures? Are new areas discussed? How is the content?)
3. How appropriate are the readings for this course? (Is there an excessive amount of reading involved? Are the readings interesting, relevant? How is the content?)
4. Knowing what you now know about this course, if you could select your first semester courses over again, would you take this course again?

Yes	Possibly	No
Would you recommend taking this course to other students?		

Yes	Possibly	No
5. Would you like to take another course by this professor?		

Yes	Possibly	No
Would you like to have this T.A. again?		

Yes	Possibly	No
6. What is your approximate mark in this course?		
above average	average	below average
7. Any additional comments, insights, suggestions, whatever. Please write on back.		

In the final tabulation of the student feedback from the professors and students forms, four parts will be shown.

1. The first section concerns the professors statements as to the goals and emphasis in his course. In order to evaluate the quality of the course, one must have a clear and basis conception of what the actual purpose of the course is. Along with these statements, the professor will be able to express information concerning readings to be covered, the nature of exams, the grading allotment—approach and other essential data that may be helpful in selecting a course. This information will also reveal the efforts the professor has taken in matters of academic reform.

2. The second section concerns a tabulation of student opinions. Students were asked to respond freely to open-ended questions. Objective methods were devised to tabulate the responses. Volunteer tabulators were responsible for doing each particular course. Each tabulator was asked to read through the evaluations, noting trends of minority and majority opinion. Representative quotes were often used, rare statements of special perception; and any unusual criticisms were also included. Granted this approach is vulnerable to the subjectivity of the evaluation, however, there can be no comprehensive objective evaluation of a teacher or a course. Even when "objective numerical choice responses are tagged with definition, there are count-

less shadings multiple meanings that cannot be accounted for. An open-ended subjective approach remedies this major problem, in that it allows the student to describe exactly what his feelings are.

3. The third section entails the use of cumulative responses. The questions asked were kept to a more relevant level. The two major purposes of this section are: act as an aide to the previously mentioned goals of course evaluation and to act as a check to the validity of the summation of the student comments.

4. The fourth and final section concerns a student critique. This part is purely a subjective and personal evaluation by a volunteer student. With this approach, the strengths and weaknesses of the quality of the teacher and course will be brought out, which lead to suggestions for course improvement, if needed.

The funding for the C. E. Guide comes from monies made available by student court fines, appropriated by the WSA Senate and approved by the Regents.

Professors interested in seeing the results of their evaluations should deliver all requests to the names and addresses listed below.

The contents of this supplement is a select sampling of the introductory C. E. Guide. The complete booklet may be obtained in the Faculty Advising Service Office, the Letters and Science Office, main desks at numerous residence halls, and the WSA store. The political science, physics, mathematics and ILS departments will have separate booklets which may be obtained at the departmental offices and the WSA store.

Any criticisms, comments, suggestions would be greatly appreciated. All remarks should be directed toward either Jack Tchen or Curt Trinko at the WSA Office 511 Memorial Union. (Phone: 262-1083) Interested parties who wish to assist the C. E. Guide in any way are also invited to contact the above people.

This supplement evaluation is indebted to the Daily Cardinal for the printing and advertising involved.

Jack Tchen, coordinator  
Curt Trinko, coordinator

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Alan Deutch, survey lab



ANTHROPOLOGY 100 Dr. Miller 3 credits  
Professor's statement:

I will stress major concepts in the anthropological treatment of man as a biocultural being. Evolution (as a process and as an idea about man), adaptation, the concepts of culture and system, culture as communication, interaction of biological and cultural aspects of "human-ness" will be stressed.

Objectives: Understanding of the anthropological approach to Man and of the difference between conceptual categories and "reality."

I meet with assistants weekly, am available if problems arise, attempt to read a selection of all assignments, and discuss examinations, lectures and readings with them.

Course information:

Readings to be covered: Howells: Early Man; Hall: The Hidden Dimensions; Adams: Origins of Cities; Macneish: Origins of New World Civilizations; Bates: Man in Nature.

Recommended: Eisley, Firmament of Time; Vercours: You Shall Know Them.

Minimally, three examinations (plus assignments in quiz sections set by T.A.). Take-home essays are planned but may be modified. Marks are determined by internal evidence in the essays (i.e., use of lecture and reading materials and discussion section information; additional use of outside source; etc.).

We are normally not in the habit of doing so—taking attendance. However, our experience this semester suggests that it might be necessary.

In examining the course this semester, it becomes apparent that the assumption we made (T.A. and myself) that students would realize without being beaten over the head that attendance at lectures and discussions might be useful, was not particularly valid. Those students who have consistently attended (at least the students who have talked to me and the T.A.'s) have indicated that they have found much of interest. I do not like to compel attendance—but I also do not like to downgrade students because they simply misread a lecturer or quiz leader who does repeat what is already in the reading. We also did not assign specific pages—we indicated the block of time within which material should be read. Consequently much went unread.

ANTHRO 100 Prof. Hitchcock 3 credits

I. Would you please write down a brief description as to what your course will be concerned with next semester? (What areas will be covered? What will the emphasis be? What are your goals or objectives in this course? etc.)

An introduction to anthropology, with emphasis on the question, Who are we?—as animals with a history of biological development and later with a history of cultural development.

II. How closely do you plan to work with your teaching assistants?

Very closely.

III. Course information:

Readings to be covered:

Dobzhansky, Heredity and the Nature of Man

Hall, Early Man

Turnbull, The Forest People

Kluckhohn and Leighton, The Navaho

La Fange, Laughing Boy

Vaillant, The Aztecs of Mexico

Hitchcock, The Magans of Banyan Hill

Howells, Back of History

Hall, The Silent Language

Please describe the number/nature of exams (essays, whatever). How will the marks be determined? (multiple choice, take home essay, graded by attendance, class curve, negotiated grade, etc.)

Three exams, mostly very brief essay. An optional paper in place of final exam.

Will attendance be taken in lecture? In discussion/quiz groups? In lab? No

IV. Any additional comments: Not an easy course. Critique: Professor Hitchcock was an extremely sincere and interesting person and transmitted much of this enthusiasm into his lectures. At times, the material tended to be rather trivial and irrelevant to the course, but on the whole, his lectures followed an organized plan, showing the cultural and biological evolutionary development of man and his society based on the values he adhered to. By comparing and contrasting various societies, Professor Hitchcock showed how man's actions and lives differ, succeed or fail, according to the societal structure and values he follows.

This course is beneficial to anyone who would like an overall view of man and his development. The more intense study of the Indian tribes proved valuable

in understanding the cultures and traditions which these tribes held sacred and made one more sympathetic and perceptive to their heritage.

ANTHRO 100 Dr. Emiko Ohnuki-Tierney 3 credits

I. Would you please write down a brief description as to what your course will be concerned with next semester? (What areas will be covered? What will the emphasis be? What are your goal or objectives in this course? etc.)

This is a course in which students are introduced to the entire field of anthropology with the four subdivisions—social and cultural anthropology, archaeology, physical anthropology and linguistics. All the four divisions are concerned with the problem of "What is Man?"—in the past, at the present and in the future, throughout the world. Particular emphasis is placed on gearing students to think objectively, rather than merely presenting facts. For example, the students are repeatedly asked to examine "strange" or "foreign" customs in the total context of a particular culture and determine whether they "make sense" that way.

II. How closely do you plan to work with your teaching assistants?

Informally but closely. However, the independence and freedom of the teaching assistants are respected.

III. Course information:

Readings to be covered:

Howell, Early Man

Hoebel, E. Adamson, Anthropology: The Study of Man

Dunn and Dobzhansky, Heredity, Race & Society

Jenness, D. The People of the Twilight

Recommended:

Geddes, W.R. Nine Dayak Nights

Lurie, Nancy O. Mountain Wolf Woman

Lewis, Oscar. The Children of the Sanchez

Middleton, John. Scientific American Reprints: The

Ugbara of Uganda

Braidwood, Robert, The Agricultural Revolution

Adams, Robert M. The Origin of Cities.

Please describe the number/nature of exams (essays, whatever). How will the marks be determined? (multiple choice, take home essay, graded by attendance, class curve, negotiated grade, etc.)

Since thinking ability is to be tested, all the exams will be take home essay. A book review is substituted for the 12 week exam. The final grade will be based

## WSA THEATER PARTY TRAVELS AGAIN

### SHUFFLE TO CHICAGO MARCH 21

# "HAIR"

#### BROADWAY'S TRIBAL-ROCK MUSICAL

Chicago performance at Shubert Theater ... 10:30 p.m.

**GO**

WSA has bought out entire house for 10:30 show.

**GO**

Avoid dreaded high school basketball weekend ...  
Take a trip to Chicago

**GO**

WSA has chartered entire Milwaukee Rd. Express  
Theater Special to Chicago — Round trip.

**SO**

... A HAIRY RIDE ...

OPEN UP YOUR MIND & LET THE SUNSHINE IN.



on the exam grades and performances in the sections and lecture.

ANTHRO 200 Dr. W. W. Elmendorf 3 credits  
I. Would you please write down a brief description as to what your course will be concerned with next semester? (What areas will be covered? What will the emphasis be? What are your goals or objectives in this course? etc.)

General survey of major topics in field of cultural anthropology. Theories of human behavior as development from cross-cultural ethnographic and ethnological study. Cross-cultural perspectives on human differences. Types of cultural change, and their relevance to the modern world.

II. How closely do you plan to work with your teaching assistants?

Closely. Weekly conferences on course problems. T.A.'s responsible for much of course policy, including exams or exam substitutes. Both T.A.'s and instructor in charge will attempt to secure continuous feedback from students on course content, reaction to readings, etc.

### III. Course Information:

Readings to be covered: Textbook: Bock, Modern Cultural Anthropology (changed from first semester). Assigned supplementary texts: Benedict, Patterns of Culture; three ethnographic sketches in Hold Series (Case Studies in Anthropology). Assigned articles in source book anthologies edited by Hammond, Fried, Dundes (on library reserve).

Please describe the number/nature of exams (essays, whatever). How will the marks be determined? (multiple choice, take home essay, graded by attendance, class curve, negotiated grade, etc.)

1) 6-week and 12-week tests are take-home essay.  
2) final is organized essay on a general question of theoretical relevance (about 6 weeks preparation as take-home)

3) one or two short reports, written or oral, in quiz section.

Grading is on letter basis, with plus and minus (A+, A, A-...). Attendance is not taken in lecture, nor regularly in discussion (quiz) sections, however work in quiz sections will necessitate fairly consistent attendance.

ANTHRO 200 Prof. Leonard Glick 3 credits  
Professor's statement: The objective is to introduce people to anthropology as an experience in trying to understand other ways of living and thinking. I emphasize field experiences in New Guinea and the West Indies, using them to illustrate such topics as social structure, religion and values, social change. I meet with the T.A.s at least once a week to discuss what they are doing and what I plan to do in lecture. I sometimes visit their sections (to participate, not to supervise). The T.A. is free to plan and conduct sections according to his judgment.

Information: There is no required reading. Choice of texts and choice of several books on field experiences and field studies. Xerox reprints of field notes and journal articles.

Exams will be take home essays only, all listed on syllabus, including final. Individually graded, no curve. Attendance will not be taken in lecture, in discussion/quiz or in lab.

Student's paragraph: The majority of students seemed to feel that Professor Glick is an excellent lecturer who approaches the study of anthropology not with a dry exposition of data to later be regurgitated on exams, but with the insight of a working anthropologist who is eager to make his course relevant to the world around us. He has succeeded in organizing a survey course which lacks the classical flaws of most introductory university courses. He established from the outset an informal, relaxed atmosphere in the classroom which stimulates student participation and in which he achieves an impressive rapport with his students. Professor Glick's accounts of his own field work combined with guest lecturers, films, slides and tapes develop the basic concepts of anthropology without presenting anthropology as a finite body of knowledge, but rather as a field of infinite possibilities, complexities, ambiguities. The lectures are only loosely structured to provide professor and students alike with maximum opportunity for meaningful dialogue. Professor Glick maintains extremely liberal educational policy and has abandoned exams in favor of an extensive research effort on the student's part in the form of a term paper plus a final written statement summarizing what the student has learned during the semester. A suggested reading list is provided the students, lecture attendance is optional, and Professor Glick makes it a point to visit every quiz section in addition to scheduling evening rap sessions. Quiz sections are more than extensions of the lecture and tend to encourage the student to explore areas of personal interest from an anthropological perspective. Despite the fact that there is no required texts, the suggested reading list was referred to frequently and considered excellent as were the Xeroxed reprints of field notes and anthropological studies which were distributed at lectures. Professor Glick's course is a rare and refreshing one.

Statistics:

Having known about this course, would you take this course again?

84% yes; 2% no; 14% possibly

Would you recommend taking this course to other students?

85% yes; 1% no; 14% possibly

Would you like to take another course by this professor?

83% yes; 1% no; 16% possibly

Would you like to have this T.A. again?

55% yes; 16% no; 28% possibly

Breakdown by T.A.s:

yes no possibly

Rux 85% 0% 15%

Brush 56% 12% 26%

Seastone 22% 45% 33%

Critique:

Professor Leonard Glick is one of those rare and delightful creatures known as an educator. His dedication and enthusiasm are recognized and greatly appreciated by his students who respond most favorably to his efforts to make anthropology relevant in today's world. The freedom he allows his students is used to educational advantage by the majority, and proves to be too much responsibility only for a few. Professor

Glick teaches a stimulating and valuable course in its present form, but in the future he might consider substituting several shorter papers for the one long one presently required as a means of expanding the number of cultures with which the student comes in contact. One complaint voiced rather frequently is that few efforts are made to relate readings with the lecture, a problem that could be effectively dealt with in the quiz sections. Professor Glick ranks as one of the university's most alert and sensitive teachers, and his Anthropology 200 course rates as one of the campus' more worthwhile learning experiences.

ART HISTORY 102 Dr. Dennis 3 credits

Professor's statement: Art History 102 is a survey of the history of Western art (especially painting, from the early Renaissance to the 20th century, from Giotto through Picasso). In addition to a linear, chronological development its purpose is to encourage a basic understanding of art and its making in general, with a mixture of motivation and methods taken into consideration.

The T.A.s and I work together in making art schedules, topics of discussion, supplementary lectures, exams, etc. Also we confer regularly on working out particular problems concerning individual students as they arise. Otherwise T.A.s enjoy autonomy in their section. Course information: Readings to be covered are:

H.W. Janson, History of Art.

G. Taylor, Learning to Look

A. Barr, What is Modern Painting.

plus several supplementary on reserve

There will be two midterms (one required, the other optional) and a final exam, museum paper, exams are primarily essay in nature. Attendance will not be taken in lecture and in discussion or quiz section. Students' paragraph: This course seems to be somewhat exceptional. Almost all the comments indicated that the course is interesting, informative, and well organized. Presentation was rated as excellent, thought provoking and illuminating. A few students found the professor's style difficult. Many students complained that there was too much content to be grasped well and some had problems with the exams.

The discussions are generally additive to the lecture, going deeper into the lecture material and bringing in new material. They are interesting depending on the T.A. There were complaints that the discussion groups are lectures instead of discussions. A few of those in the honors discussion thought that the course should be four credits for the amount of work done.

Comments on the amount of reading ran from appropriate to a lot too excessive. Students indicated that they were good, interesting and informative and related well to class but were occasionally dry. Apparently those books assigned from the reserve room in the library are not always available.

Statistics:

Having know this course, would you take this course again?

40 yes (73%) 11 possibly (20%) 4 no (7%)

Would you recommend taking this course to other students?

36 yes (68%) 16 possibly (30%) 1 no (2%)

Would you like to take another course by this professor?

31 yes (55%) 14 possibly (25%) 11 no (20%)

Would you like to have this T.A. again?

26 yes (50%) 15 possibly (29%) 11 no (21%)

What is your approximate mark in this course?

23 above average (41%) 28 average (52%)

2 below average (3%) 3 pass (4%)

Critique: I've gone to other art history lectures besides Mr. Dennis' and I feel that his approach is the best for any survey of general course because he emphasizes looking at the work of art. After all, how can anyone (even in fields besides art history) make significant intellectual statements if they have not to some degree experienced what they are studying. Also by stressing the experience of looking at a work of art, one finds learning the facts and concepts much easier.

ART HISTORY 102 Dr. Hutchison 3 credits

Professor's statement: My version of 102 is a historical survey of major developments in painting from the Renaissance to the early 20th century. (very little sculpture; almost no architecture). I tend to emphasize Western European "old masters" since this is where my own interests lie. Students are introduced to the methods of art history as a discipline. It is hoped that one of the by-products will be an increase in the student's ability to enjoy works of art.

My teaching assistants choose (with my approval) material to be covered in quiz sections, and do much of the designing of exams. They are responsible for the granting of grades. I usually try to allow each of them to present formal lecture before the entire class. Information:

Readings to be covered: H.W. Janson—History of Art There will be three exams. Combination of objective and essay questions. Graded numerically, final mark an average of exam grades, (no class curve).

There will be no attendance taken in the lecture, and for the discussion/quiz section, it is left up to the T.A.s. Usually they choose not to take attendance.

ART HISTORY 102 Dr. Otto 3 credits

Professor's statement: Art Renaissance to the present will be covered. Emphasis on sharpening students' visual abilities, and introducing them to some broad considered historical styles. I work quite closely with the teaching assistants.

Course Information: Readings to be assigned are:

Janson, History of Art

Spencer, Readings in Art History

There will be hour exams during semester, final exam (stylistic analysis, historical understanding), possibly a short paper. Grades determined by demonstrated ability and understanding of material.

The attendance in lecture will not be taken, but lectures, discussion groups are crucial to presentation of material—texts do not substitute for course. The attendance in discussion/quiz is up to the T.A.'s.

Students' paragraph:

More than half of the participating group at this lecture said that the professor was a poor speaker and therefore his presentation was bad. The general

comments ran like this: used same phraseology most of the time, presented lectures in an ambiguous and monotonous manner (often times boring) but often felt to be well organized. Several others mentioned the need for a syllabus because they thought that there was a definite lack of organization in the course. The main reason for course dissatisfaction was the lack of time considering the amount of material to be covered. On the other hand, about one-third of the students felt that the lecture contents were valuable, closely followed the readings, always interesting and extremely well organized.

Most of the students were quite pleased with their respective discussion sections. The general attitude was that the new materials were presented but were most often an extension (seldom a rehash) of the lecture material. Special praises made repeatedly were that the sections were extremely helpful in relating and explaining concepts, offered deeper, more extensive study and presented new perspective and opinions in art. Several even called it the best part of the course, especially competent in developing one's own interest and interpretation. A small group merely called the sections "average." The remaining people (approximately one-third) felt the discussions were not very good or in some cases, worthless. Their main complaints were that the sections were repetitious and boring, and did not have much correlation with the lectures.

52 out of 73 students said their readings in Janson's History of Art (the text) were helpful, excellent, relevant, and supplementary to the lectures. 10 pointed out that other materials would have been valuable in providing other view points as well as adding interest. Only a very few felt the readings to be dull and/or poor choices. The greater majority stated the reading load as adequate.

### Statistics:

Having known about this course, would you take this again?

60.3% yes 24.7% possibly; 15% no

Would you recommend taking this course to other students?

49.3% yes; 32.9% possibly; 17.8% no

Would you like to take another course by this professor?

23.3% yes; 28.8% possibly; 47.9% no

Would you like to have this T.A. again?

64.4% yes; 21.9% possibly; 13.7% no

What is your approximate mark in this course?

37% above average; 52.1% average; 8.2% below average

### Critique:

Art history 102 is basically a survey course, giving a brief introduction to the styles in art history from the Renaissance to modern art. Because of the great expanse that this course covers, in order for the student to get the most out of it, it should be structured in a highly organized fashion. And this is Professor Otto's fundamental fault.

Otto, not having followed a planned syllabus, has spent too much time on certain insignificant artists and too little time on artists that were a direct influence to later art periods. He has also failed to present to the student concepts of new art periods to previous ones. And thus each student has a wide gap in his understanding behind the phases of art in general.

Besides having organized his course poorly, Otto has a very poor speaking voice. He barely manages to stumble through each lecture. But perhaps it is his uncertainty and thorough lack of understanding of his subject matter, rather than his diction, that causes him to stammer.

Yet the course, art history 102, has great potential and I recommend it highly to the student who desires a basic art history knowledge. However, because the success of this course relies entirely upon the quality of the professor, I sincerely hope that future art history 102 instructors will be better prepared and more well-informed to teach the course than was mine.

ART HISTORY 102 Dr. Fengler 3 credits

Professor's statement: The course is a chronological survey of the major developments in art history as seen in painting, sculpture, and architecture, from the Renaissance to the 20th century, intended as an introduction to the field for both potential majors and students from other areas of study.

I plan to meet with the T.A.s regularly to discuss the progress and problems of the course, but will leave them free to develop discussion in quiz section rather than using this time for supplementary lectures.

Course information:

Readings to be covered: only required reading is the text (H.W. Janson, History of Art). Other reading will sometimes be suggested. Much of art history just involves studying reproductions of the works.

There will be required six week exam; choice between 12 week exam or paper (to be explained at first lecture); final exam—emphasis on essay questions, with a choice of topics, in exams. Grades will be numerically averaged from the above exercises. There will be no attendance taken in lecture, quiz section handling left to choice of T.A.'s concerned.

CHEMISTRY 103; Professor Gaines 4 credits

Professor's statement: Professor did not submit statement.

Student's paragraph:

The majority of students have very similar opinions concerning the value of the lectures. In general, the students agree that the lectures are very good and well organized and the lecturer goes slow enough for students to take down all major points. Many students think Professor Gaines explains the material quite well and makes it easy to understand. Some feel lectures tend to be boring, although the material presented is essential. Almost everyone agrees that demonstrations make the lectures more interesting and fun.

It is evident that the value of the discussion groups and lab sessions greatly depends upon the T.A. Many students feel that their discussions are simply a rehash of the lectures, whereas others feel that new areas are discussed. Most students feel that their discussions are periods in which they can ask questions, work problems, and discuss difficult points brought up in lectures. The majority of students feel that labs are correlated to the material covered in lecture, whereas about one-fourth feel that labs are irrelevant to the material covered in lectures and are a waste of



time.

The general consensus among students concerning the reading is that although it is relevant, it tends to become overly technical and boring. Many feel that the readings contain much superfluous material which causes confusion. Readings are usually used to supplement the lectures which contain all essential material. Nearly everyone agrees that there is not an excessive amount of reading.

#### Statistics:

Having known about the course, would you take this course again?

	Yes	Possibly	No	Total
#	118	30	24	172
%	68	17	15	100

Would you recommend this course to other students?

	Yes	Possibly	No	Total
#	103	61	7	171
%	60	36	4	100

Would you like to take another course by this professor?

	Yes	Possibly	No	Total
#	81	63	27	171
%	47	36	17	100

Would you like to have this TA again?

Beck: 8 yes (50%); 5 possibly (31%); 3 no (19%).

Blesser: 22 yes (78%); 4 possibly (13%); 2 no (9%).

Lichtenberger: 14 yes (61%); 6 possibly (26%); 3 no (13%).

Lott: 9 yes (64%); 2 possibly (14%); 3 no (22%).

Schubert: 3 yes (10%); 5 possibly (17%); 21 no (73%).

Sosniy: 32 yes (97%); 1 possibly (3%); 0 no (0%).

Viehland: 5 yes (31%); 4 possibly (25%); 7 no (44%).

What is your approximate mark in this course?

Above average: 43 (27%); Average: 91 (58%)

Below average: 22 (14%); Fail: 2 (1%).

Critique: The only other comment I have to offer is that I would not recommend someone with no chemistry background to take this course. A fundamental understanding of basic principles is assumed, and although these concepts are reviewed, they are covered too quickly for someone with no previous knowledge of chemistry to grasp.

#### CHEMISTRY 104 Dr. Denio 4 credits

I. Would you please write down a brief description as to what your course will be concerned with next semester? (What areas will be covered? What will the emphasis be? What are your goals or objectives in this course? etc.)

Topics include chemical kinetics and equilibrium, acids and bases, ionic equilibria, metals, complex compounds, organic chem and nuclear chem.

Goals—to complete the introduction to chemistry started during the first semester, and to encourage students to think, not memorize facts.

II. How closely do you plan to work with your teaching assistants? We meet weekly as a group, and individually on frequent occasions. I visit both discussion sections and lab.

#### III. Course Information:

Readings to be covered: General Chem. Text by Mortimer. Qual. Analysis Text by Sorum

Please describe the number/nature of exams (essays, whatever). How will the marks be determined? (multiple choice, take home essay, graded by attendance, class curve, negotiated grade, etc.)

Either 2 or 3 exams plus a final, and frequent quizzes. The student is also graded on his lab unknowns. Will attendance be taken in lectures? In discussion/quizzes groups? In labs?

in lecture - no in discussion/quizzes - yes in lab - yes

III. Any additional comments:

Students should have earned grade of C or above in Chem 103.

#### CHEM. 105 Dr. Holt 4 credits

##### Professor's statement:

Lecture schedule: In the first few weeks of the term, topics such as ionic equilibria, solubility product, hydrolysis, and the chemistry of coordination compounds will be discussed. About half of the semester will be devoted to a consideration of the chemistry and metallurgy of some of the important metals, such as: aluminum, iron, and copper. Then there will be about four lectures on nuclear chemistry, and the semester will end with five or six lectures on the chemistry of carbon, and the general topic, organic chemistry. Laboratory: About 2/3 of the laboratory work will be qualitative analysis and the rest of the semester will be devoted to an experiment on radiochemistry, and experiments on organic chemistry.

The objective of this course is to give the students who are in the Engineering College a background in chemistry that seems desirable for engineers. Emphasis is not so much on the facts of chemistry, but rather principles, and the language of chemistry.

I will meet with the teaching assistants each week to discuss and make plans for the work of the following week. I visit with the teaching assistants in the laboratory almost every time they have a group of students in the laboratory class and I will plan to visit an occasional quiz class.

There will be three one-hour exams during the term of the multiple choice and completion type and, of course, there will be problems also. The final grade in the course is determined by the grade on the final exams, the grades on the three-hour exam during the term, the quiz grade, and the laboratory grade. A class curve is established and the numerical equivalent for each letter grade is then established.

Lecture attendance is not taken, but the teaching assistants are expected to report excessive absences in quiz and in laboratory.

I am pleased to cooperate in this evaluation project and hope that you will give me information about the results.

##### Students' paragraph:

The Chem 105 students rated the lectures as very valuable and Professor Holt as organized but moving too fast at times. A common complaint was that Prof. Holt covered some of the material so fast that the students had a hard time keeping up with him. The lectures were organized very well and the students seemed to enjoy the demonstrations. It was brought up that 6 hours a week and 4 exams were a lot for only a four credit course. Should be 5 credits. It was very evident that the T.A.s played a great part in the students comprehension of the material presented to them.

In looking at the statistics one finds that the grades in the course had a definite correspondence with the

T.A.s. The most highly rated T.A. had the students with the higher grades, and the same correspondence held true with the bad T.A.'s.

Borlin's quiz section was rated as very valuable with new ideas brought out and good examples given to help the student understand the problems.

Frisch also had a very good quiz section. The students said that he went over the material very well and brought out interesting and relevant facts.

Anderson held very good labs. The students liked him and said he really knew his chemistry.

Clemmer's students complained that his quizzes were taking up too much of the time. They thought that more time should be devoted to discussion.

Amimoto's discussions did not cover the problems that many of the students had. Many students said his discussions were memorized.

Wagner did not bring any new or relevant facts into the course. Students rated it was not very helpful.

Sluzas had a bad quiz section. His students complained that he did not know how to communicate with them and did not answer the questions that were brought up.

#### Statistics:

Having known this course, would you take this course again?

139 yes (67%); 41 possibly (20%); 26 no (23%)

Would you recommend taking this course to other students?

110 yes (54%); 81 possibly (39%); 14 no (7%)

Would you like to take another course by this professor?

99 yes (48%); 66 possibly (32%); 40 no (20%)

Would you like to have this T.A. again?

T.A.	Yes	Possibly	No
Borlin	20	7	2
Frisch	20	4	3
Anderson	10	14	5
Clemmer	10	9	5
Amimoto	7	11	10
Wagner	8	6	16
Sluzas	3	9	17

What is your approximate mark in this course?

T.A.	above average	average	below average
Borlin	13	16	0
Frisch	8	15	4
Anderson	8	13	8
Clemmer	12	10	2
Amimoto	8	15	5
Wagner	4	21	5
Sluzas	7	15	7

Critique: Chemistry 105 is a basic chemistry course designed for engineering students, although one need not be in engineering to take the course.

Professor Holt gives an extremely well structured lecture with a few demonstrations planned each hour which helps keep it interesting. The lecture is loaded with important facts, so the student should be prepared to scribble as fast as Professor Holt, which sometimes constitutes a problem.

It is a definite asset to find a good T.A., for it can mean the difference between a "C" and a "B". It so happened that I got a great T.A. who went over details and came up with good ideas for learning the more difficult parts of the course.

Labs were usually interesting but I did not get much out of them.

Overall, I found the course to be a valuable learning experience and I would recommend it to students who are looking for a good background in the principles of chemistry.

#### CHEMISTRY 108 Dr. Fisher 5 credits

I. Would you please write down a brief description as to what your course will be concerned with next semester? (What areas will be covered? What will the emphasis be? What are your goals or objectives in this course? etc.)

Chemistry 108, a terminal chemistry course for non-science majors. The course is concerned with basic chemical principles including basic inorganic, physical organic and radiochemistry. It is hoped that an understanding of these principles may be used to look at some problems such as pollution.

II. How closely do you plan to work with your teaching assistants?

I will have about 7 T.A.'s. who will be responsible for the lab and quiz sections. I intend to give them as much independence and help as possible. I will hope just to guide the course and I will always be attentive to any useful suggestions from students or T.A.

#### III. Course information:

Readings to be covered: Main text: The Elements of Chemistry (L.P. Eblin). Supplements: Understanding Chemistry 1 and 2 by Barrow Kenney et al.

Please describe the number/nature of exams (essays, whatever) How will the marks be determined? (multiple choice, take home essay, graded by attendance, class curve, negotiated grade, etc.)

Exams, of which there will probably be 4, will be of one hour duration consisting of a large section of multiple choice, problems (about 20% of total points) a question involving some freedom of expression and one or two write in questions. Class curve will be used and a passing grade will be roughly two thirds of the average grade.

#### IV. Any additional comments:

This course is designed to use the minimum amount of math for a reasonable understanding of the subject matter. Exponents and a minimum understanding of logs will be required. Most other math will be simple arithmetic. Calculus is not required. Exams will not be given on anything not covered in lecture or lab.

#### ECONOMICS 101 Dr. Bowman 4 credits

##### Professor's statement:

The course will include full employment, inflation, balance of payments, poverty—including black poverty.

The teaching assistants will have a very large freedom to do their "own thing" but we will coordinate the central thrust of the course.

##### Course information:

Readings to be covered: Five paperbacks and optional reading by the T.A.s and myself.

There will be six weeks exams (10%); final (40%) and policy term paper (40%). The exam will be short

answer essay.

Attendance will not be taken in lecture and in discussion/quizzes groups.

#### ECON 101 Dr. Kassalow 4 credits

##### Professor's statement:

The course is to develop a broad framework, with and for students, which will enable them to understand economic processes, and especially national economic policy both of today and tomorrow. Aims at developing a kind of general, economic literacy among non-economics majors. (hopefully interesting).

I work quite closely with the teaching assistants. Course information:

Readings to be covered: a number of readings - including 3 texts. (all paperback)

There will be three - four exams, all to count equally. (usually the lowest of these is discarded or at least made to count less for all students, in final averaging). Exams both objective and essay. Grades based on these exams, primarily, if not exclusively. (four exams of this character have worked very well in Econ. 315 this semester.)

Attendance will not be taken in lecture, at the option of quiz assistant, on the quiz section.

#### Econ. 103 Professor Morley 4 credits

##### Professor's statement: None was supplied.

Information: None was supplied.

Student's paragraph: The consensus of opinion concerning the lecture sessions was that Prof. Morley gave organized lectures, but due to the subject matter, the students found it somewhat boring at times. The readings were relevant to the course material discussed in lectures and were not in excess. One book by Friedman, Dollars and Deficits, was expressed by almost everyone in the survey, as being very difficult. The rest of the books were acceptable in length and value for the course. The efficiency of the quiz sections was dependent on the T.A. in most cases. Some were just a rehash of the lectures and didn't offer any stimulation but others discussed the relevancy of Economics to contemporary life and brought in other materials and topics to discuss and look at in different perspective. In these sections, the students felt they were sometimes more helpful than the lectures in tying together material in a clarification of points.

Statistical analysis: 177 students participated in the survey. When asked "Knowing what you now know... would you take the course again?" they replied as follows: YES—121 (69.5%) POSSIBLY—38 (21.8%) NO—15 (8.6%). They answered the question "Would you recommend taking this course?" as follows: YES—89 (55.6%) POSSIBLY—61 (38.2%) NO—10 (6.2%). Answers to the question "Would you like to take another course from this professor...?" were: YES—50 (28.4%) POSSIBLY—78 (44.3%) NO—48 (27.2%). Estimates of approximate grades being earned in the class were: ABOVE AVERAGE—61 (35%) AVERAGE—98 (56.3%) BELOW AVERAGE—12 (6.9%) PASS—3 (1.7%)

\*It must be noted that in response to this question many answered "because it is required."

Critique: The course study of Econ 103 is centered on macroeconomic principles. Since it is an orientation course, the stress on principles is highly promoted and thus at times converge on repetitive boredom. The reading demanded is not extensive, but much of it is of the "cut and dry" variety. Prof. Morley has ample teaching ability and attempts to complement the monotonous lecture material with a zestful personality. Some of the TA's offer an outlet to those with humanistic leanings by requiring thought papers on subjects which relate economics to a sociological environment. However, this is outside the realm of the exams, which only test aspects of the course dealing with economic principles.

#### ENGLISH 209 Professor Lacy 3 credits

##### Overall Student Reactions:

The majority of the students felt that the lecturer was well organized and well prepared for his lectures, but that because he tried to cover too much material throughout the course of the semester, the material was covered superficially and in insufficient depth to be fully satisfying. The students consistently stated that the list was entirely too long for one semester's work. Students felt that the readings were well chosen and relevant to their lives, but felt that the lecturer should have chosen a few of the readings and gone into some depth rather than merely to present unimaginative and unoriginal plot summaries. Students felt that Monarch or Cliff plot summaries would have sufficed equally well if the Professor merely intended to retell the story.

The students begged for more leeway in interpretation of the reading and they seemed equally disturbed that the exams were nothing more than a parroting of the lecturer's opinions and interpretations.

The students also felt that the structure of the course was too rigid and that the professor stuck too closely to his syllabus; so that there was little chance for student participation in the lecture.

The students also felt that the lack of enthusiasm about the course was due to the lack of enthusiasm in the lecturer's presentation. Students continually said that the lecture was presented in such a boring, unstimulating monotone that they had difficulty staying awake.

There were several suggestions for improvements. Most frequently suggested was the quiz sections not be required. Unfortunately, the students did not include their T.A.'s names so that there could be a breakdown of student reactions to quiz sections by T.A.s. But the breakdown by favorable and unfavorable reactions is as follows:

GOOD or of some value

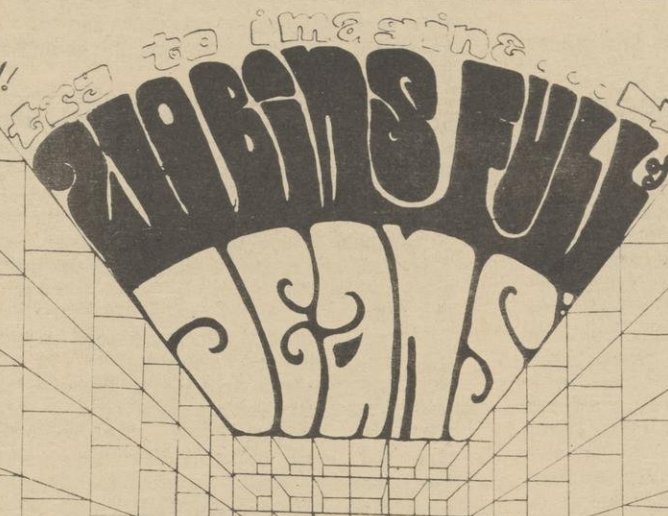
63/172  
new material  
new insight into reading  
more interesting than lecture  
allowed to express selves  
(29 no comment)

POOR or of little value:

80/172  
poor leadership on part of T.A.s



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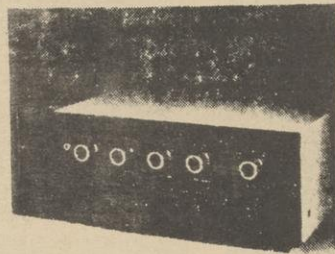
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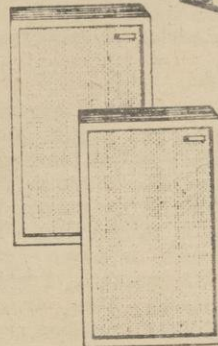
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T.A.s unprepared because they don't attend lecture  
student apathy  
not enough depth to discussions  
Other improvements suggestions included:  
papers rather than exams  
concentration on theme, rather than story  
have T.A.s attend lectures  
With your present knowledge of the course, would you  
take it again?  
Yes 88/172 No 39/172 Possibly 44/172  
Would you recommend taking this course to other  
students?  
Yes 72/172 No 42/172 Possibly 61/172  
Would you like to have another course by this pro-  
fessor?  
Yes 34/172 No 92/172 Possibly 46/172  
In spite of the complaints and gripes, all but 10/172  
said they were getting grades lower than average or  
above average. Also, the comments about the course  
had no reflection upon the grades. Students with above  
average grades would not repeat or recommend the  
course.

#### ENGLISH 209 Prof. John Sullivan 3 credits Professor's Comments:

English 209 is designed to provide an introduction  
to the study of literature in historical context by means  
of an examination of works, both prose and poetry,  
by several of the most important and representative  
American and British writers of the twentieth century.  
Works by Yeats, Joyce, Eliot, Fitzgerald or Faulkner,  
W.C. Williams, Beckett, and two or three others will  
be studied next semester. At the beginning of the se-  
mester, the students will participate in decisions re-  
garding the method of determining grades and the num-  
ber and nature of required assignments.

#### Student Summary:

Professor Sullivan's Contemporary Literature class  
is evaluated as being an exceptional course on both  
the lecture and discussion level. The lectures are in-  
teresting, organized, and important in gaining valuable  
insight to the works and authors or poets being studied.  
It seems as though Professor Sullivan has surrounded  
himself with an excellent teaching assistant staff. Re-  
sponses from all sections showed the discussion sec-  
tions worthwhile—either in detailing the works being  
studied in lecture, or digressing into other works not  
mentioned in lecture. The readings were all well re-  
ceived and were not found to be excessive. However,  
there was some dissatisfaction with the amount of poetry  
covered during the semester. In addition to the readings,  
two lectures were given by the contemporary poet Toby  
Olson and the student reaction was positive. There was  
a great deal of satisfaction expressed as to the set-up  
and general freedom of the course; attendance is not  
mandatory; tests, projects, and grading were to be  
decided in each quiz section by T.A. and students; and  
quiz section is independent from lecture.  
With your present knowledge of this course, would you  
take it again?

Yes 82% Possibly 13% No 5%  
Would you recommend taking this course to other  
students?  
Yes 82% Possibly 15% No 3%  
Would you like to take another course by this professor?  
Yes 69% Possibly 22% No 9%  
Would you like to have this T.A. again?  
Yes 67% Possibly 23% No 10%  
What is your approximate grade in this course?  
Above average 55% Average 44% Pass-Fail 1%

#### Critique:

Professor Sullivan faces two problems in teaching  
this course: 1) many students are enrolled only to  
fulfill a sophomore requirement and 2) the students  
expect the professor to equal his reputation. Only  
Professor Sullivan is not a showman nor does he enter-  
tain. His delivery is not dynamic, but rather a sincere,  
sensitive, and academic approach to his material. This  
fact is often a disappointment to the uninterested stu-  
dent who expects miracles every Tuesday and Thursday,  
and this student should first be aware of the situation  
before enrolling in this course.

One advantage of a large class is its capability to  
raise funds and bring writers and poets on campus.  
Professor Sullivan has made this discovery and after  
successfully bringing Toby Olson, he plans to continue  
such efforts in future classes.

#### GEOL 100 Prof. Maher 3 credits No professor's statement, information.

Students' paragraph: The general consensus of the stu-  
dents was unfavorable. They found the lectures boring  
because the professor did not explain sufficiently—  
this was mainly due to the fact that there was too much  
material and they were expected to absorb it too rapidly.  
The students generally felt that the lectures were too  
technical and detailed for a course which is supposedly  
a general course in the subject. Most commented  
that the lecture was extremely poorly organized.

In general, the student did not feel that the quiz  
section was a rehash of the lecture, but again they  
expressed the opinion that their questions were insuf-  
ficiently handled. This seemed to hold most true with  
those whose quiz was led by Mr. Meyers. All of them  
felt that he was inept in leading a discussion and they  
all agree a negative answer when asked if they would  
like to have this T.A. again. Mr. Nedland got a more  
favorable response. The students felt that he introduced  
new and interesting material and discussed the old  
material more thoroughly.

On the whole, the students felt that perhaps if the  
quiz did coincide or chosen more with the lecture,  
then it would be more worthwhile to a student.

The students felt that the readings were relevant  
to the material and that the exercises were derived  
from the readings. However, they found the memor-  
ization of terms and definitions boring, but realized  
that this is part of the requirement of the course.  
The basic complaint was that the reading was too in-  
volved for a survey course.

There were very few general comments, for the most  
part, the student seemed to think that the professor  
(Maher) was relatively interesting and enjoyed his  
lecturing although they disliked the course. The overall  
opinion was that the course is too much work for three

credits.  
Statistics:  
Having know this course, would you like to take this  
course again?  
35% yes 26% possibly 39% no  
Would you recommend taking this course to other stu-  
dents?  
37% yes 35% possibly 28% no  
Would you like to take another course by this professor?  
30% yes 26% possibly 44% no  
Would you like to have this T.A. again?  
20% yes 23% possibly 57% no  
What is your approximate mark?  
42% above average 46% average  
6% below average 4% pass 2% fail

Critiques: The lectures for Geology 100 are relatively  
interesting until the lecturer starts getting into the  
chemistry and physics, which underlie the basic con-  
cepts. There are a fantastic number of charts and graphs  
which are used by explanation but also get complicated  
at times. The lecture tends to off and on use long  
explanations and examples which tend to obscure the  
main point the examples are trying to illustrate. How-  
ever, the emphasis is usually on the overall view and  
causal relationships rather than facts for facts sake.  
The course is saved by the lecturer who is well-or-  
ganized and who injects a bit of humor now and then  
to keep the lecture interesting. Slides are used to  
supplement the lecture. Supplementary material is also  
provided in the quiz sections, lab manuals (which con-  
centrate on geologic and topographic maps) and the  
text book (which, besides containing supplementary  
material, explains the basic concepts).

#### GEOL. 101 Dr. Laudon 5 credits Professor's statement:

Geology 101 is designed to provide the student with  
basic, simple information which will allow him to under-  
stand the natural physical environment in which he  
lives. It is designed also to allow him to understand  
three billion years of earth history in relation to the  
orderly evolution of life.

Of necessity, I very closely work with teaching as-  
sistants. They are required to attend lectures and  
periodic meetings are held to discuss various problems  
that arise.

#### Course information:

All basic information outside the lectures is covered  
in the text. Lecture provides information not covered  
in the text.

Three hour exams are given and scaled according  
to university standards. Results of the three exams  
plus the laboratory grade plus the quiz section grade  
are added and divided by 5 to obtain a pre-final exam-  
ination grade. The final exam may lower or raise the  
pre-final average.

Exams consist of multiple choice, true-false, short  
problems and essentially no essay questions. Attendance  
will be taken in lecture, quiz and laboratory.  
Additional comments: The course is taught entirely  
as a cultural course, designed to allow the student  
to understand the history of development and the origin  
of the natural environment in which he lives and travels  
throughout his life. It is designed also to provide  
the student with knowledge that will allow him to under-  
stand the close relationship between strategic min-  
erals and our power sources such as petroleum, coal  
and atomic energy to the complex industrial society  
in which he lives.

#### GEOLOGY 130 Prof. Clay

Professor's statement: The general concern of the  
course will be to: 1) Describe the ocean and substances  
in it, 2) Apply physical principles to the dynamics  
of the ocean, and how the forces, currents, winds,  
and solar energy interact, 3) Examine the ocean as  
part of the environment of animals and plants living  
on the earth. Our oceans and the life in them obey  
general conservation principles such as energy, water  
mass, and substances in the water. These principles  
are developed to give a foundation for understanding  
the ecological problems which we are facing today.  
The discussions in the course are optional; TA's  
will present extra material which enriches the course.

Information: Readings include: Descriptive Physical  
Oceanography by G.L. Pickard, and also readings  
from Scientific American.

There will be 3 or 4 one-hour exams and a final  
exam—all multiple choice. There will be essays, term  
papers, tests in the discussions. Numerical grades  
will be adjusted on final averages.

Attendance will be taken in lecture, discussion, and lab.  
Student's paragraph: With just a small number of  
exceptions the vast majority of students in Survey of  
Oceanography felt that the lectures were unorganized  
and boring. Many of these students recognized that  
while Prof. Clay is an expert in his field, he is not  
an adequate lecturer; some felt that he dealt too long  
with the easier material and not long enough with the  
more difficult material. Concurrently, at one time he  
would treat the class like "sixth graders" and then  
at another time like "graduate students" when too  
much mathematical knowledge was required. Also, it  
was felt that the two, seventy-five minute lectures  
per week was too long to sustain interest, and that  
instead it should be divided into three times, fifty  
minutes each. Despite this, students felt that ocean-  
ography could be an interesting subject, and that the  
use of films and guest lecturers, like the one on scuba  
diving, were very beneficial.

Nearly every student recognized the unique discussion  
group set-up, in which the TA could deal with the subject  
of his interest instead of only reviewing the lecture  
material. Opinion on this was generally divided, usually  
according to the TA the student had. Many felt that  
the discussion should provide only clarification and  
review of the lecture, while others enjoyed the oppor-  
tunity to deal with other aspects of oceanography. The  
respective feelings usually depended upon the TA. That  
is, there were few TA's who were found to be almost  
totally unenjoyable, and a few found to be interesting.  
The former were disappointing because of their bad  
attitudes: they tended to cut lectures, making it diffi-  
cult for them to answer any questions pertaining to  
the lectures, and in the discussion they lectured without  
enthusiasm, on dull subjects. The lack of an inspiring  
quiz section made the course unbearable for some,  
while those with interesting, exciting TA's found the  
quiz sections to be enlightening experiences, often

making the course worthwhile.

The reading material could be divided into two cate-  
gories: the text and the Scientific American magazine.  
A minority of the cases found the text to be interesting;  
the majority, while viewing it as relevant, thought it  
to be either too difficult or boring. However, almost  
the whole class enjoyed the Scientific American. It  
was interesting and relevant, and they expressed the  
hope that more of this type of reading material would  
be used in the future.

In conclusion, much of the class recognized Survey  
of Oceanography to be a boring, yet relatively easy  
science course, that, because it is taught directly from  
the textbook, does not require strict attendance.

Statistical analysis: 259 students (out of a total course  
enrollment of 282) participated in the survey. All but  
5 of these students were freshmen or sophomores.  
They answered the question "Knowing what you now  
know about this course, would you take it again?" in  
the following way: YES—68 POSSIBLY—68 NO—138.  
When asked "Would you recommend taking this course...?"  
they responded as follows: YES—52 POSSIBLY—91  
NO—135. Their responses to the question "Would you  
like to have another course with this professor?" were:  
YES—26 POSSIBLY—52 NO—193. Those who par-  
ticipated in the optional discussion sections answered  
the question "Would you like to have this TA again?"  
as follows: YES—62 POSSIBLY—50 NO—76. Estimated  
approximate marks being earned in the course were:  
ABOVE AVERAGE—112 AVERAGE—135 BELOW AV-  
ERAGE—12 PASS—5 FAIL—2.

Critique: The scientific concepts in this course are  
simple and fairly understandable, and there is a min-  
imum of algebra required. Because Geology 130 is a  
survey course, and because oceanography is a field  
composed of many different scientific studies, the  
actual amount of material covered is fairly small.  
Clay, who could be called a "physical" oceanographer,  
deals mainly with seafloor spreading, qualities of  
water, water motion and currents.

It is apparent from the lectures that Clay is ex-  
tremely well-versed in the subject; he is well aware  
of the research going on now and has associated with  
some important men in the field, once having brought  
in a guest lecturer. However, Clay becomes a little  
tedious in a lecture situation. Often, in trying to make  
a point clear, he'll dwell on it longer than necessary.  
Another factor contributing to this tediousness is that  
the class meets only twice each week, each class  
period being 75 minutes long. Perhaps the lectures  
might be more effective if they were the usual 50  
minutes.

On a more positive note, since oceanography is  
composed of many different scientific studies, the  
course is structured in such a way that the students  
are given a chance to be exposed to another aspect of  
the science. In the discussion sections, instead of only  
rehashing the lecture material, the TA's are also given  
leeway to deal with an aspect of oceanography most  
interesting to them. For example, one TA is most  
interested in the geological aspects of oceanography,  
so he has dealt mainly with the relation between water  
and the rocks along the coasts and on the sea floor.  
This decentralization has worked well and has allowed  
students to get a broader view of the course.

Period-long exams are given every three or four  
weeks, dealing with the material covered since the  
previous exam. Because the lecture material closely  
follows the textbook, the exams are fair and clear-cut.

In conclusion, Survey of Oceanography is an interesting  
course because it exposes one to an earth science not  
usually covered in high school science courses. How-  
ever, Prof. Clay as a lecturer is lacking in the ability  
to simplify material to the needs of his students, either  
over-simplifying or talking in terms of difficult for  
the class. Perhaps he might be more effective in  
teaching smaller or upper level oceanography courses.

#### GEOGRAPHY 101 Professor Ward 3 credits Professor's comments:

The course treats the spatial and ecological implica-  
tions of 1) population-resource ratios, 2) cultural  
pluralism, and 3) technological and livelihood changes  
associated with the agricultural and industrial revolu-  
tions. Teaching assistants run the discussion in what-  
ever way they see fit within the prescribed scholarly  
limits of the course. There are five texts: Brock and  
Webb, Geography of Mankind; Zelmsky, Prologue to  
Population Geography; Cupola, Economic History of  
World Population; Howells, Back of History; and Gill,  
Economic Development, Past and Present. There will  
be a six-week multiple choice exam, three take-home  
essays in discussion section, and a final exam consisting  
of 1/2 multiple and 1/2 short answer questions. There  
is no rigid value attached to these tests in the deter-  
mining of the final grade; and a good final may deter-  
mine the entire grade. Lectures and discussions are  
voluntary.

#### Students' comments:

Most students found the lectures to be the most val-  
uable part of the course because the lectures are the  
greatest source "of questions from the test." "They  
cover much material and sometimes seem confusing,"  
according to one student. The lecturer presents the  
information in the form of generalities "rather than  
specifics about one topic." "The lectures are effec-  
tive and well-organized," said one student, but "some-  
what boring because of the lack of clear-cut examples,"  
according to another.

Despite the almost universal feeling concerning the  
coordination and excellent organization of the lectures,  
they were, according to many, "given too rapidly, there-  
fore, it is too difficult to take notes."

The students were more divided concerning the worth  
of the discussion sections, as shown by the following  
examples:

"Our discussion section discusses the world problems  
of today in relation to elements of cultural geography."  
"My quiz section is approaching the limit of worthlessness."

"Discussion is useful because we can apply material  
learned in discussion to present problems."

"Seems useless since we seldom discuss anything  
worthwhile for more than 15 minutes."

"New areas are discussed and in general these quiz  
sections are the high-point of the course."

"Reading assignments were generally considered light."



"Reading is not excessive, but could be more interesting." "This crummy high school text book is really poor," said one student, and a great many others were in agreement. "The reading may be relevant but definitely not interesting." Several students felt that "the outside reading is more relevant than the text." While the textbook assignments were dull and due to the stress placed on lecture material, irrelevant, the optional outside reading was generally considered extremely helpful.

Statistics: 50.3% of students replying

With your present knowledge of the course, would you take it again?

Yes 46% Possibly 35% No 19%

Would you recommend taking this course to other students?

Yes 54% Possibly 33% No 13%

Would you like to take another course from this professor?

Yes 42% Possibly 33% No 25%

Would you like to have the TA again?

Yes 54% Possibly 16% No 30%

What is your approximate mark in this course?

Above average 40% Average 54% Below Average 4% Pass-fail 2%

Critique:

Taking an overall look at the responses and the course itself as it has been taught thus far allows one to perceive one basic concept from which the course can derive much of its value. This is the great amount of freedom left to the student concerning how much he wishes to gain from the course.

Assuming that the lectures contain the information necessary for understanding the introductory principles of cultural geography, then the student can decide what if anything he wishes to add to the understanding. Through active participation in the discussion sections and related readings, the student can gain an insight as to how theoretical principles can be applied to relevant present problems. Through the readings the student can expand his knowledge of any aspect of cultural geography that interests him.

The lectures could be improved through the use of a syllabus with lecture outlines. The present textbook should be discarded and replaced with an expanded list of suggested reading, including topics in three areas: theoretical aspect of cultural geography, specific examples of lecture topics, and the applications of theoretical principles to present problems.

GEOGRAPHY 101 Dr. Guidotti 5 credits  
Professor's Statement:

The principles of physical geology will be emphasized. The goal is an understanding to the general aspects of physical geology. I work fairly closely with the TAs, although the TAs will conduct the lab sessions and grade the papers. Mostly I will want to know what is going into the labs and to insure a uniform measure of quality control.

Course Information:

Text by Leet and Judson.

There will be probably two hour exams—short essay questions. Grades will be determined by exam, quiz, and lab work—on a class curve. Attendance probably will not be taken, but not fully decided on this.

GEOGRAPHY 120 Professor Dury 3 credits  
Professor's comments:

The course is an introduction to physical geography (landforms, climate). Emphasis is placed on concepts and dynamic aspects. Aims: to provide the necessary minimum of basic information, and to supply a conceptual framework for the physical environment. The course text will be Strahler's Introduction to Physical Geography.

There will be a six-week and final examination, respectively short-answer and objective; plus a twelve-week take-home paper. The six-week exam contributes toward 20% of final aggregate, the others each 40%. Past experience suggests that the six-week and final exams will produce roughly normal curves, but that the term paper will produce a left-hand skew, increasing the proportion of A and B grades in the final results. Attendance is taken in neither lecture or lab. I shall propose to reduce the load of required reading next semester. As in this semester, I shall expect to distribute class notes in order to minimize (and almost eliminate) note-taking during classes.

Student's comments:

Geography 120 as presented by Professor Dury is a well organized presentation of slightly too advanced geographical material for this survey course. Generally Professor Dury is described as a very absorbed and personable lecturer and a fair grader who is betrayed by the drabness of his subject matter as it comes across to non-geography majors fulfilling letters and science requirements. Professor Dury has an encyclopedic grasp of the knowledge of his field which he beneficially augments by personal comments and slide projections.

A minority of his students responded to his presentation of the course with comments such as "stimulating." This portion of the responses can probably be accounted for by recognizing them as the portion of geography majors and science-oriented students enrolled. The relevance of the course predictably depended and varied with the reasons for the individual student enrollment. The Britisher Dury was generally viewed a student-concerned instructor but possibly better suited to teaching higher level geography courses as he assumes too much prior knowledge on the subject material. Acoustical problems of the lecture room was the students' other prevalent objection.

The lab connected with Geography 120 was viewed in very different ways by its participants. A majority of students spoke favorably of the labs as a worthwhile supplement to the lectures. However a sizable minority found the labs unrelated to the course as a whole, irrelevant, and exceedingly long and boring.

The readings for the course were generally considered dry, technical, and only occasionally interesting. There was considerable objection with the text presently being used. A few said the readings were too excessive but the majority agreed that the amount of reading was appropriate.

In summary, the class believed Professor Dury was enthusiastically doing a good job under the circumstances. Their major objection was with the subject matter presentation being too technical.

tation being too technical.

GEOGRAPHY 123 Professor Knox 3 credits  
Students' comments:

Professor Knox's lectures are well-organized and well-presented. He often uses slides and other visual aids. He seems to be concerned about whether his students are learning or not. He invites questions during the lecture and at the end. Most of the lectures come directly from the textbook. The textbook is very dry, "a wealth of trivia", but it is a good reference book when a point needs to be explained. Many felt the text and lectures were enough alike to use one or the other, rather than both. Several said they had done no reading, or very little, but they were attending lecture regularly. They said they were receiving average grades. (Since the course was evaluated at a lecture session, those who are only reading the textbook were unable to report their success in the course.)

The labs were often rated "the worst part of the course." Labs and lectures do not always correlate; when they do, the lab is up to three weeks behind. The lab book is either repetitious busywork or difficult to understand. Two hours is an especially long time for the work to be covered.

Professor Knox's exams are of an unusual type. They are about thirty multiple choice questions per exam requiring the missing half of an analogy. Many students mentioned they thought this type of test was extremely difficult; one thought it was a good learning experience. (It is suspected that Prof. Knox filled out that questionnaire.)

Statistics:

With your present knowledge of this course, would you take it again?

Yes 77% Possibly 51% No 28%

Would you recommend taking this course to other students?

Yes 68% Possibly 28% No 20%

Would you like to take another course by this professor?

Yes 63% Possibly 61% No 25%

Would you like to have this TA again?

Asbeck Yes 16% Possibly 4% No 3%

Jahns Yes 6% Possibly 4% No 19%

Onesti Yes 12% Possibly 12% No 7%

Richardson Yes 1% Possibly 3% No 9%

Tryon Yes 16% Possibly 8% No 13%

(Many students did not include their TA's name)

Critique:

A large number of the evaluations praised Professor Knox, while they labeled the course in general—lectures, labs, and text boring. ("He makes geography as interesting as he can" and "Science courses couldn't be made interesting by God himself" and "Lectures are extremely interesting—never boring" were three comments made.) In the final analysis, whether or not a student is bored depends on how he feels about geography or science in general. Many students trapped by the "twelve science credit" requirement take this course because they don't enjoy science courses and can't face chemistry or physics. These students are disappointed to find this course a difficult one. The evaluations were peppered with suggestions for a physical science course for non-majors and for dropping or lowering the Letters and Science requirement of twelve science credits.

GEOGRAPHY 124 Professor Currey 5 credits  
Professor's comments:

In this course, stress is placed on the modification of the earth surface environment by processes involving water, ice, and wind, within a conceptual framework that emphasizes a general systems theory viewpoint. I coordinate weekly with TAs who make up part of each lecture exam and also take part in the field trip. About 2/3 of Strahler's Physical Geography (3rd ed.) and all of Bloom's The Surface of the Earth will be used as texts. The exam schedule is as follows:

1/6 6-week lecture exam (multiple choice and other objective questions.)

1/6 12-week lecture exam (multiple choice and other objective questions.)

1/3 final lecture exam (multiple choice and other objective questions.)

1/3 lab (considerable discretion allowed to TAs)

Optional field trip in SW Wisconsin, 6 hours, no grade involved. This is a lab science course and attendance is taken in lab (not in lecture.)

Students' comments:

The general consensus of the lecture is that it is informative, well-organized, but leans towards semi-boredom. Professor Currey uses the aids of slides to clarify course material, but the lecture and text books coincide closely, which makes lectures repetitious.

The course has two texts and a lab manual. The assigned text readings are not lengthy or detailed extensively. The texts and lectures follow each other, both clarify unclear areas whenever necessary.

Labs and discussion groups appear to be the black sheep areas of the course. Students indicated that lab work is not related to the lectures or text books, and irrelevant to the course in general. Whether the labs are halfway significant or totally insignificant depends on the TA.

After tabulating the results of 131 students' evaluations out of the 240 students enrolled in the course, the majority (72%) would take the course over again if they had the chance from Prof. Currey, and they would also recommend it to other students. The majority of the students expect to receive average or above average final grades, only 8 out of the 131 students indicated a below average grade.

Critique:

The lectures are presented quite well but they sometimes become boring. I believe this is the result of the quantity of technological and field terms used. Because of this, many people have lost interest and no longer listen or attend lecture. The lecture material relates well to the textbook assignments, but is not identical. Lectures are sometimes supplemented by slides.

The lecture exams are multiple choice with some straight-fact questions, some applications of material and some interpretation of diagrams. There are a few trick questions, but these do not comprise the entire exam.

The two-hour lab is actually more of a discussion, with re-emphasis on certain material from lecture. It is usually behind the lecture schedule, which causes some confusion. There was very little work with maps

or air photos.

As an introductory course, Geography 124 has a great deal to offer, but it is not a snap course.

HISTORY 101 Dr. Lovejoy 2-3 credits  
Professor's Statement:

This is a survey course in American History, 1607-1865. It will not, however, attempt to cover widely the whole period. Rather, it will concentrate on particular topics and themes such as Puritanism and its legacy; the American Revolution and its consequences; ideas of mission, manifest destiny, reform, abolition, and their origins. I guess the goal is that of any history course; to present material in such a way as to stimulate thinking about the human condition and how man got to where ever he is. I plan to work with my TAs as closely as possible without imposing upon his independence as a teacher. Readings to be covered are: The Puritan Dilemma and Birth of the Republic, Cultural Life of the New Nation, and The Peculiar Institution Major Crises in American History.

Plans for examinations are not yet worked out. At least one will be a take-home. As last year, I will meet frequently with a volunteer section for added discussion, slide lectures, etc.

HISTORY 102 Dr. Findlay 2-3 credits  
Professor's comments:

This course will cover American history from 1865 to the present. I have regular meetings with the TAs once weekly. There will be ten or eleven paperbacks to be read for the course. There will be two required exams, 1 hourly and a final; plus one optional exam. Their content will be 80% essay type and 20% objective questions. There are no attendance requirements.

HISTORY 102 Dr. Kolchin 2-3 credits  
Professor's comments:

This course will cover U.S. History, 1865 to the present: Reconstruction, industrialization, Populism, progressivism, imperialism, depression, New Deal, civil rights, cold war, Vietnam. The emphasis will be on broad conceptualization, problems of causation, and differing historical interpretations. The readings will be Blum, et al, National Experience; S.P. Hays, Response to Industrialism; R. Hofstadter, American Political Tradition; W.A. Williams, Tragedy of American Diplomacy; and Autobiography of Malcolm X. There will be a mid-term and final exams consisting of essay questions stressing understanding of basic concepts. There are no attendance requirements.

HISTORY 112 Dr. Clover 2-3 credits  
Professor's comments:

We will focus directly on the four major problems of interpretation in Roman history: 1) Why did the Romans conquer the Mediterranean Basin? 2) Why did the Roman Republic fall? 3) Why did the Roman Empire and the Christian Church at first collide and then, in the fourth century A.D., form a shaky alliance? 4) Why did the Roman Empire collapse in the West and survive in the East? The teaching assistants will have the task of coordinating the topical approach of the lecturer and the chronological format of the readings. The readings to be covered are: Carl Roebuck's World of Ancient Times, plus a variety of complementary readings, mostly paperbacks.

Exam schedule:

1. Six weeks examination; two half-hour interpretive essays on major aspects of Roman history studied thus far.

2. twelve weeks examination; students may take a second in-term exam similar to the first. They will, however, be encouraged to substitute a short paper on a subject of their own choice.

3. take-home final examination; Two broad essays on the basic problems in Roman history. No attendance is taken in lecture. Some quizzes will be given in quiz sections.

HISTORY 119 Dr. Sella 2-3 credits  
Professor's statement:

The course will cover the history of Europe, 1500-1800. The textbook will provide students with a basic knowledge of major trends and events for this period. Lectures, on the other hand, will concentrate on, and discuss in greater depth, specific topics (e.g.: Protestant Reformation, Capitalism and Protestantism, Early Colonization, Scientific Revolution).

Teaching assistants will only be given broad guidelines as to the topics to be reviewed and discussed in sections. Grading standards will be discussed jointly by instructor and T.A.s.

Course information:

There will be two one-hour exams and a two-hour final. Each exam will include a number of short identifications and one or two essay questions. In addition, four short quizzes will be administered in sections.

Each one-hour exam will account for 20% of final grade, the four quizzes together for another 20%, and the final exam for the balance.

Attendance will be taken in discussion sections.

HISTORY 120 Professor Petrovich 3 credits  
Professor's comments:

Since History 120 is not my personal course but is taught by various members of our department, I am all the more bound by the description in the L&S Bulletin, which reads: "Europe and the Modern World, 1815 to the Present . . . General Survey of the political, economic, social, and cultural history of modern Western civilization." I accept this description. To it I can add that I expect to teach the course around certain issues or problems which will form the basis for section discussion meetings.

My practice has always been to work very closely with the TAs while allowing them ample room for their own initiative. In preparing for teaching this course next semester, I have already met with the TAs in that course this semester, though someone else is teaching the course now, to discuss my plans with them and get their advice. My custom is to hold weekly meetings with the TAs to go over common problems. I also try to visit each TA once (on his invitation) to observe his teaching. Grades are given jointly by the TA and myself. The readings to be covered are: Clough, Pflanze, and Payne, MODERN TIMES: A HISTORY OF THE WESTERN WORLD, 2nd edition, pp. 895-1382; and Bierney, Magan & Williams, eds.: GREAT



**ISSUES IN WESTERN CIVILIZATION, II.** As for exams, I do not wish to specify details without consulting the TAs. However, our exams have always been of the essay type. I have never graded according to any curve. I do not expect to take attendance at lectures unless forced to do so by University regulations. As for taking attendance at discussion section meetings, I wish to consult the TAs about this.

In another course (History 417-418, HISTORY OF RUSSIA), I have experimented, I think successfully, with having a "two-track" system open on a voluntary basis to students. One track involves a more traditional chronological approach to the subject matter, with discussion meetings at which attendance is not obligatory. The other track involves "special sections" conducted like seminars, in which students who so choose are required to take a qualifying exam based on the entire textbook (or its equivalent) which tests their acquaintance with main trends, issues, and periods. After the third week students then devote themselves entirely to the writing of papers (about one every two weeks) on subjects of their own choosing, but within broad topics agreed upon by the whole section. These papers form the basis for discussion, and the final grade is based entirely on the papers (the qualifying exam being on a pass-fail basis). I would like to try this in History 120 as well, subject to the advice of my TAs. Another experiment which I have tried in History 417-418 and which I wish to continue in History 120 is to have a Student Advisory Committee composed of one representative from each discussion section of the course. This committee would meet with me either weekly or whenever they or I have worked jointly on such matters as the form and content of examinations (including the approval of advance lists of questions or topics for study for examinations), policy on make-ups, manner of course evaluation, etc. I have found such committees to be an extremely useful channel of communication, and I am convinced that many positive results have come from it.

**HISTORY 135** Professor Richards 2-3 credits  
Professor's comments:

History 135 (Afro-Asian History) to be offered this semester will have a new, experimental format which will provide intensive individual instruction for those students who desire it. Students registered for the course will be able to select one of two options: the normal sequence of examinations and a paper or a short take-home examination at the first six-weeks mark and a long (30-35 page) research paper. Under the latter option advanced graduate students in non-western history will lead conference groups of six to seven undergraduates throughout the semester. Each conference group will engage in extended discussions of a topic related to the area (e.g. agricultural innovation). Members of the conference groups can also present and revise their research papers within the group in a seminar fashion.

History 135 will be a course in comparative Islamic history prior to 1800. There will be a strong emphasis on the techniques and perspectives of comparative history. Some of the topics to be discussed in the course are: origins, functions and social structures of Muslim cities; the frontier in Islam; cultural diffusion and synthesis within the Islamic world; comparative imperial structures of the great Muslim empires and economic change in the Muslim world during the 16th and 17th centuries. Of necessity the course will begin with a short introductory series of lectures on the origins of Islam and its doctrines and practice. The geographic range of the course will include any area in the Afro-Asian world which had a substantial Muslim population, including the Middle East, Southeast Asia, North and West Africa, South Asia, Central Asia and parts of the Far East.

The course lectures will be given at 8:50 Tuesday and Thursday mornings in the Humanities Building. Conference group and discussion group times will be arranged. History 135 is open to all undergrads. Freshmen and sophomores receive three credits; juniors and seniors two credits. However juniors and seniors who wish to take the conference group option may sign up for a one-credit History 699 (Independent study) course with me. Honors credit is available and students who have a pass-fail option are also encouraged to take the course on that basis. No previous knowledge of or experience with Islam or Islamic history is required. Anyone with further questions should phone me at 263-1849.

**ILS 111** Prof. Howe, Pillinger 4 credits  
No professor's statement, information and critique.  
Students' paragraph:

Prof. Howe is a dynamic person. His lectures were interesting, stimulating, and informative. He brings enthusiasm into the course and the general ILS program. Mr. Pillinger seemed in many ways a contrast to Howe in that he is reserved and reluctant to expose himself to students during lectures. He was criticized for speaking in a monotone voice. However, these problems seem to arise from the fact that this is Mr. Pillinger's first year as a lecturer. His presentations have noticeably improved during the year. He is very well-informed and shows high potential as a good lecturer.

Quiz sections on the whole were considered good. The TAs did a commendable job. Although some, especially Mr. Pillinger, were criticized for not allowing for free discussion. Mrs. Mueller, Miss Heffran, and Mrs. Howe were noted for excellence.

Some students complained that the readings were excessive, but the majority felt that they were interesting and necessary to the course. One widespread complaint was that the true flavor of some works could not be reached through the excerpts given. It was suggested that the number of works read be reduced to allow thorough study.

Statistics:  
Having known about this course, would you take this course again?

38 yes; 9 possibly; 5 no  
Would you recommend taking this course to other students?

33 yes; 17 possibly; 2 no  
Would you like to take another course by this professor?

37 yes; 10 possibly; 4 no  
Would you like to have this TA again?

27 yes; 14 possibly; 7 no  
What is your approximate mark in this course?  
24 above average; 27 average; 0 below average;  
0 pass; 0 fail

**ILS 121** Prof. Baeris 3 credits  
No professor's statement, information and critique.  
Students' paragraph:

Students in general complained that they had a great interest in anthropology, but their interest was stifled by the boring lecture presentation and lengthy too detailed readings of this course. It was believed that more discussion groups were needed to cover the great amount of course material. The quiz sections as they stand are just general rehashes of the lecture, seldom allowing for free discussion. Comments on TA Alex were good, while Mr. Porter and Mr. Jaehnig were criticized severely. One frequent complaint was that the course should include more development of man than the ways of manufacturing an Acheulian hand-axe. The final opinion of most students was that though Mr. Baeris is a very well-informed man, his course had been a disappointment to them.

Statistics:  
Would you recommend taking this course to other students?

21 yes; 38 possibly; 27 no  
Having known this course, would you like to take it again?

36 yes; 23 possibly; 28 no  
Would you like to take another course by this professor?

14 yes; 26 possibly; 47 no  
Would you like to have this TA again?

25 yes; 32 possibly; 33 no  
What is your approximate mark in this course?  
25 above average; 56 average; 6 below average

**ILS 131** Prof. Ihde 4 credits  
Students' paragraph:

Comments on lectures were overwhelmingly excellent. Students felt that the course was well-organized, interesting, and relevant, except for a chemistry section that was perhaps a little too boring and did not blend too well. There were several comments on the easiness in following the lectures, especially with the outline and good visual aids that are provided. Students like Prof. Ihde's interest in his own course and his willingness to answer questions. Without a doubt this is considered ILS's best freshman course.

Readings are good, and not excessive. At first considered a little boring, they have gotten progressively better through the semester. It was suggested that perhaps lectures and readings are too much a rehash of each other. The Challenge of Man's Future is criticized for being too statistical and not as up to date as it could be for its subject. The Population Bomb and Silent Spring were suggested as replacements.

Quiz section on the whole were considered very good. They are interesting, informative, and allowed for plenty of free discussion. Students felt that the TAs in general were well-informed and genuinely interested in their progress. There were complaints that Mr. Trotman was not as technically informed as he should be and made his personal opinions and prejudices too apparent in his classroom. Mr. Perkins and Mr. DeKosky were cited for excellence.

Statistics:  
Having known this course, would you take this course again?

41 yes; 5 possibly; 2 no  
Would you recommend taking this course to other students?

35 yes; 12 possibly; 0 no  
Would you like to take another course by this professor?

26 yes; 18 possibly; 4 no  
Would you like to have this TA again?

28 yes; 8 possibly; 12 no  
What is your approximate mark in this course?

23 above average; 22 average; 0 below average

Professor's statement:  
Since I am soon completing ILS 131 my remarks will deal primarily with philosophy and course policy and will perhaps reflect those items when the course is given again next fall.

1. The course has been concerned with Physical science, particularly the nature of the development of a scientific thought as exemplified by the history of planetary systems and atomic theory. During the last third of the semester we are considering the social implications of science as exemplified by nuclear energy and man's attitude toward the environment, particularly the alteration of the environment as the result of application of science to technology, medicine and agriculture. I have not decided course content or structure for the fall of 1970, but it is probable that it will be somewhat along these lines.

I have always worked closely with my teaching assistants and intend to continue operating on this basis.

2. I don't know. This will depend upon the suitability of published material which is presently available and which may become available during the next six months.

There will probably be a 6-weeks' examination and a final examination. These examinations will be at least half essay-type questions, although there may be some use of objective questions of a short answer type.

Regarding basis of grades, I find it hard to project what will be done a whole year ahead. Grade in the present semester will be based upon a composite evaluation, taking into consideration scores on the examinations, quality of term paper, and quality of contribution in the discussion sections. The section grade takes into consideration the scores on written quizzes, quality of exercises which were turned in, and quality of oral contributions. Particular attention is placed on the latter and includes attention to the maturity of questions raised and evidence of attention to reading which has been assigned, as well as to questions which show evidence that he has made no effort to avail himself of standard background from readings and lectures leaves a very poor impression on the instructor. On the other hand, the student who, on the basis of previous study, is searching for a clear understanding, or a deeper understanding, makes a much better impression on the

instructor. Impressions based upon quality of questions as well as quality of answers figure prominently in our section evaluations. Attendance is given no weight in itself although failure to be in attendance may indirectly affect the grade; i.e., when students miss quizzes and make no attempt to make them up, a grade of zero naturally lowers the average. When a student attends class on a very irregular basis the instructor has decreased opportunity to evaluate the student's effort and understanding of the subject matter so that poor performance when in attendance may weigh unnecessarily heavily in the section grade.

Attendance has never been taken in ILS lectures in the 22 years that the program has been in existence.

Attendance has never been taken in ILS lectures in the 22 years that the program has been in existence. Attendance is taken in discussion groups for clarity of departmental and school records, and the availability of information for requests made by higher administration or parents.

**ILS 213** Prof. Kimbrough 3 credits  
Professor's statement:

The description of the course is: The Individual and His Society, 1600-1900. Topics covered: Elizabethan self-consciousness; experiences in Colonial and Revolutionary America; American Idealism; Post Civil War Social Criticism. The goal is to help students develop a historical, cultural, and personal perspective.

I work quite closely in planning course requirements, exams, etc. Not closely in matters of class conduct. No "party line" is presented.

Course information:  
Some Elizabethan drama, two paper anthologies of American writing; Scarlet Letter, Moby Dick, Huck Finn, and one novel of Duesec, Howells, Crane, Norris, or Sames. There will be three or four exams, some take home, some scheduled, various options, extra credit independent or group work as developed by students. The course is not yet fully planned because it will be integrated with this spring's ILS courses and the current courses for next fall.

Statistics:  
Having known this course, would you take this course again?

24 yes; 10 possibly; 6 no  
Would you recommend taking this course to other students?

24 yes; 15 possibly; 5 no  
Would you like to take another course by this professor?

17 yes; 14 possibly; 9 no  
Would you like to have this TA again?

32 yes; 5 possibly; 3 no  
What is your approximate mark in this course?

28 above average 13 average 0 below average  
Critique:

ILS 213 stands as an example of what ILS as a program is hoping to achieve. Students of the ILS 213 course were excited by the enthusiasm Prof. Kimbrough brings into this completely revamped course. The readings were rated very highly and students praised the general organization and sequence of topics. The alternatives offered by the professor in taking 213 for 3 or 4 credits, the alternatives on exam questions, and the general feeling of student-teacher cooperation made this a very worthwhile course. Criticisms of the course may be due to its newness but included the following. Lectures were regarded as too general and assuming too much prior knowledge on the part of students. The lectures seemed quite apart from the discussion sections. While the readings were highly rated, it was felt that they were too sparse early in the course and overwhelming towards the end. The great strength of the course lies in the discussion sections. All the sections, and T.A.s Silberberg and Parri received praise for the free atmosphere and general enthusiasm they created. In general students felt that ILS 213 enjoyed the benefit of a release from any set tradition, and it gave students the ability to explore new ideas.

**JOURNALISM 201** Professor David Clark 2 credits  
Approximate Lecture Size: 250. Number of forms returned: 124 (50%)

Group composition by classes:  
Sophomores: 56%. Juniors: 28%. Seniors: 19%  
With your present knowledge of the course, would you take it again?

Yes: 64% Possibly: 21% No: 15%  
Would you recommend taking this course to other students?

Yes: 43% Possibly: 40% No: 17%  
Would you take another course by this professor?

Yes: 45% Possibly: 37% No: 18%  
Would you like to have this TA again? (Group as whole)

Yes: 56% Possibly: 33% No: 11%  
(Individual TAs):

	Yes	Possibly	No
David Clark:	76%	18%	6%
Donna Chernin:	50%	50%	0%
Susan Miller:	68%	23%	9%
Oz Nayman:	77%	15%	8%
Sjef Vandenberg:	33%	33%	30%

What is your approximate mark in this course? (Group as a whole)

Above average: 61% Average: 34% Below average: 5%

(Individual TAs)

	Above average	Average	Below average
Clark:	39%	39%	18%
Chernin:	69%	19%	12%
Miller:	52%	43%	3%
Nayman:	61%	39%	0%
Vandenberg:	86%	14%	0%

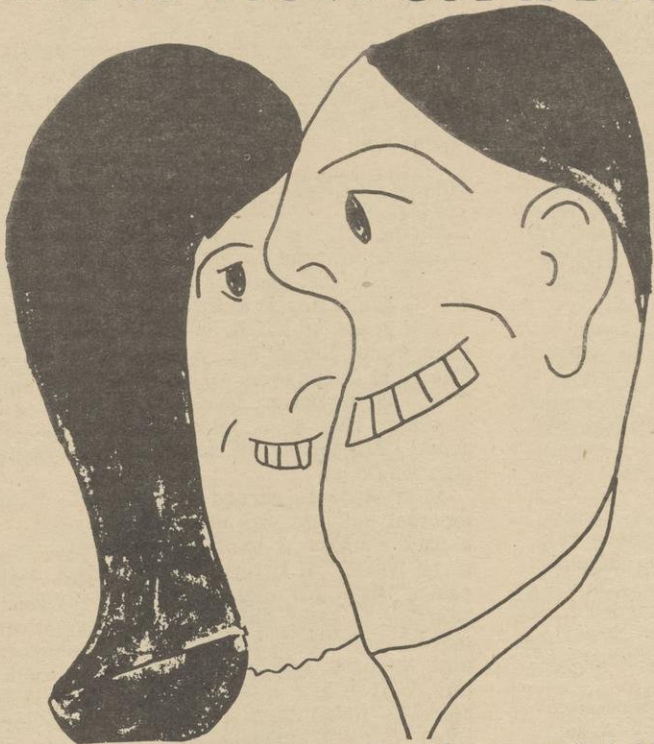
Student Comments:

Response to question one was varied but lectures were generally considered "fairly interesting" though at times "not very informative."

"Content is boring, delivery excellent," said one student. Another remarked, "They (lectures) seem rather unorganized, though always interesting." Less than one-tenth of those questioned were unbending in criticism of Clark and the lectures. The great majority felt that Clark "did a great job within a rather confining structure." "Not enough pertinent information in the course, for this reason, though certainly not Clark's presentation, the lectures are poor." Many felt the subject too broad for only a two-credit course, and "valuable only for the small areas of general themes that they are able to cover."



OKAY SO YOU'VE GOT A DATE

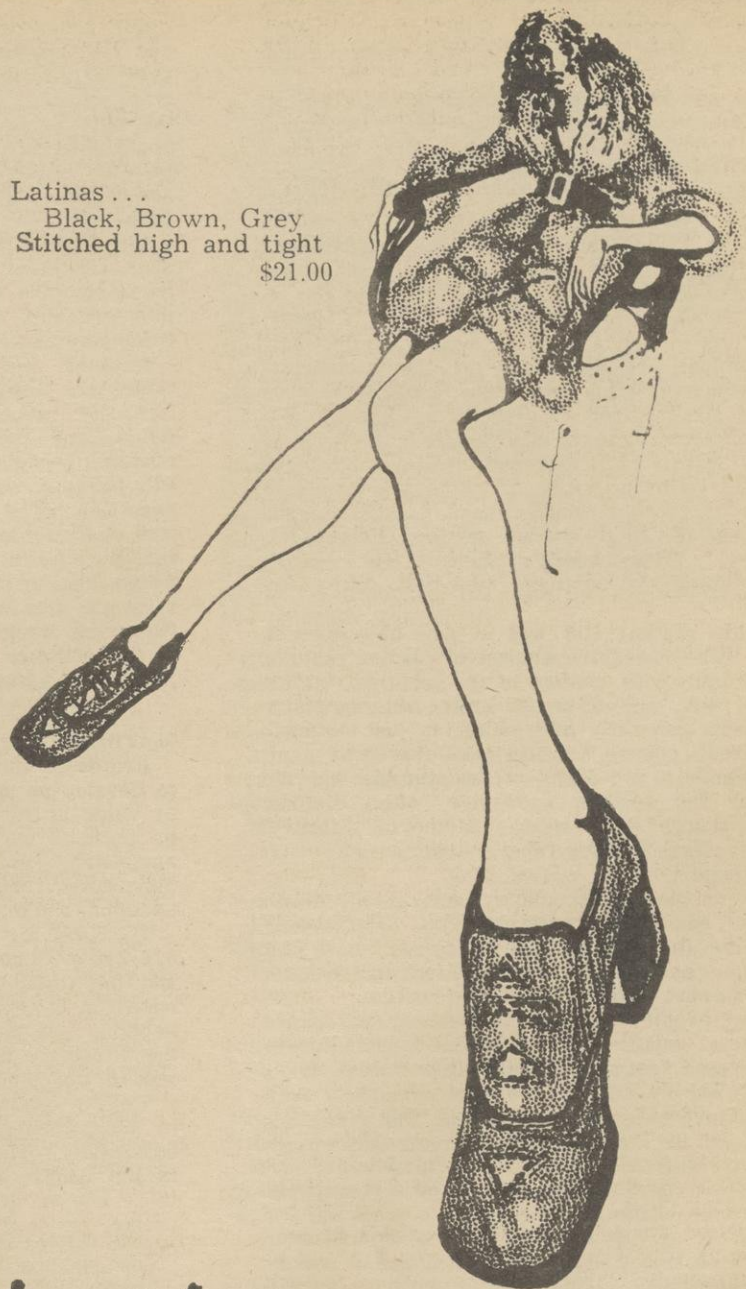


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Other representative criticism: lecture, reading, and tests not correlated well; uneven content, some lectures highly informative, some trite; general nature of the course makes it difficult to judge what is being emphasized.

Discussion sections were overwhelmingly approved of. Clark's students called his sections "lively, enjoyable, and we get to choose our own topics. They are much more interesting and valuable than lectures, and present topics in depth and allow students a voice." Chernin's sections are "interesting and extremely beneficial" although some found them "almost too independent." "Student participation is relied on to stimulate discussion," said one, although a few interpreted this as "a lack of leadership." A consensus view: "Chernin's section is great, for a 7:45, it's highly effective." Miller's sections are well-liked by all her students, and "explored interesting new areas," but some complained that she "poured on even more reading." We pick up where lectures leave off as well as branch out on our own." Nayman is "extremely well-versed in his subject," and "a broad range of topics are discussed in his sections 'without much rehash.'" Said one student, "If I had to rate discussion sections, I'd rate this one excellent." "Vandenberg's students were equally favorable, calling his sections 'the best part of the course.'"

The outside reading list was a bone of contention for many. "The excessive amount of reading could be cut down by improving content of the lectures." "The textbook is poor, and on a low level, and the outside reading, though generally interesting, is just too much for a two-credit course," a sentiment shared by many. The approximately two-fifths of the students who did not consider the reading excessive, often disliked "having to trudge over to the Memorial Library" to complete reserve reading room assignments.

#### Course Critique:

Response to the questionnaire seemed to indicate a number of basic structural problems. Personnel-wise, it was almost unanimously agreed upon that Clark and his associates were excellent instructors, but were somewhat stultified by course routine.

The major problem lied in the make-up and nature of the course. As a topic of tremendous and ever-increasing range, mass communications cannot feasibly be covered by only a two-credit course. As a result, structure becomes too general, which perhaps lends itself to the solid amount of reading involved, and whatever bits of particular information are injected into the course seem out of context with the overlying course outline.

Another fault is the apparent lack of coordination between quiz sections, lectures, readings, and in particular, examinations. This might facilitate the outstanding discussion sections the students seem so appreciative of, but provide nothing toward knitting together the very far-reaching basis of the course.

What one has then, is an interesting, fairly informative course, with excellent personnel, that could be dramatically improved by a few changes such as expansion to a three or four credit basis, addition of audio-visual instructional aids, and constant updating and re-coordination of reading, lecture, and discussion topics and materials.

Most students seemed to feel that the course represented a clear, valuable, look into the nature of the mass media, and a number felt it should be offered to more students, perhaps by segregating different elements of it into introductory levels in separate courses.

Perhaps the best gauge of the course's effectiveness can be found in the statistics, which show that less than one out of five students decidedly wished they had not taken the course.

Jeff Standeart

**MATHEMATICS 116** Professor Fillipone 4 credits  
No statement from the professor.

The lecture comments were favorable on the whole. Some students who already knew the material from other courses complained of boredom, but others felt the lectures were fast-moving. The lectures are well-organized and easy to follow and are valuable to the course. They are thorough, effective (with visual aids), and relevant. They follow the textbook closely and there is enough time for questions and problems. The exams are related to what is taught in the lecture.

Reading assignments are interesting, relevant, appropriate, necessary, concise, important, and detailed. The assignments are not excessive, but are helpful in supplementing the lectures.

The course is required of Elementary Education majors so it wasn't a matter of choice of courses. Most of them like the course better than the instructor. All students felt they had either average or above average grades in the course.

Knowing what they now do about this course, 15 would take it again, one possibly would, 10 would recommend the course to others, 4 possibly would and 1 wouldn't. 7 would take another course from this professor, 2 possibly would, and 2 would not. 11 students expected an above average mark and 5 below average.

Additional comments (one student): Can't really evaluate this course in this manner because the course is required of all Elementary Education majors. The content of Math 115-116 could be combined into one semester. If one has had any other college math it is just a rehash.

**MATHEMATICS 211** Professor Crowe 4 credits  
Professor Crowe says he plans to follow the text, Calculus for the Natural and Social Sciences, closely, covering Chapters 1-5, 10-11. The T.A.'s attend lectures and prepare exams. Grading depends on the 6- and 12-weeks exams and the final exam. Each hour exam contains about four questions, some with several parts. The hour exams each account for one-fifth of the grade, the final two-fifths, and other factors, mainly T.A. evaluation, one-fifth. Attendance is not required in lecture, and may be required in quiz sections, depending on the T.A.

Typical comments from students evaluating the course: "Lectures are very valuable—provide good basis for understanding what is inadequately described in book. Professor is very enlightening—too fast at times—not boring since he is informative—organized to the extent of knowing what has to be learned by students."

"Presentation is above average." "Organized and interesting. Very valuable." "I am not particularly crazy about math but this is about as interesting as can be expected. I suppose course demonstrates that even a minimal math type benefits from a concepts type course." "The strength of this course lies in the quiz sections." "Quiz sections—generally a good opportunity to clear up problems." "The organization between lectures and the discussion was very good and valuable." "Discussion sections clear up confusion." Comments on the text were mixed; some found it confusing, but most rated it as good. Very little bitterness expressed over the fact that most students are forced to take this to satisfy a graduation requirement; this indicates that the professor and his T.A.'s are doing a remarkable job.

Knowing what they now do about the course, 68% would take it again, 15% possibly would and 17% wouldn't. 55% would recommend it to other students, 26% possibly would, and 19% wouldn't recommend it. 45% of the students would take another course with this professor. 41% possibly would, and 14% wouldn't. For the T.A.'s, reactions were as follows: Gagola, 9 said they would like to have him again, 6 possibly, 2 no. Hiner, 8 would like to have him again, 5 possibly, 1 no. Haisfield, 8 would like to have him again, 6 possibly, 3 no. Yuen, 5 would like to have him again, 2 possibly, 3 no. Fields, 5 would like to have him again, 2 possibly, 1 no. Silliman, 18 would like to have him again, 2 possibly and 1 no.

**MATHEMATICS 212** Professor Kurtz 4 credits

Professor Kurtz said that the aim of the course was to develop an understanding of the concept of calculus of value in (for example) the social sciences. This is as opposed to the problem solving ability needed for engineering. He met with his T.A.'s once a week to discuss what was happening in lectures and discussion sections, and to plan exams.

The text for the course was Text for Mathematics 211-212 by Chover. Grading depended on two hour exams and the final. Grades are determined by the T.A.'s based on the exams and any quizzes given in discussion section, and the personal evaluation by the T.A., of the student's knowledge of the material. Attendance was not required.

Typical comments from evaluation forms completed by the students: "The lectures are organized but unbelievably boring—mainly because I have no interest in the course contents and am required to take it." "The course itself is totally irrelevant to most of the people taking it due to the fact that it's a terminal course whose only purpose is to fulfill the language-math requirement. Professor Kurtz is one of the best lecturers I've ever had in any course—very good and a professor who is concerned with his students." "Boring and very hard to follow. The material doesn't seem to be thoroughly explained and correlated to the types of problems we are expected to be able to do." "The readings are a complete waste of time and effort. The book dwells too long on one subject and never does seem to get the point across." "I have not desired nor needed to open my math book once all semester." "The lectures are centered around the book... but the text is worthless. Therefore lectures are hard to understand. Kurtz is far from being an ideal lecturer... I think he could give decent lectures given a decent base to work from."

70 out of 160 students completed the evaluation, 40% of those people would take the course over again, knowing what they now do about it, 25% possibly would, and 34% wouldn't. 7% would recommend the course to other students, 34% possibly would and 59% wouldn't. 13% would like to have this professor again, 33% possibly would, 54% wouldn't. Evaluations of the T.A.'s were as follows: Hassle, 10 would like to have him again, one wouldn't. McKee, 12 would like to have him again, 4 possibly, 2 no. Ummel, 3 would like to have him again, 5 possibly, 6 no. Bauman, 5 would like to have him again, 5 possibly, 6 no. Armstrong, 7 would like to have him again, 1 possibly.

Most students enroll in Math 211-212 because of the L&S math-language requirement and are not here because they like math or expect to use it in their later work. Hence apathy and dislike for the course. A really dynamic lecturer OR small classes instead of lectures OR a brilliantly exciting and clear textbook are the only things that can save this course. Professor Kurtz chose to follow the assigned text—which is universally deplored—and had an uphill fight all semester. Many students felt that he tried hard, but lost.

**MATHEMATICS 221** Professor Brauer 5 credits

Professor Brauer feels the idea of this course is to teach the essentials of differentiation and integration, and some applications. He wants to give the students the idea that some things need to be proved (without necessarily giving all the proofs), the idea that calculus is useful in other fields and plenty of problem-solving practice. He outlines the rate at which he hopes to proceed in lectures, and checks with T.A.'s to see whether they can manage this rate in discussion sections, and then adjust his rate if necessary. He lets them teach their sections in their own style and determine their own grades (subject to general agreement on exam scaling).

The text book is Calculus and Analytic Geometry by Thomas. Grading is based on three exams (6-, 12-weeks, and final) plus whatever additional material (tests or homework problems) are assigned by each T.A. Each student will have an overall grade for the term and a final exam letter grade. If they coincide that's the final grade. If not, the T.A. will use his judgment, plus his advice if the T.A. wishes. Attendance is not taken in lecture or quiz sections.

A math professor with a sense of humor? This professor seems to qualify according to most students. "He is really human" was a typical comment. Lectures are generally "well presented and well organized yet sometimes boring." Many felt the lectures were a "rehash of the text... even the examples are from the text," and therefore "valuable only if you can't read the text." Not many of those responding however claimed they could survive by the text alone—probably because those surviving by the book alone were not present to respond! Discussion sections were generally felt to be more valuable than the lectures. The text, although not getting any raving reviews, was generally

tolerated.

Knowing what they now know of the course, 80% of those responding (that is, 77 out of an enrollment of 180 responded) would take the course again, 9% possibly would, 14% wouldn't, 55% would recommend the course, 39% possibly would, and 6% wouldn't. 56% would like to have the professor again, 32% possibly would, and 12% wouldn't. Reactions to the T.A.'s were as follows: Bertrand, 11 would like to have him again, 4 possibly would, Entine, 7 would like to have him again and 1 wouldn't. Funderbeck, 2 would like to have him again, 4 possibly would, 2 wouldn't. Hawley, 7 would like to have him again and 1 wouldn't. Pawulski, 8 would like to have him again, 1 wouldn't and 2 would possibly. Rutter, 13 would like to have him again, 1 would possibly. 77 out of an enrollment of 180 students filled out the evaluation.

**MATHEMATICS 221** Professor Goldstein 5 credits

Professor Goldstein sees the goal of his course as covering the material in the syllabus and to give enough examples to make the course interesting and applicable. He covers the basic material in his lectures and the T.A.'s are at liberty as to how to supplement the lectures.

The grade is based on a 6-week and 12-week exam, each worth 100 points, and a final exam of 200 points. The final grade is based on an average of the total. The T.A. has the option, based on class work, quizzes, etc., of either raising or lowering the mark by at most one grade. Attendance is not taken in lecture, but is in quiz sections.

Most students agreed Professor Goldstein goes much too fast but this was not a major complaint since such a pace "makes it hard to fall asleep. There is no time to be bored." A typical comment was "interesting and casual approach makes an otherwise dreaded course bearable." Also: "his use of examples makes abstract theory more understandable." Generally, it was agreed that lectures are very worthwhile. Quiz sections in this course are mostly problem solving sessions and students found them valuable. The text (Thomas) was liked by most students—however it was used more as a source of problems than for reading per se.

Knowing what they know now about the course, 78% would take it again, 16% possibly would and 6% wouldn't. 64% of the students would recommend the course, 33% would possibly, and 3% wouldn't. 60% would like the professor again, 34% possibly would, 6% wouldn't. Reactions to the T.A.'s were as follows: Bonavallet, 11 would like to have him again, 5 possibly would, 8 wouldn't. Campbell, 19 would like to have him again, 8 possibly would, 4 wouldn't. Kirkup, 4 would like to have him again, 8 possibly would, 2 wouldn't. Koster, 10 would like to have him again, 3 possibly would, 3 wouldn't. Libera, 12 would like to have him again, 3 possibly would, 2 wouldn't. Snelling, 8 would like to have him again, 6 possibly would, 10 wouldn't.

146 out of 214 students completed this evaluation form.

**MATHEMATICS 222** Professor Solomon 5 credits

Professor Solomon feels the goals of Math 222 are mainly the appreciation of the ideas (differentiation and integration) introduced in Math 221, together with some analytic geometry. Topics include logarithm and exponential, techniques of integration, conic sections, vectors in 2 and 3 dimensions with applications. Exams are compared and graded in common. In everything else, the T.A.'s are independent. The text is Calculus and Analytic Geometry by Thomas. Attendance is not taken.

"It is impossible to listen, understand and take notes at the same time." "In here, it is sink or swim—Dr. Solomon throws the material at us with little compassion for the student." "Break-neck speed." "We are being crammed full of calculus rather than being taught calculus." These comments are typical, however those students who developed an ability to "listen fast" thought lectures were fairly decent. Quiz sections were typically two weeks behind lecture but this was not the fault of the T.A.'s. Most students felt discussion section was more valuable than lecture. The text (Thomas) was used mainly as a source of problems and was not followed too closely.

Knowing what they now do about this course, 61% would take it over, 18% possibly would, 21% wouldn't. 35% would recommend the course to others, 44% possibly would and 21% wouldn't. 22% would take the professor again, 35% possibly would and 43% wouldn't. Reactions to the T.A.'s were as follows: Bhalla, 3 would like to have him again, 4 possibly would, 10 wouldn't. Hampton, 14 would like to have him again, 2 possibly would, Lewin, 9 would like to have him again, 4 possibly would, 1 wouldn't. Lipow, 17 would like to have him again, 1 possibly would, Oppenheim, 10 would like to have him again, 7 possibly would, 3 wouldn't. Verde-Star, 2 would like to have him again, 3 possibly would, 9 wouldn't. Wang, 12 would like to have him again, 6 possibly would, 6 wouldn't. 138 out of 250 students completed the evaluation form.

**MATHEMATICS 222** Professor Turner 5 credits

Professor Turner said that the course covers methods of integration, conic sections, elementary vector analysis and an introduction in infinite series. The emphasis is on problem-solving skills. The T.A.'s are fairly independent in what they do in section, though Professor Turner does have informal consultations with them. The exams are gone over together.

The course follows the suggested Math Département syllabus for Math 222. Grading depends on a 6-, 12-weeks, and a final, and also quizzes every other week. No attendance is taken.

The main complaint with this lecture is not so much with the course but with its presentation. "Too much theory," "not enough examples," "no practical applications," "no emphasis on problem solving at all" were common criticisms, especially since exams frequently involved overlooked applications and problem solving. Students typically complained that too much was "left to dig out on our own." Because of the lack of examples the lectures seemed generally confusing and "not at all down to earth." A complaint is that "Prof. Turner has been habitually late for lecture and several times has failed to show up at all." Several students expressed a feeling of being "shortchanged" and concluded "he doesn't seem that interested in the course... or us." Quiz section was all important to a majority of students—it was in section there were examples and application but only if their T.A. was



aware of what was happening (or not happening) in lecture. The text was generally acceptable.

Knowing what they now know about the course, 78% of the students would take this course again, 13% possibly would, and 9% wouldn't. 45% would recommend the course to others, 41% possibly would, 14% wouldn't, 17% would take another course by this professor, 37% possibly would, 46% wouldn't. Reactions to the T.A.s were as follows: Armstrong, 8 would like him again, 3 might, and 1 wouldn't. Hilgers, 9 would like to have him again and 1 wouldn't. Levng, 3 would like him again, 2 possibly would, 7 wouldn't. Liss, 6 would like him again, 7 possibly would, 1 wouldn't. Oh, 3 would like him again, 4 possibly would, 1 wouldn't. Yung, 3 would like him again, 5 possibly would, 2 wouldn't. 100 responses were obtained for this evaluation out of an enrollment of 215.

METEOROLOGY 100 Dr. Wahl 4 credits  
Professor's statement:

The course covers same material as always. Emphasis on introducing students to importance of our atmospheric environment. For many, this is one of their required science courses; I attempt to show them how scientists work and think.

T.A.s are conducting discussion sections (one hour per week). Follow lecture material and help students to better understand material. Also review exams when returned. T.A.s work closely with me, are supervised by visits to sections. All T.A.s are Meteor. Grad. students.

Course information:

Readings to be covered: One workbook, used extensively, 1 textbook required and one book recommended. There will be three exams during semester, one final. Objective with multiple choice, true-false, fill-ins and problems. Exams in class, no books allowed. Graded on class curve (rather generously).

Attendance in lectures usually not taken, but mandatory in discussion periods.

Discussion period grades count approximately 10-15%; given on basis of attendance, participation and homework completion, not on knowledge since latter tested in exams. Size of course (always more than 250) excludes essay or other type exam. Am available to students in office hours, also will visit quiz sections. Students' paragraph:

The general consensus about the lectures was that they were organized and well presented. However many of the students found the lecture content of little or no interest to them. The discussion section evaluation varied greatly between T.A.s. Some students said that they found it the most enjoyable part of the course and wished that they met more often. The majority of students felt that the discussion section was just a rehashing of what had already been presented in lecture. The reading material for the course was a work book written by Dr. Wahl and a text book. The overwhelming majority of the students said that the workbook was invaluable, and that the text book was of minimal importance.

Statistics:

Having known about this course, would you take this again?

56% yes 29% possibly 15% no

Would you recommend taking this course to other students?

51% yes 34% possibly 15% no

Would you like to take another course by this professor?

41% yes 37% possibly 22% no

Would you like to have this T.A. again?

37% yes 29% possibly 34% no

What is your approximate mark in this course?

48% above average 51% average 1% fail

Critique:

Meteorology 100, like most introductory science courses, is taken to fulfill science requirements. Dr. Wahl has realized this fact and has presented a basic background to the science of meteorology. The lectures are well organized and follow the workbook, which he wrote. The workbook is useful for a more detailed explanation of the lectures and is immeasurably helpful as a study guide for the exams. The exam material is taken directly from lecture and the workbook. The points from the four exams are averaged for the final grade. Dr. Wahl has shown concern and understanding of the student through the structuring of the course.

MUSIC 106 Professor Shetney 2 credits  
No professor's statement, information, statistics and students' paragraph.

Critique: The majority of students attending the symphony lecture thought very highly of the professor. They enjoyed his dynamic delivery and considered the lecture material well organized and valuable. The professor's obvious grasp of his subject was commented on by a large number of students, and his aggressive approach was considered a very positive factor in holding the interest of the class. Many students expressed pleasure concerning the wide scope of material covered. They felt that the broad range of music presented was in keeping with their expectations of the course. This wide range, according to many, was preferable to a limited but more intense approach to the subject. All the students felt that the playing of music during the lecture was stimulating and relevant, as Professor Shetney was able to better relate specific ideas to the listener through this method. Unfortunately the equipment provided for the course this semester was of an inferior quality, which hampered the listener to some degree.

The discussion sections were thought of, almost unanimously, as being valueless. For one, this group met once every other week—not often enough to be helpful or informative. At this meeting attendance was taken, an elaborate and time consuming process, and arrangements were made for the next quiz section. The time remaining did not allow for much discussion. The class felt that the material covered in quiz sections was a rehash of material covered in lecture, with few new ideas initiated. A fair number commented that occasionally the material in the discussion group conflicted with that given in lecture. A few students suggested that this fifty minutes be devoted to listening to the assigned music rather than to reviewing the written work. Many felt that the discussion group was merely another lecture along with a few questions. In general, the discussion sections and the T.A.s were not very highly regarded.

The readings in the course were thought of in different ways. For those who had had some musical background, the readings were over-simplified and inadequate, while to the student with little or no musical background the text was interesting but sometimes confusing. All felt that the amount of assigned reading was relevant and not at all excessive. The class commented that the integration of required reading and lectures was fairly good. The one complaint was that the written material that was tested was not emphasized enough in the lecture, and therefore a number of students felt that the material on the exam was not entirely relevant.

PHIL 101 Prof. Baran 3 credits  
Professor's statement:

The goal of this course is to give the student some insights into what philosophy is and can do, and to encourage the student to do some of it for himself. After an initial (and brief) discussion concerning the nature of philosophy, I shall suggest that we explore some question or questions that students believe is (are) philosophically important, e.g. some question(s) concerning morality and/or the question, "What is the meaning of life?" I plan to work very closely with the T.A. I can not be more specific about this at this time, since I do not yet know who the T.A.s will be.

Course information:

Readings to be taken: Plato: Euthyphro, Apology, Crito; Paul Kuntz (ed.): Problems in Contemporary Society; Essays in Humanistic Ethics; J.S. Mill: On Liberty; Singer and Ammerman: Introductory Readings in Philosophy.

There will be a 6 week exam, a 12 week paper (5-8 pages), and an in-class final exam. In addition, there will be an un-graded, although criticized, paper due before the first exam. Grades will be based upon a student's performance on the exams and all but the ungraded paper, and on their discussion (especially in their discussion sections—attendance at which is required). Attendance will not be taken, and is not required, in lectures. All exams will be of the essay type. Grades will not be curved. Attendance is required in discussion sections unless the T.A.s can find some other way of learning who the students are and something about their respective philosophic abilities. The student will not be expected to read all of each of the works listed above (under "Readings to be covered"). Reading selections will be taken from that list when and if they are appropriate.

Students' paragraph:

The lectures are quite interesting and well-organized—he tends to read his notes which tends to make the presentation boring. Lectures often get off on tangents however at times are informative and very interesting. Main point is that the professor encourages discussion of the philosophical questions brought up in the readings. Seems to be a lack of integration yet the field and the discipline are loose and allow for personal initiative. Class goes better when he allows for discussion. He encourages you to think.

A warm informal atmosphere allows me to try out new ideas. Although the atmosphere is informal sometimes it is difficult to get people to speak. Discussion is much better than lectures open to try and test ideas. Basically sections are student run with the T.A. giving help in guiding and directing the inquiry.

This course has a good approach to introductory philosophy since it centers its attention around four good and interesting works. Not excessive in amount. Very appropriate in amount allow you to think about them. The readings make the course.

Statistics:

Having known this course, would you take the course again?

25 yes 16 possibly 5 no

Would you recommend taking this course to other students?

21 yes 18 possibly 7 no

Would you like to take another course by this professor?

6 yes 25 possibly 15 no

Would you like to have this T.A. again?

29 yes 12 possibly 5 no

Critique:

In the beginning of the semester, Mr. Baran read his notes, but this can be attributed to the fact that this was his first time teaching the course. When this comment was brought to his attention he stopped reading his notes and began rapping; encouraging discussion and questions. This improved the course 100%, he's not the type of professor who will give you straight answer—that's not his idea of how philosophy should be taught. His job is to make you think. Consequently, often times students were confused, frustrated, or simply bored by the course, it depends on what you, as the student, want to get out of philosophy.

PHIL 101 Prof. Duerlinger 3 credits  
Students' paragraph:

Majority felt "lack of organization." many times it seems that "the professor is sitting in front of the class talking to himself." "It's difficult to follow the professor, because it is difficult to follow another person's oral thinking process." An extremely large majority felt that the lectures were very boring. The common complaint was that the professor went much too slowly. He is accused of "dissecting to death the one major book of the course." "He harped on the same topic all semester." The professor's manner of presenting the course material, one student complained, put me to sleep. Many of the students felt that the lectures were of little value and a few felt that they were meaningless. Practically all of the students felt that the discussion groups were the "redeeming factor of the course." "What the lectures lacked by being boring, the discussion group made up for by being interesting." They gave the students an excellent thought. It is quite obvious that "without the discussion groups the course would have been meaningless." Most of the students felt there was very little reading material. Many suggested that there should have been more. It was pretty much a toss-up as to whether the readings were interesting or boring, but quite a few felt that the "language of text was far more confusing and complicated than it had to be."

Statistics:

Having known this course, would you take it again?

11 yes 10 possibly 5 no

Would you recommend taking this course to other students?

7 yes 15 possibly 3 no

Would you like to take another course by this professor?

7 yes 9 possibly 10 no

Would you like to have this T.A. again?

26 yes 0 possibly 20 no

What is your approximate mark in this course?

60 above average 40% average 0 below average

Critique:

The most significant thing was that out of approximately 80 registered students only 26 were present on the day the evaluation sheets were handed out—and this is not particularly rare, I think, as the comments say, that boredom was the chief reason for this. Because we read only two books, both by Hume, both concerning religion, the lectures were bound to become stale with sameness. The "dissection" of the material added to the indifferent attitude of the class, (regardless of the well-meant intention of showing us how to handle philosophical details). The few lively discussion that took place in lectures were the ones in which the issues were clear and the arguments strong—as they usually were in the discussion groups. We had no tests or papers, just journals, which is a good idea, however, within the context of the class they became drudgerous and generally unproductive.

PHIL 101 Prof. Hay 3 credits  
Statistics:

Having known about this course, would you take this again?

21 yes (49%) 14 possibly (32%) 8 no (19%)

Would you recommend taking this course to other students?

20 yes (46%) 17 possibly (40%) 6 no (14%)

Would you like to take another course by this professor?

7 yes (16%) 24 possibly (56%) 12 no (28%)

Would you like to have this T.A. again?

14 yes (33%) 2 possibly (51%) 7 no (16%)

What is your approximate mark in this course?

17 above average 25 average 1 below average

Critique:

Rather than lecturing, Professor Hay attempts to entice the student into debate. This causes the lectures to appear unstructured and disorganized. Students have to seek their own answers to philosophical questions that are invoked by Professor Hay. There are two distinct factions in the lectures. Students that participate or follow professor-class discussions value from the lectures. Other students, slightly more than half, regard the lectures as ineffective. They complain that lectures are "over their heads" causing the lectures to become boring. Also there is a tendency for the lectures to become circular discussions between the professor and a small minority of the lecture section. The circular discussions sometimes unavoidably become irrelevant to the reading.

The discussion sections have been replaced by seminars. These have been completely successful. Virtually every student that participated in them has found them to be of the utmost value in understanding the reading material. The teaching assistant is a participant in the seminar rather than a bellwether. Because the teaching assistant does not produce a "big brother" effect there are more evenly distributed discussions in the seminars than in the lectures. Although the seminar's topic of discussion is not limited to the reading material almost all conversation is related to it. Professor Hay manifests many questions in lectures that are fully explored in seminars. Fortunately most students that are lost in the lectures are rescued in the seminars.

The amount of reading involved is minimal, however, very difficult for an introductory course in philosophy. There are many philosophers explored as should be in an introductory course. Reading material must be delved into before lectures can be of value.

Both lectures and discussions rely on class discussion. The discussion sections have a small amount of people—usually about eight—which renders a discussion involving everyone feasible. The lecture has too many people to have even a relatively small portion of the class successfully participate in the discussions. This causes many students to drift apart from the discussions in the lecture. If the professor's purpose is to create questions in the mind of the student he has succeeded. These questions are usually successfully examined in the discussion sections. The lectures and reading plant the seed while the discussion sections cultivate it. Without both the course would be a complete failure.

PHIL 101 Prof. Gordon 3 credits  
No professor's statement, course information and critique.

Students' paragraph:

More than two-thirds of the lecture found it either boring or unorganized. This was the major complaint of all who filled out the forms. About 20% of those interviewed made explicit and extra comments regarding Prof. Gordon's incoherent, at times, ramblings, "irrelevant garbage" and "sleep stimulating" lectures. (It should be noted that there was only one lecture a week, the other replaced by another small group discussion conducted by Gordon). Several students commented on the usefulness of the small group approach. Most of those interviewed thought the discussions were the best part of the course. Almost all praised Mr. Yates, the T.A., for his group meetings. Several students mentioned the fact that the reading was not discussed as well as it should have been. They also thought that the reading was difficult, but interesting. A small percentage thought it was boring and too much had been assigned. In summary, the majority of students polled thought the lecture boring and unorganized, but thought the discussions interesting and worthwhile.

My thoughts on the course coincide with the opinion of the majority. I thought the lecture was next to useless but I did profit from the additional discussion section. The small group meetings were definitely the best part of the course. It helped explain the readings and the lectures, which sometimes, were equally vague. The discussion groups gave the students a chance to apply various philosophies to practical, everyday experience. Questions posed by both Yates and Gordon helped stimulate discussion and enthusiasm from students in the small groups. It should be noted that the additional discussion meeting, rather than two lectures a week,



did not make up for the poor quality of the lecture and the course suffered because of this.

#### Statistics:

Having know this course, would you like to take it again?

11 yes (28%)	14 possibly (36%)	14 no (36%)
Would you recommend this course to other students?		
10 yes (15%)	23 possibly (59%)	6 no (16%)
Would you like to take another course by this professor?		
7 yes (18%)	16 possibly (41%)	16 no (41%)
Would you like to have this T.A. again?		
25 yes (64%)	10 possibly (25%)	4 no (11%)
What is your approximate mark in this course?		
15 above average (40%)	22 average (55%)	0 below average

#### PHILOSOPHY 103

3 credits

Though we shall spend some time examining the ideas of important classical and contemporary philosophers, we shall spend most of our time trying to develop our own theories. An attempt will be made to develop a theory of knowledge and also a theory of truth; only some suggestions will be put forward as regards the nature of belief. Recently, I have been coming to believe that in order to make the most progress in our thinking about things we must abandon all ideas of knowledge and truth, replacing them with ideas that better fit in with our modern scientific view of the world. I will try to argue for this view, try to present suitable candidates for replacement, and try to demonstrate the advantages of the new ideas. Perhaps this course would have better been called: Beyond Truth and Knowledge.

There will be three take-home essay examinations, with a week to work on each. The last one will count as the final, though it will count no more heavily than each of the other two. Doing a satisfactory job on these essays is the only requirement for doing well in the course. However, things will be pretty boring unless some students vigorously discuss and argue about the different ideas that come up. So, anyone who does this will do well in the course, even if his essays are not particularly good. But students who do not participate in the discussion will not be penalized for that in any way.

#### PHIL 181

Prof. Snyder

3 credits

No professor's statement and course information. Students' paragraph:

The overriding comment was that the lectures were not lectures at all; frequently the 75 minute discussion period degenerated into no more than a glorified "bull session." Students felt that there was an uncomfortable tendency for discussions to ramble in class. Frequently, interesting points were brought out, though their relevance to the topic at hand was questionable. Since the class is small (twenty students) discussions should be facile, but the professor had a tendency to dominate discussions, sometimes with technical points, but usually with good points that the students would probably have mentioned later themselves.

On the positive side, most students considered the discussion points interesting and worthwhile, even if not immediately applicable to the question at hand. Though one had to be aggressive to be heard in class, the small size of the class enabled more discussion than might be expected in an introductory course. There was little formalized structure in the course. Questions were not studied from a strictly historical point of view, but rather problems were discussed on an idea basis, regardless of whether the "great philosophers" had anything to say about them.

Feelings were mixed regarding the reading assignments. Students agree that there were few readings. Most of the time the professor assigned a small amount of required reading and a larger amount of suggested reading. However, the readings themselves were seldom directly discussed. Reactions varied to this, though most all students enjoyed the readings, even if they did not have a chance to discuss them.

#### Statistics:

Having know this course, would you like to take it again?

45% yes	20% possibly	35% no
Would you recommend taking this course to other students?		
30% yes	45% possibly	25% no
Would you like to take another course by this professor?		
10% yes	40% possibly	50% no
Would you like to have this T.A. again?		

there was no T.A.

What is your approximate mark in this course?

60% above average	30% average	5% pass
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#### Critique:

The class was composed entirely of honor students, essentially freshmen, with a few sophomores. For nearly all the students, Phil 181 was their first formal philosophy course. Consequently, some students expected a more tightly disciplined approach to the subject, while other students enjoyed the freedom possible in such a class.

Unfortunately, the class started off on the wrong foot. Because of the mixup in registration, the first two or three sessions were spent in deciding who should be a member of the class. The first topic dragged for a few weeks, so within a month or so some students became impatient. Regrettably, this initial reaction colored many students' feelings for the whole course. One feels that because of the students' differing conceptions of what exactly philosophy is, some were put off by the detail that some questions were analyzed. The only conclusions were that perhaps these students would not really enjoy formal philosophical inquiry, but prefer reading what they would term "philosophy" on their own.

#### PHYSICS 101

Professor Fry

4 credits

Last semester Professor Fry taught Physics 102. While reading through the 102 evaluations, it was quite clear that the person's ability had a great deal to do with the nature of his evaluation of the course. The better students mentioned frequently that the material was either not challenging or on too low a level, while others complained that it was generally over their heads. This seems to indicate what would be a basic problem in 102 and possibly 101; the course encompasses too wide a range of people. The great majority of the people took the course to fulfill their requirements and have no other reason for taking the course. As a result a wide range of people with different abilities are thrown together. The level of the course must

hit a balance between the extremes, becoming a waste of time for some, a worthwhile experience to the middle group and a loss to the rest. A major complaint from all groups was the poor quality of the textbook (Freeman, Physics—Principles and Insight). It was called disorganized and confusing, and even erroneous, by several, and just plainly bad by many more. There were also several complaints about the lab and oral lab reports which were to be given. Though some liked them, most considered the lab a waste of time, as were the reports. It was generally agreed that the course had continuity, but this tended to be similar to the judgment of the level and difficulty of the course. Those who had better ability tended to say it had continuity and those on the other end tended to say it was disjointed. There was a significant number who indicated that Professor Fry skipped around at times, and some that felt his explanations started in the middle, assuming a background that did not exist. Most people thought the course was worthwhile and would at least consider recommending it to someone else. One of the main reasons seemed to be that the course was easy enough to do reasonably well in with the minimum amount of effort. Though there was some disagreement, most people felt that Prof. Fry was a good teacher. They agreed that he was interested in the students and made a special effort to understand their problems, tried to explain things so everyone would understand, made the course as interesting as possible and was competent in what he was doing. The one main complaint about him personally was that he sometimes seemed not fully prepared for his lectures.

#### PHYSICS 102

Professor Mistretta

4 credits

Chuck Mistretta, a post doc in high energy physics, will be teaching 102 this semester. He taught 102 a year ago and apparently the course was well liked then. He is one of the most enthusiastic and energetic teachers in the physics department. He gets along extremely well with students and is very easy to talk with. He is a very lucid explainer of elementary material and has the patience to explain it well. Physics 102 should be a good course to take.

#### PHYSICS 107

Professor Camerini

3 credits

Professor Camerini also taught 107 last semester. The course and especially the teacher were very highly rated last semester, especially considering the fact that nearly everyone in the class was taking the class just to fulfill their natural science credits and therefore had no special interest in physics. You who may be taking the course this semester will be interested in the responses on the question "Would you recommend this course to other students?" On this 58% of Camerini's students said yes, 30% said possibly and 12% said no. On the question of rating their professor against all other professors the students have had, Professor Camerini rated a 4.0 on a 5-4-3-2-1 scale with 5 being the best. The most significant trend that turned up in the evaluations of last semester's course was that hardly anyone in the class was turned off to physics as a result of taking this course. If anything their interest increased or at least remained the same. The students were asked first whether they liked physics before they took this course and then asked whether they liked physics now that they had taken this course. The results were as follows: for 47% of the students their interest in physics increased, for 48% their interest remained the same, and for only 5% their interest decreased. Almost everyone had something good to say about Camerini. They liked his informal method of teaching, his relaxed attitude, the fact that he was more interested in learning for learning's sake rather than in grades, his sense of humor and his pressureless way of running the class. The students were pretty high on Camerini as a lecturer because he let the students set the pace of the class; he tried to get continual feedback from the students on whether they understood the material. When they didn't he was very patient and would repeat things many times if necessary, to the joy of some and boredom of others. The emphasis in the course was on concepts with as little math thrown in as possible. Camerini even made an attempt to explain relativity which seemed to be well received by most students even though many didn't understand it at all. The reaction to the text was mixed, some loved it and some hated it. By far the most common complaint about the course had nothing to do with the course itself, but was just the fact that the students hated being forced to take this course (or any other) just to meet their natural science credits. In sum, the students seemed to think 107 was, as one student puts it "a pretty hip course taught by a hip professor."

#### PHYSICS 108

Professor March

3 credits

Physics 108 will be a junior seminar type course for people who have an interest in the sciences. Last year various guest lecturers in various scientific fields gave talks before the class. Also the students would get together in small groups and explore science related topics such as pollution, genetics, ABM, etc., and make reports to the class. The class will probably be conducted along these lines again this year.

#### PHYSICS 109

Professor Camerini

3 credits

The 109 course will consist of one lecture and one lab a week. Various guest speakers from various areas will give lectures to the class. In the lab experiments will be done on such things as music, as a means of studying sound, and on color, as a means of studying light, etc. To see what Camerini is like as a teacher read the evaluation for Physics 107.

#### PHYSICS 201

Professor Blanchard

5 credits

Professor Blanchard will be trying a somewhat different approach to teaching elementary physics over the next two semesters. He plans to make 201 involved with "Particles" and 202 involved with "Waves." For this purpose he has chosen the book University Physics, Experiment and Theory by George Freier. This book has not been used before for a course in this physics department, therefore about all I can say about it is that it looks like a very well illustrated and easy to follow text. Professor Blanchard also wants to take Physics 201 out of the realm of just being an engineer's course. He wants to make it a course for those who don't have any professional in-

terest in physics, but who can understand the language of physics fairly well, in other words, math. Physics 201 will consist of the kinematics and dynamics of a single particle (9 weeks) ending with collisions, gravitation and orbits, and relativity and the mechanics of Many-Particle Systems (6 weeks). Professor Blanchard is a very personable guy, very easy and enjoyable to talk with, and as I understand a very good teacher, so Physics 201 should be a worthwhile course to take this semester.

#### PHYSICS 205

Professor Dexter

3 credits

Professor Dexter and his first semester's Physics 205 class were rated very highly by his students. On both the questions, "Would you recommend this course to other students?" and "Would you take another course from this professor?" 60% said yes to both, 40% said possibly to both and none said no to either. In rating, Professor Dexter against all other teachers the students who have or have had him rated a 4.3 on a 5-4-3-2-1 scale with 5 being the best. 56% of Dexter's 205 class rated the course above average, 37% average and 7% below average. Nearly everyone of Dexter's students agreed that the course was a very worthwhile learning experience. They almost overflowed in their praise of his methods of presenting the material. He presented it in a straight forward manner stressing the important basics of modern physics, not spending much time on detail. He didn't go into much theory or detailed math which seemed to please most of the engineers. What the students really liked the best, though, was Professor Dexter's attempt to tie physics in with history, society and politics; showing how physics related to the real world. This seemed to be a very enlightening approach to most of the class. Most of the students thought Dexter explained the material very well and made it digestible. A number commented that the level of the course would have been over their head if it hadn't been for the instructor. As a person, Dexter was almost unanimously well liked. The students liked his friendly, light-hearted manner, his sense of humor, his ability to motivate students, and his interest in teaching. Another point that students commented on was Professor Dexter's manner of preparing the students for the exams. He would let them know exactly what was and wasn't important so that a lot of time wasn't wasted studying unimportant things. To conclude, I would say to any engineers who must take 205 that you should take it now because your fellow engineers seem to think it is an excellent course taught by an excellent teacher.

#### PHYSICS 208

Professor Rollefson

5 credits

Professor Rollefson last semester taught Physics 207, which was generally considered by the students to be a solid course taught by a good professor. This is partially shown by the response to the question, "Would you like to take another course from this professor?", in which 58% of his students said they would, 30% said possibly and 12% said they wouldn't. The students were also asked to rate their professor against all other teachers they have had or have now on a 5-4-3-2-1 scale with 5 being the best. Professor Rollefson rated a 3.9. His class generally considered him to be a good lecturer. The main complaint of the lectures last semester was that too much material was covered too fast. So be prepared—the same will probably be true in 208. Professor Rollefson was also considered a good explainer of the material even though it often seemed he went pretty fast. As a person Prof. Rollefson was well liked by his 207 class. Students liked especially his enthusiasm in teaching and his interest and willingness to help those who wanted it. They thought he was a very friendly person; one who was easy to approach and who was readily available to talk to. Students also thought he had a good sense of humor. There were some complaints of him being a boring teacher because some of his demonstrations wouldn't work and because he would often be in the middle of something when the period ended. Some thought he seemed too nervous in front of class, and that he should be more informal and relaxed in class. Undoubtedly the most common complaint of Physics 207, which is also true to only a slightly lesser degree in 208, is that the labs are a waste of time. Several suggested that the labs be put out all together and a lecture added. All in all, Physics 208 will be a better course than 207, mainly because the material gets more interesting and the labs are better.

#### PSYCHOLOGY 201

Dr. Kaplan

4 credits

Professor's statement: The course will be concerned with giving the student an appreciation of psychology as a scientific discipline. The beginning of the course will emphasize the various methodologies used in psychology; following this will be an investigation of several areas (clinical, personality, social, physiological, perceptual, cognitive, learning) to demonstrate the application of these methodologies.

The teaching assistants and I work very closely together; in fact, we have been working this semester to plan out the course for the Spring semester.

Information: Seven paper-back books of varying length and a book of readings dealing with current psychological investigations will be covered. Grades will be based on performance in bi-weekly or weekly quizzes. (there will be no mid-term or final) and a paper. Grades will be curved. Students will also have an opportunity to earn extra points by participating in experiments or conducting their own research project. Extra points will also be awarded for meaningful participation in discussion sections. No attendance will be taken in lecture, discussion/quiz groups or in labs.

#### Statistics:

Having known this course, would you take this course again?

103 yes (61%)	40 possibly (24%)	26 no (15%)
Would you recommend taking this course to other students?		

83 yes (49%)	61 possibly (36%)	25 no (15%)
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Would you like to take another course by this professor?

54 yes (32%)	61 possibly (36%)	54 no (32%)
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Would you like to have this T.A. again?

Wright: 20 yes (57%)	9 possibly (26%)	6 no (17%)
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Kuper: 11 yes (18%)	11 possibly (18%)	39 no (64%)
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Smith: 30 yes (59%)	17 possibly (30%)	10 no (18%)
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All: 65 yes (39%)	43 possibly (26%)	59 no (35%)
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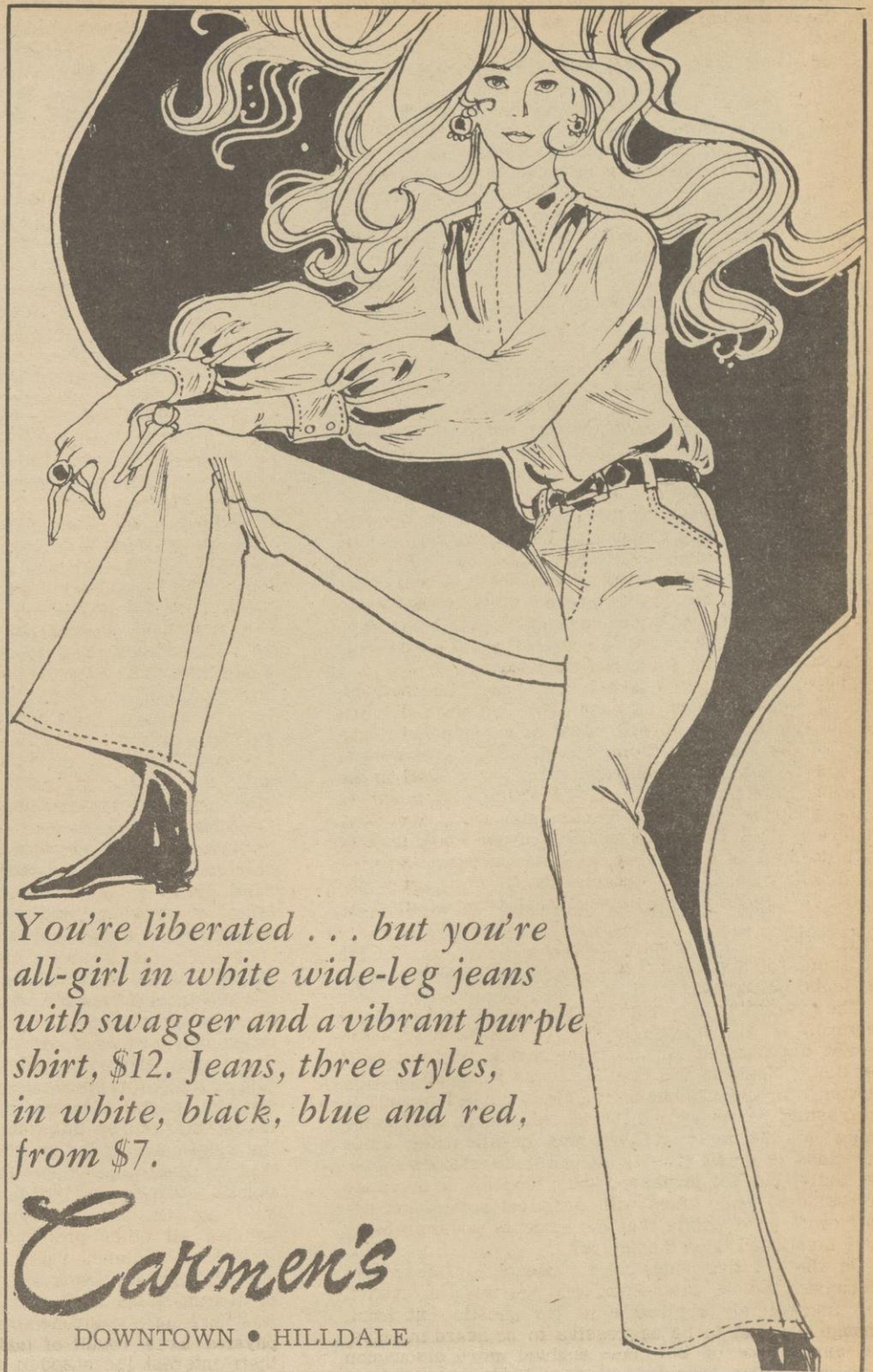
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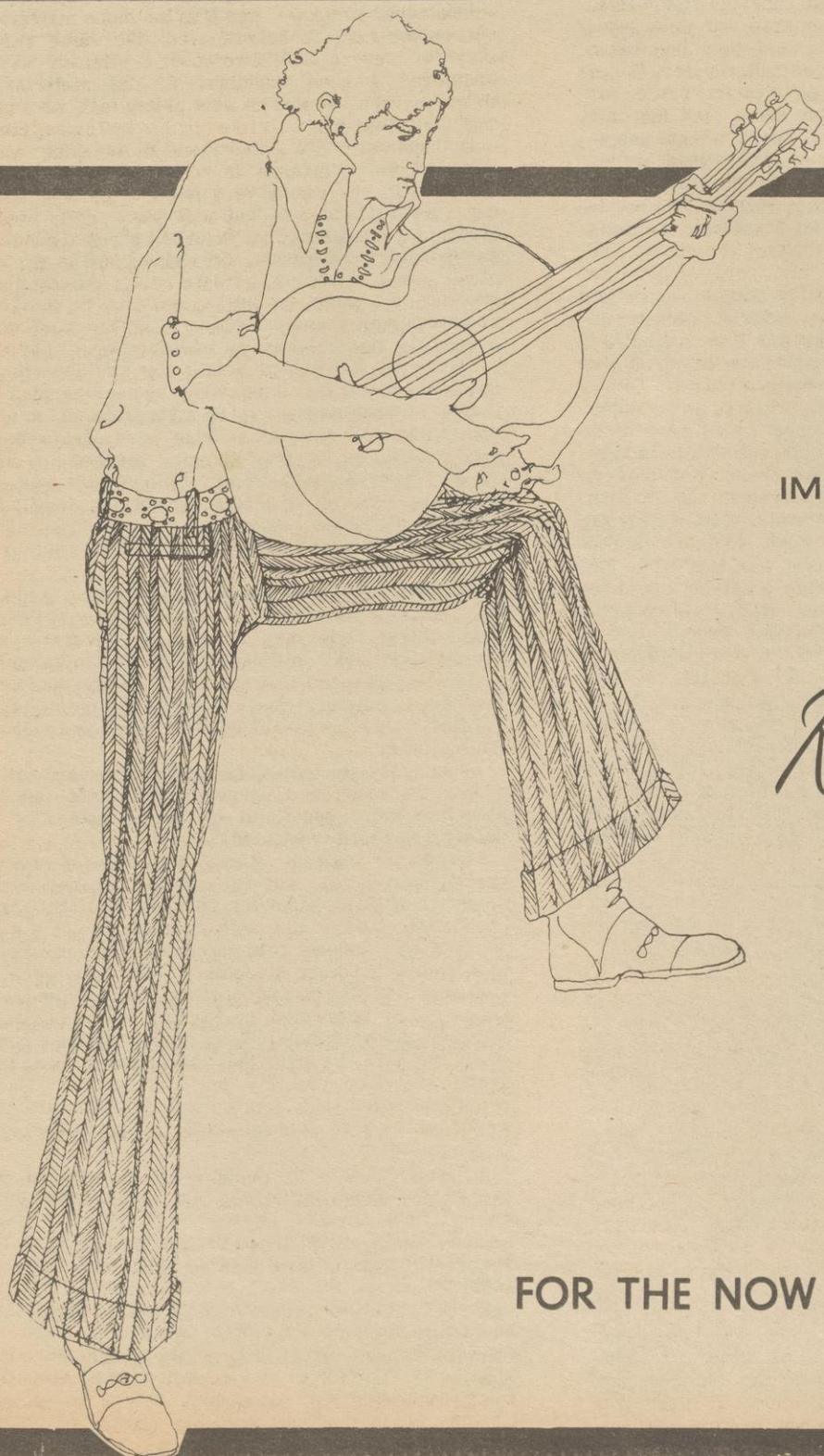
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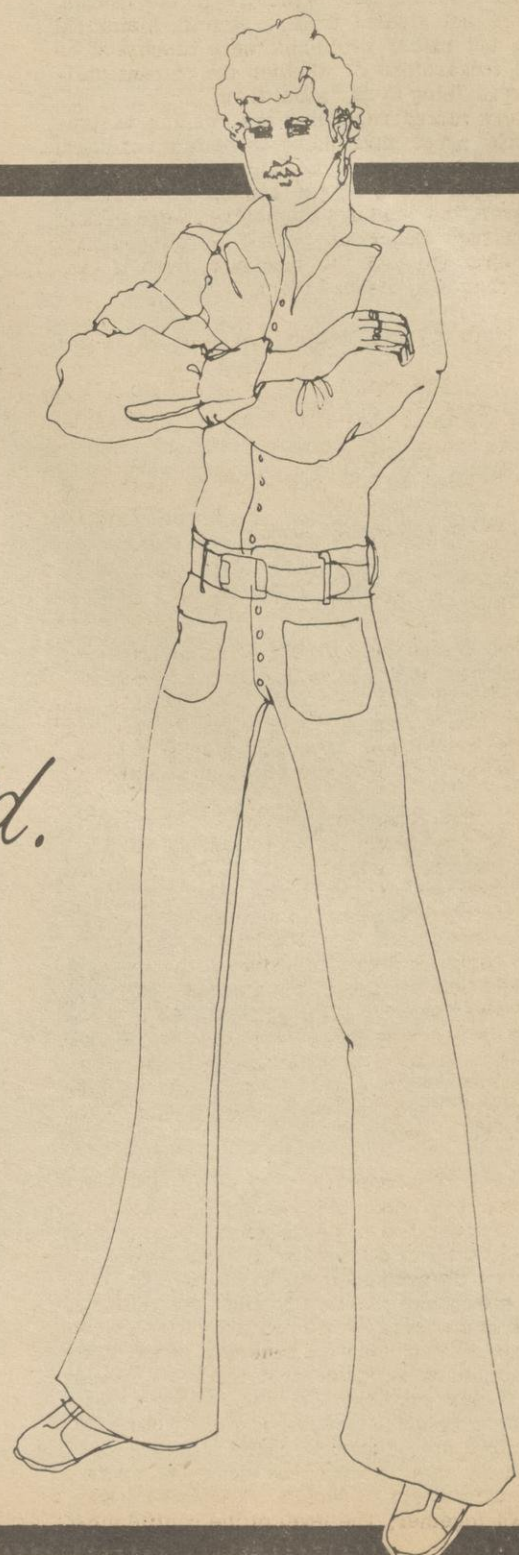


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What is your approximate mark in this course?

87 above average (53%); 68 average (41%); 11 below average (6%)

Students' paragraph: Most of Professor Kaplan's students find his lectures interesting, relevant and organized. However, some feel that there is too much material covered in too short a period of time; the student gets a taste of everything but does not go into any one subject too deeply.

Quiz sections appear to be what the students make them. The success of quiz sections depends mainly on students asking questions or showing a desire to discuss specific topics. New material is often discussed and difficult lecture material is reviewed. The main objection to quiz sections is that the T.A.'s sometimes do not attend the lectures and therefore cannot answer questions concerning lecture material. Critique: Professor Kaplan is very willing to help his students and is available to talk to them after class and in his office. He is willing to answer any questions during lecture. He is also very responsive to his students' feelings and has said that he will try to change the course next semester to make it more profitable for them.

PSYCH 225 Prof. Mote 5 credits  
No professor's statement, course information or statistics.

Students Paragraph:

Psychology 225 is a course which is required for all psychology majors. Most of the students are either juniors or seniors. In this particular survey, there were 46 students involved. The comments in regard to the first three questions were not notably varied in accordance with grade averages.

The first question called for a discussion of the lecture presentation. Almost all the students responding to the questionnaire agreed that the lecture presentation was explicit and well-organized, but the majority, including the students with above average grades, agreed that the content was relatively boring. This was attributed by one student to the inherently dry nature of the subject matter. Several students stated that a student should "really be interested" in experimental psychology before he chooses to take the course. In one case a student felt that the material was too traditional and that notes on more recent research should be included in the lectures. The lectures are essential for the exams, but because of the boring content they were poorly attended.

Secondly, the students commented on the discussion groups and the labs. Almost every student responding stated that the labs, lecture, and discussion groups were not coordinated in content. Another common complaint was that the lab reports require write-ups which were generally regarded as busy-work. A great deal of outside research is needed for the lab experiments, as their content is not discussed in the lectures. All the students, although there are three T.A.s in discussion sections, felt that there was an attempt in bringing out new points in discussion, not just a rehash of whatever was said in the lectures. One student felt that more credit should be given for work done in the lab, as the final grade for the course depends solely on the exams, the material for which comes from the lectures. More effort should be made in bringing new material into the course; perhaps the T.A.s should work more closely with the professors in coordinating the different areas of the course.

Thirdly, the students commented on the reading for the course. There is a minimum of reading to be done in the required texts, which are Experimental Psychology, by Mueller, and Experimental Psychology, by B.J. Underwood. But extensive outside reading must be done for labs and papers. The Mueller text was considered relevant and fairly interesting, but there was a consistently negative reaction to the Underwood text. It was found to be difficult to understand and extremely boring; one student called it "the worst book I have ever encountered". On the whole, the reading is relevant, but at times difficult because of its dry nature.

For questions four, five and six, the surveys were divided into sections by T.A., but no pattern was distinguishable except that a disproportionately high percentage of Sauter and Baker's students were cutting the lecture.

In Sauter's discussion section, 4 students said they would take the course again and one said that he would possibly take it again. Three would recommend it to other students, one possibly would, and one definitely would not. One stated that he would take another course by this professor, two said they possibly would, and one definitely would not. Four would like to have the TA again, and one possibly would.

In Baker's discussion section, one would definitely take the course again, three possibly would and one would not. One would recommend the course to other students, two possibly would, and two would not. One would like to take another course by this professor, one possibly would, and three would not. Two would like to have the TA again and three would not.

In Schmidt's section, thirteen students would like the course again, nine possibly would, and six would not. Seven would recommend the course to other students eight possibly would, and twelve definitely would not. Nine would take this course by another professor, twelve possibly would, and eight would not. Thirteen would like to have this TA again, eight possibly would, and seven would not.

Looking at the general trends, most of the students would take the course again, but criticism indicates that basic changes should be made in texts, coordination of discussion, lab, and lecture, and bringing newer and more interesting material into the lecture presentation.

Critique:

Experimental Psychology is a very effective course when viewed in the proper perspective. That is to say, the course is designed to be an introduction to the experimental method which is used in psychology. Two basic areas of psychology are used for this purpose; sensory psychology and learning, both of which are very well adapted in this course in teaching this experimental method. In addition, the labs and independent projects (which are done independently) are used to further accomplish this end. This knowledge is a prerequisite for all psychology majors. The material pre-

sented, however, does not stimulate the interest of the student. The field of experimental psychology should be more open to the student's own ability for creative experimentation, but this is lacking in the course. This is probably due to the fact that psychology here is presented in a strictly scientific orientation. This is a basic dilemma in this course, because this type of pure science is the essence of the course.

PSYCH 225 Dr. Brogden 5 credits  
Professor's statement:

The course will include experimental method, psychophysics, sensory psychology, motor functions, reaction time, performance, skill, conditioning and verbal learning. Primary concern will be with laboratory use of experimental method in the above topical areas. Students will conduct four classical experiments, plan one independent experiment, and plan and conduct a second independent experiment in the lab sections of the course. A written report of each experiment will be required.

I will meet with teaching assistants to assure uniformity of lab and quiz section procedures and uniform grading of students. Otherwise teaching assistants will determine their own procedures.

Course information:

Readings to be covered: Underwood, B.J. Experimental Psych. Mueller, C.G. Sensory Psychology  
Exams include one six-weeks, one twelve-weeks, and one final exam. All exams will be multiple choice type. Exam grades will be based on combination of curve and numerical criteria. Final grade will be based on exam grade and lab-quiz grade with a weighted ratio of 3 to 2.

No attendance will be taken in lectures, but is taken in lab. Students must do the lab work to receive a grade in the course.

PSYCHOLOGY 225 Dr. E. Smith 5 credits  
Professor's Statement:

The course description as to the course next semester is experimental approach to problems in perception and memory; emphasis on human psychology and relation of theory to methodology; the goal of course is appreciation of one approach to psychological problems.

I work closely with the TAs. We all cooperate in design of lab experiments, evaluation and supervision of independent research projects.

Course Information:

Readings to be covered:

McGuigan; Experimental Psychology, Norman; Memory and Attention, (also selected journal articles)  
Grades will be determined by independent research project plus two semi-planned experiments, which is approximately 50% of the grade; three exams (short essay) determine other 50%. No attendance will be taken for lecture, discussion/quiz groups or in labs.

POLITICAL SCIENCE 101 Prof. Edelman 4 credits  
Professor's Statement:

The course deals with the analysis of politics, political conflict, and the impact of public policies upon different groups of people. Emphasis will be upon Am. Gov't., especially problems of poverty, racism, and foreign policy. The TA's and I will discuss and work out together the general emphasis of the course and exams, discussing these from time to time. TAs will have wide leeway in their own sections.

Exams are 6 wks., optional 12 wks., and final, with optional papers. They will be chiefly essay with the final counting most. There is no required class attendance. Reading materials used for the course are; The Politics of Am. Democracy, How to Control the Military, and Report of the National Advisory Commission on Civil Disorders.

Student Response:

The students of Poli. Sci. 101 generally agreed that the lectures were well-organized, covered valuable material, but were boring. Some felt that the dullness was due to the basic noncontroversial material that must be covered in a basic introductory course. Others expressed great regard for Mr. Edelman as an exceptionally intelligent man, but blamed the dullness of the course on his slow and boring presentation in lecture. A chief complaint was the close correlation between the lectures and the material covered in the textbook. Most students would have preferred deviation from the basic study of the workings of gov't. to more current examples. The general consensus was that while Mr. Edelman knows what he is talking about he sticks too closely to the text and moves at too slow a pace.

Opinions concerning the discussion groups ranged evenly from boring and irrelevant to very interesting and relevant. Many students felt that the sections provided helpful preparation for the exams. Others indicated that the group leader often drew on current event examples adding greater interest and insight to the course. Several students, however, felt that the discussion sections were merely a rehash of the lecture material. They largely agreed that their discussion leaders were well qualified and quite capable in their positions.

The readings of the course were considered relevant to the course and covered the basics of Am. Gov't., but were uninteresting and dull. They all felt that the material was easily understandable and were satisfied with the light load.

Statistics:

When asked if students would take the course again, 50% said they would, 25% - possibly, and 25% negative. When asked if they would recommend taking the course to other students; 38% - yes, 19% possibly, and 43% no. They were also asked if they would take another course by this professor and answered; 27% - yes, 37% possibly, and 36% no. The same question was asked about the TA; 39% yes, 25% possibly, and 36% no. The estimated marks for the course were given with 50% above average, 49% average, and 1% below average.

Student critique:

Intro. to Politics like all introductory courses is a broad survey of the subject matter. The reading material Mr. Edelman has chosen is interesting, covers the basics of Am. Gov't., and is lightly assigned. The exams are fair, essay type, and covering concepts rather than specifics. There are two mandatory

exams, an optional twelve weeks, and an optional paper.

Mr. Edelman is a brilliant man and well respected in his field, however, his lecturing style does not hold the attention of a class of freshman and sophomores with mild interests in politics or who are merely filling Letters and Science requirements. He allows time for questions and encourages participation from the class, but few students take advantage of the opportunity. Thus improvements should center on establishing better rapport and interest between the professor and student. And the subject matter should extend beyond the mere basics of United States Government and integrate relevant topics of interest to the student.

POLITICAL SCIENCE 106 Professor Anderson 4 credits  
Professor's statement: Political Science 106 is an introductory course in comparative politics. The purpose is to give the student a basic working knowledge of the political systems of a number of foreign nations. The basic types of modern political systems are examined (democratic, communist, parliamentary, federal, unitary, etc.). The student is introduced to comparative reasoning about politics, both as a means to generalization and evaluation. The uses of comparison to develop perspective on the American political process, and to create empathy with the political perspectives is stressed.

Regular meetings are held with the TA's to discuss the progress of the course, and to take care of administrative details.

Attendance is not taken in lectures. Attendance is required in some but not all discussion sections at the discretion of the instructor.

Information: Readings include: Douglas Verney, British Government and Politics; Harvey Waterman, Political Change in Contemporary France; Arnold Heidenheimer, The Governments of Germany; Gwendolen Carter, The Government of the Soviet Union; Edward Boorstein, The Economic Transformation of Cuba; Vincent Padgett, The Mexican Political System.

The six week and final examination will deal with the materials of the lecture sessions and the assigned readings. Both examinations will include both essay and objective questions, thus testing both your command of factual knowledge and your analytical abilities. A project related to your discussion section work will take the place of the twelve week examination. This may be a paper, a take-home examination, or a group project, depending on the specific section.

Each discussion section will study a different problem of modern government—urbanization, alienation, management of the economy, minorities, poverty and social welfare, etc.—in comparative perspective.

Students' comments: The vast majority of students in Political Science 106 agreed that Professor Anderson was an informative and fascinating lecturer. His stimulating discussion of the various countries and his personal experiences within these countries added to the enjoyment of the class. Most agreed that Mr. Anderson was knowledgeable and well-suited to the course, adding to his effective presentation. He encouraged question-answer sessions thereby making the structure of the class more flexible. A small portion of the class found Mr. Anderson to be boring at times—but this seemed to be due to particular content rather than his ability as a speaker. Several noted that the historical background given various countries was, at times, over-emphasized, and note taking met with some difficulty. However, general consensus was that the professor presented witty, informative, and valuable lectures which gave the student insight into the political systems of various countries.

Discussion sections in the traditional sense were not held but were replaced by a 'mini-course' which was designed to cover various aspects of political systems, e.g. development, minority groups, revolution, etc. Students were allowed to enter into the particular mini-group that he desired. Reactions to the group sessions were varied; however, the majority of students did seem to be in favor of them. The idea of concentration on a particular topic appealed to most—especially since 106 is an introductory course. Those in favor of the groups found the extra reading to be worthwhile and the discussions educational and interesting. There seemed to be a general opinion of freedom within the groups as ideas were openly discussed and differences of opinion were allowed to emerge. Those opposed to the idea of the mini-course disliked the lack of structure though the idea intended appealed to them. Some found the groups vague and confusing and would rather have gone over lecture material.

Reaction to the readings was mixed. Some found the readings beneficial and appropriate while others found them trivial and excessive. General comment agreed that the readings were dry in comparison to the lectures and that too much content was covered in them. However, most were of the opinion that the readings were necessary to the course and relevant to the lectures.

In sum, the students were vastly impressed with Professor Anderson and agreed that content and course structure were beneficial to the understanding of the political systems discussed.

Statistical Analysis: About 70% of the students who participated in the survey felt that if they could reselect their first semester courses with their present knowledge, they would sign up again for this course. 82% of the students said they would recommend taking this course to other students. When they were asked if they would like to take another course from the professor, 77% responded positively, 28% said possibly, and only 6% said no. When asked the same question about the TA, 65% said they would like to have the TA again, 25% said possibly, and 10% said no. The students estimated their approximate grades in the course as follows: Above average—36%, Average—59%, Below Average—4%, and Pass—1%.

Critique: Professor Anderson is, beyond a doubt, one of the finest professors at this University. As an excellent speaker he has the ability to captivate the class; as an exceptionally knowledgeable political scientist he has the ability to deal with the various countries in an objective, concise manner. His candid and witty comments concerning various political figures and political situations add an even greater understanding—insight into the culture of the people. He encourages an analytical approach in gaining an understanding of the various countries and promises no easy solutions



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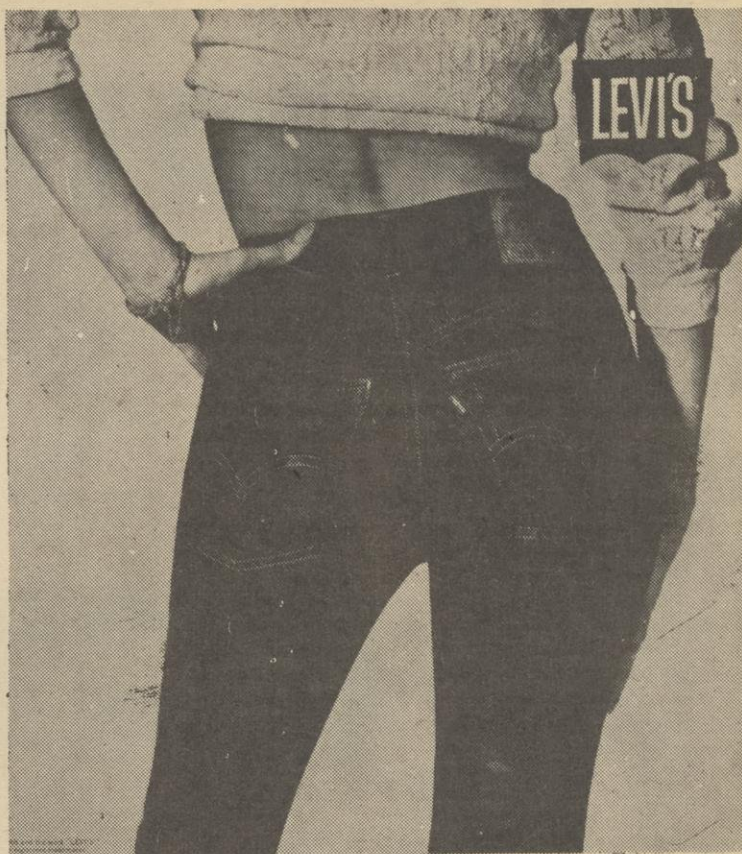
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to the complexities of foreign problems. He has been most enthusiastic in his technique and encourages question and answer sessions within the lecture to promote greater understanding of a particular topic. Admittedly, however, his enthusiasm does carry him away and therefore he can be exceedingly hard to follow at times—though note taking in the face of a remarkable speaker seems unfair. The historical background given the countries lends to increased perception when examining how particular institutions and situations arose; the cultural aspect being ever-present. Mini-sections further sort out the political systems and it is within these groups that specific analyses of economic or cultural systems occur. They have been most successful in promoting increased understanding of the complexity involved in assessing a particular society and lend much to the general lecture material in the sense that these particular topics can be applied to the more general 'whole' discussed in the lecture. For the most part, the readings have also added to general class knowledge and on the average, have been interesting and informative.

To sum it all up, Political Science 106 with Professor Anderson has been a completely enjoyable, stimulating, and informative course taught by an equally impressive man.

POLITICAL SCIENCE 109 Profs. Fowler and Hanson 4 credits

Professor's statement: Political Science 109 will be concerned with certain contemporary normative issues of politics, specifically: obligation and the state, the extent and limits of dissent, war, political trials, and the legal topics of punishment and the relation of law to morals. The aims of the course are two: to familiarize students with the serious normative disputes about these matters, and to help students learn how to make disciplined, normative arguments.

Attendance is never taken... This is a course only for those interested in serious theoretical exploration of moral issues in politics. It is not about ideology or public policy. It is not easy.

Information: The reading list has not been prepared for next semester. For examinations there are three options—1). 6th weeks, 12th weeks, and a final paper; 2). write papers for each of 6th weeks, and 12th weeks, then take a final exam; 3). write paper for 6th weeks or 12th weeks, then take the exam for the other plus taking the final. All exams are essays.

Honors discussion sections are taught by Professors while other sections are taught by carefully selected TAs with whom the professor works closely.

Student's comments: Political Science 109, "Issues in Political Thought", has a rather unique structure. It is taught by two professors, and has two one and one half hour lectures per week instead of the more common three one hour lectures. Students reacted favorably to both of these innovations feeling that since there were two instructors to give their view points, two rich perspectives were offered, often in conflict with each other. A majority of those responding felt that the two longer lectures per week were necessary because of the complex subject matter. There was a general disfavor concerning the convening time (8:25) feeling that it was too early.

Many students offered opinions concerning the teaching abilities of the two professors. Mr. Fowler received repetitive praise for this organization, persuasion based in cogent arguments, and especially his enthusiastic presentation. Many students found Mr. Hanson, however, boring and unorganized, simultaneously feeling his arguments to be foggy and burdensome. Some expressed their decided dislike with words such as "deferrable and dogmatic." Mr. Fowler's encouragement of questions at the end of lectures was also more appreciated by students than Mr. Hanson's full lecture approach. In all fairness, though, a large segment of students felt both professors were informed and even brilliant in their teaching methods.

The sole, carefully selected TA in the course, Mr. Shockley, was well accepted. He was considered informative and personable. Many students were pleased with his ability to brighten and clarify lecture material.

The reading material was least scared with criticism. Although many pupils felt it excessive, they also found it complimentary in exposing and suggesting perspectives on the difficult political and philosophical problems central to the course material.

Statistical Analysis: In the nature of advise, about 75% of the students felt that if they could re-select their first semester courses with their present knowledge, they would sign up again. About the same percentage recommended that others take the course. Ironically, after commending Mr. Shockley's ability and effort, only 60% felt they would like to have him again as a TA. Approximately the same percentage decided they would like to take another course from the professors. Almost all students were receiving average to above average grades at the time of the evaluation.

Critique: In spite of a consistent strand of criticism in the evaluations, especially the sentiment that the lectures were boring and unorganized, most students said they would re-take the course, and recommend it to others. It is a sad commentary that this paradox can be explained by the high percentage of respectable grades among those who participated in the questionnaire.

In regard to academic reform, Political Science 109 stands above many lecture oriented courses in the university. The instructors make a sincere effort to deal with enduring and immediate questions such as the draft, and morality in law, war and political trials. Student opinion, when supported, is welcomed, especially in the discussion groups. Students must write only one exam, submitting papers in place of the other two if they so choose (the final is included in this option). The honors section is taught by the professors.

109 is superficial in its regard for some arguments, but it is a large introductory course. The course material is not easy, and students should not enroll with the intent of bloating their grade points. To anyone involved in the course, the questions can get very frustrating.

POLITICAL SCIENCE 175 Prof. Pfankuchen 4 credits

Professor's statement: This is a general introductory course in international relations designed for students seeking an understanding of current world problems. The course is not one in current events, but in basic

factors and problems which underlie current events. The purpose of the course is to consider facts, principles, problems, trends, and ways of thinking about international affairs, which can be useful for many years ahead, when new and unforeseen events will be "current." Meetings with TAs will be held weekly.

Information: There will be three essay exams—one is a take-home. The grades will not be based on a curve. Attendance will be taken in discussion sections but not in lectures.

No readings are assigned in the library though ten books (some inexpensive) are required for purchase. Among these are POWER AND INTERNATIONAL RELATIONS, Claude, L.; THE CHANGING UNITED NATIONS, Calude, L.; GEOGRAPHY OF WORLD AFFAIRS, Cole, J.P.; AMERICAN FOREIGN POLICY: THREE ESSAYS, Kissinger, H.; FOREIGN POLICY IN WORLD POLITICS, Macridis, R.C.; and others.

Students' comments: Professor Pfankuchen has been teaching this course for a number of years and he knows his material. The professor has a lot of personal experiences that would be useful to the class and make it more interesting. The content of the course is very good. Unfortunately, he follows a prepared outline faithfully and his lectures tend to review the reading. Some of the class felt the material was lifeless and uninspiring. The organization is prepared to inspire a thorough method of approaching international problems through applications of national power.

Most of the class agreed they would take this course again and recommend it for others but would not take the same professor. Some of the class felt the lectures treated specific areas too shallowly for the exams. But this was necessary considering the survey nature of this introductory course. Papers or take-home exams, however, would give students more time for detailed application of the general information covered and avoid exam questions on topics that were minimally covered.

The class was very divided in evaluating the discussion sections. Some thought it was boring, useless, and not very valuable, with student apathy cited as a probable cause for these reactions. Others felt they had a chance to debate, go into questions in more detail, and participate in an open forum atmosphere of discovery instead of a controlled debate.

The professor's background and experience is shown in the choice of reading material. The class agreed that the reading was relevant, up to date, and interesting. Many felt it was the backbone of the course. In summary, the class felt the course was excellent in material covered and reading selections, but poor in lecture presentation.

Statistical Analysis: Of the students polled 60% would take the course again, 26% would possibly and 14% would not. In addition 47% would recommend the course to others while 41% possibly would and 12% would not. When asked if they would take another course with Mr. Pfankuchen 26% responded yes, 37% possibly, 37% no. 36% of the students would like to have the TA, 36% would possibly and 5% would not. The marks of the students ranged as follows: 53% above average, 42 average, and 5% below average.

Critique: Since 35% of the students were not in class on the day of the evaluation we feel they emphasize the basic problem with the course. A key solution might be to consider the reading as basic to a week's study and to hold discussion early in the week to reinforce and clear up the basic information so that Professor Pfankuchen could feel free to build on that knowledge through his own experience and insight. We would like to see some depth and reason to the many facts laid out and some information for a student to do this on his own which was almost nonexistent.

Another tragic sign in this course was lack of outward student curiosity or active participation in the class. Our suggestions for this difficult predicament are, first, to include papers or take-home exams in the course and throw out hour exams. Second, students might lead discussion sections or be prepared to provide up to date background on the area. Professor Pfankuchen followed one outline in presenting the different problem areas of the world which pointed out very clearly the complex workings of international relations. If students could work with this outline themselves, asking and relating the questions to themselves instead of watching the professor go through the thinking for them—the course would find a new excitement. We'd suggest map usage throughout the semester instead of concentrated in one week and in general, and would encourage more personal reaction from the professor as well as much more active, curious participation from the students.

SOC WORK 205 Prof. Segalman 3 credits

Professor's statement: This course covers the historical background, the basic value system, the basic methods, the ideals and the realities of social work in the U.S. The methods are presented by the lecturer and various guest lecturers who have experience or practice in various services within the field of social work. The course consists of two lectures a week and one discussion group session with a TA. The emphasis of the course is to give the student an overview of social work as it is and as it should be. The professor plans to meet with the TA's on a weekly basis, so that they may give him feedback from the discussion groups, so that he may give them a preview of his lecture topic thrusts, and so that they may be uniform and just in the design of examinations and assignments. He intends to seek suggestions from the TA's but to give them leadership and guidance in their work with their sections. TA's will be required to attend all lectures or secure full notes when absent.

Information: Readings to be covered include: The Field of Social Work, Fink, Anderson, and Conover (Holt, Rinehart, and Winston, 1969). Other items will be on file in the reference section of the Library.

Grading will be done as follows: There will be three examinations; at six weeks, at 12 weeks, and at 16 weeks. These will present six essay questions, of which the student is requested to answer four. These questions relate to substance and content-concepts and not tangential information. Grading is based not on a curve but on completeness of answer. Each student will also be required to submit a term paper, or a set of smaller papers, based on an agreed topic worked out with his TA. The final grade gives equal

weight to the four items. A final exam is required of all students who miss examinations.

Attendance will not be taken at lecture, but will be taken at discussions. Students are encouraged to attend all lectures, so that they can be fully prepared for exams, which cover not only assigned readings, but lecture materials and discussion groups. Students are encouraged to learn how to answer items distinctly and clearly, giving just enough information to answer the question and yet not so digested that one cannot determine whether or not he understands the answer. Students should adopt the "buddy system" so that if they are unavoidably absent from a lecture or discussion, they can share the information and check whether or not their information is complete. When in doubt, it will be the lecturer's interpretation which will be decisive, since this is a matter of justice for all.

The professor intends to make use of the knowledge gained during the first semester. This will make possible a more compatible atmosphere, a PA system, course note outlines and hand-outs, etc.

Critique: Prof. Segalman is a visiting professor from University of Texas-Austin. As this is the first semester he has taught here at UW and because he has plans to modify the course presentation for second semester, a general all-class course evaluation was not advised. A few evaluation notes, however, are of value.

Soc. Work 205 presents a wide-ranging look at different areas and aspects of the field of social work. Prof. Segalman's use of guest lecturers is especially helpful both for the insight that people in specialized areas may offer and because he (Segalman) is often a difficult lecturer to follow. His lectures are not highly technical, but he has a tendency to be long-winded and to sidetrack, thus sometimes making understanding of his basic points a tedious procedure. This introductory course does fulfill its purpose of providing a sense and feeling for social welfare work, with conceptual and factual knowledge of the field.

SOC WORK: 331 Prof. Flanagan 3 credits

Professor's statement: Description as to what the course will be concerned with next semester includes: Basic statistical concepts will be covered. There will also be some limited discussion of topics in research methodology, such as use of interviews, control groups, questionnaires, and attitude scales. Professor plans to work closely with the teaching assistants in the area of exercises; less so in the area of research methodology. The TAs will have an opportunity to develop some of their own concept in the area of methodology.

Information: Readings covered—two books. There will be two or three exams consisting of objective questions (true-false, multiple choice, and/or short fill-in items) plus problems. Grades in the quiz sections will also enter into the final grade. Attendance will be taken "sometimes" in lecture, discussion groups, and labs.

Students' paragraph: Student evaluation indicated general disappointment in Prof. Flanagan's research course. There was an unanimous cry of boredom, although many students blamed the course's content rather than the instructor. It was felt that Prof. Flanagan covered the material thoroughly and slowly, but spent too much time on the first half of the material. Many believed that the lack of time came from too much repetition. However, most were satisfied with the lecture's organization and very impressed with Prof. Flanagan's interest in his students. They found him very concerned and willing to offer help outside of class. There were two Teaching Assistants instructing lab sections: Dave Joranson and Bob Nelson. Mr. Joranson seemed to be satisfying to a majority of his students, always ready to give extra time for further explanation. But there were protests against his forcing personal social work interests on his students. Many felt that not enough time was being devoted to the statistics course. Bob Nelson was rated effective by most of his students. The emphasis on problem solving was found helpful. A general criticism for both TA's correlate lab material with lectures. The texts used in the course were: Statistics, An Intuitive Approach, Weinberg & Schumaker (Cal: Wadsworth Publishing Co., 1969) and The Assessment of Social Research Tripodi, Fellin, Meyer, (Illinois: F.E. Peacock Publishers, Inc., 1969). The former was virtually a complete success. Almost all found it easy to understand and relatively interesting. The latter was just the opposite, totally worthless. Everyone agreed that there was not an excessive amount of required reading. But most felt that the reading was necessary for a good comprehension of the course.

Statistical Analysis: The statistical analysis showed that most would still select the course again, knowing what they know now; 15 would still not hesitate to recommend the course to friends, while 9 wouldn't and 9 possibly would; 5 students showed interest in taking another subject taught by the same professor while 17 refused and 13 said possibly; 20 students were receiving above average marks, 13 average, 2 below average, and 1 failure.

Critique: It seems that too many students were content on being satisfied with the statistics course because it was a required subject. Most seemed to feel that there was no other alternative. Personally, it's a sorry state when such an attitude is voiced. It seems that students have come in contact with so many inferior courses, many of them required, that they now expect it. Many comments stated: "the lectures were boring, but what do you expect with the material being handled." I cannot help but believe that if enough time and effort is placed in the presentation of material, the job can be done effectively. Many students were concerned about not having enough practical application with the concepts gained over the semester. Endeavor in this area might have improved morale. It was apparent from the class' attendance that something was dreadfully wrong. Most of the time only one-third of the students attended. The general consensus was that statistics, 331, was boring, but that it is the easiest of the research courses fulfilling the requirement.

SOCIOLOGY 125 Dr. Finsterbusch 3 credits

Professor's statement:

The present make up for the course is:



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first six weeks; consideration of power elite question second: domestic problems third: international relations The make up is the same as this semester, except I intend to expand the section on domestic problems, which I will try to organize around a theory of revolution and reform movements. I will reduce my emphasis on the power elite question though it still will be important.

The T.A. and I make up the exams together. We both read every independent paper. I read no more than 10% of the remaining papers.

Course information: Readings to be covered: Galbraith, New Industrial State; Baran and Swezy, Monopoly Capital; Anderson, The Age of Protest; Olgeby, Containment and Change. The exams and grading will be the same as this semester, 1 paper required (6 weeks) Paper or exam (choice) at 12 weeks and 18 weeks. Exams: extensive take home essay. Grade equals average of 3 papers or exams.

The research option will again be available next semester. It eats up a lot of my time (advising) but I think it is worthwhile.

Students' paragraph:

This course is essentially a survey course. It covers many aspects of our society. Unfortunately an undue emphasis is placed on certain topics. An entire six weeks, for example, was spent on the power elite question with only two weeks spent on the black movement. The lecture sessions are often quite boring. Professor Finsterbusch knows his material but, many times, cannot present it clearly. This is due to lack of organization and faulty speaking techniques. The material is such that it is often more fit for an economics course rather than a sociology course. The material presented is usually just an opinion of some author, not of Finsterbusch himself. There is no opportunity for discussion of the opinions of both the students and the professor, because of this a discussion section is needed once a week in place of one lecture. Students would learn more this way. In addition, the TA is very helpful if you go to see him. He could add tremendously to the lectures if he had a discussion section. The readings for this course are both relevant and interesting. They are very helpful if one is working on a research paper to be used in place of an exam.

Statistics:

Having known this course, would you take it again?

32% yes; 37% possibly; 32% no

Would you recommend taking this course to other students?

32% yes; 44% possibly; 24% no

Would you like to take another course by this professor?

23% yes; 29% possibly; 49% no

Would you like to have this T.A. again?

34% yes; 27% possibly; 17% no

What is your approximate grade in this course?

42% above average; 46% average; 5% below average

5% pass; 0% fail

Critique:

I personally felt that, as did most people, the amount of time spent per section could have been better distributed. However, the professor plans to change that next semester. My chief criticism of the course is that the lectures were hard to follow. I think better organization would help considerably. Also, less emphasis should be placed on figure and more on concepts. Prof. Finsterbusch has done a good thing by allowing the course to be taken in three different ways: either by taking an exam on the lectures and reading every six weeks, by doing a paper on the general topic of the six-week period, or by doing a completely independent paper to count as the entire grade.

**SOCIOLOGY 125** Dr. Hamilton 3 credits

Professor's statement: The course will cover major theories about operation of economically advanced societies; social and economic conditions in U.S.A.; historical background, Cold war, the military-industrial complex; the situation of and political outlooks of the major component groups of the society.

Course is a lecture course, three per week. There are no scheduled discussion sections.

Course information:

Readings to be covered: Domhoff, Gouldner, Horowitz, Kozol, Mills, Sexton, Vidich, and Lundberg. The exams will be multiple choice.

Students' paragraph:

About half of the students who responded indicated that they thought the lectures were interesting and effective. About 20% felt that the lectures were interesting and sometimes boring while an equal amount felt that they were too statistical and generally boring. 20% (the same 20%) found that lectures to be poorly organized while double that amount found them to be well organized. The majority of students polled found presentation poor. They felt that he was confusing, occasionally repetitive, that his direction was sometimes unclear, and that it was difficult to catch all of his words. Many found him to be opinionated. There were several complaints that he leaves no room for disagreement and that the tests are concerned only with this opinions. A few indicated that he was witty and seemed concerned with the students.

Discussion groups for this course were optional. The majority did not attend them, and many complained that they would have liked to very much but that they were poorly timed and conflicted with other classes. Some remarked that discussion in this sort of course is important and quiz sections could be good and should perhaps be required. A large majority apparently attended review sections and found these extremely helpful, particularly in straightening out confusion. There were few comments about the T.A.s, but those that were there indicated that the T.A.s were good.

About 20% said that there was a lot of reading, but that it was not excessive. Double that found the reading too much, particularly in the second half of the course. A large majority indicated that not all the readings were necessary for understanding the course, they found some to be irrelevant, repetitions, statistical, and boring. The professor apparently places most stress on his own writings, and some students indicated that

they were all it was really necessary to read.

Statistics:

Having known this course, would you take this course again?

91 yes (73%); 16 possibly (13%); 18 no (14%)

Would you recommend taking this course to other students?

86 yes (69%); 34 possibly (27%); 6 no (4%)

Would you like to take another course by this professor?

63 yes (50%); 43 possibly (34%); 21 no (16%)

Would you like to have this T.A. again?

21 yes (48%); 16 possibly (36%); 7 no (16%)

What is your approximate mark in this course?

81 (63%) above average; 40 (31%) average; 4 (3%) below average; 3 (2%) pass

Critique:

I felt that everyone should take this course to gain insight deep into society and its basic ills. It destroys many myths about America. There are some problems, however.

The lectures are straight in presentation but they often appear to be disorganized and he seems to go off on tangents. Also, the professor has an apparent unwillingness to deal with spontaneous questions from the floor during class. They seem to threaten him. This way of dealing with them is to first embarrass and then crush the student.

This is straightened out in the discussion groups which were added by Professor Hamilton to give students an opportunity to deal with questions arising from lectures. However, because they are not mandatory, few people attend them. One of the T.A.s is exceptional in the amount of time and effort she is willing to give to students.

**SOCIOLOGY 125** Dr. Zietlin 3 credits

Professor's statement:

The course will cover ownership and control of the economy; wealth and income inequality; poverty: causes consequences; the war in Vietnam and the revolution in Cuba as case studies of the U.S. in the international arena; theories of power in America; the struggle for power; the New Left. Objective is to enlighten and provoke thought about social structure and political economy; to see U.S. anew and freshly—and to do so with the tools and methods of social science.

I work quite closely with the teaching assistants.

Course information:

Readings to be covered: Check the past semester's syllabus, it'll be about the same.

Term paper; six weeks exam (essay); final exam (essay and short answer and take home).

Attendance is not mandatory. Grade on absolute scale; every student is potentially an "A" or "F"

This will probably be a large lecture class; I will try, however, to make time available every lecture period for questions and comments, say, about 15 minutes at the end of the hour. I may use a new system of asking for written questions at the end of the hour and answering them at the beginning of the next period. Some students suggested this would allow me to choose the questions most relevant.

**SOCIOLOGY 130** Dr. DeLamater 3 credits

Professor's statement: The objective of the course is to develop awareness of the individual and social factors which are related to deviant behavior; emphasis is on breadth rather than depth, and thus I attempt to integrate psychological and sociological materials. General concepts, problems are stressed rather than details. Areas covered include Individual Deviance (mental illness, suicide), Group Deviance, Labeling of deviants by others, and treatment strategies. How closely I plan to work with the teaching assistants depends entirely on who the TAs are, which I won't know until January. If they (I will have 2 TAs) have the motivation and interest, I would like to work closely with them, both on general educational problems (e.g. leading group discussion) and on course material, evaluation criteria.

Information: Readings for the course will include Robert White, The Abnormal Personality, Dinitz, et al., Deviance, and Golding's Lord of the Flies. If the TAs agree, there may be two take-home essay exams. Otherwise, two exams combining multiple choice and short answer. If the latter, he would like to have at least one short paper by students. Optional term paper. In any case, grading is based on class curve. Attendance will not be graded. Professor DeLamater further commented that he will try to stimulate more two-way communication in lecture than he has this term.

Students' paragraph: Almost all of the students felt that the course was interesting, valuable, and relevant. The large majority indicated that it was well organized, and there were no remarks to the contrary. Several indicated that the outline was helpful. Half of the students said that the presentation was good. The other half said that it was poor, sometimes boring, not specific enough, and not stimulating enough. They seemed to feel that the content was good but was not made interesting enough by the professor. A few indicated that the professor rehearses the text while others felt that the lectures tied in well to the text.

About a third of the students felt that the discussion groups were boring and a waste of time. Some blamed this on the T.A. The comments were that he was hard to understand, uninformed, unorganized, and not deep. There were complaints that he was not a good discussion leader, that the discussions were rehearses of the lecture and were more like lectures than discussions. Some were disappointed—they felt that the discussion groups had potential but that it was up to the students to make them good. About a third of the students indicated that the discussion groups were somewhat valuable and one or two found them stimulating.

The large majority of students were pleased with the reading. They found the reading to be valuable, good, interesting, relevant, and helpful to the lecture. A few indicated that there was too much reading. There were also scattered comments that the reading was dull at times and that some of it was out of date.

Statistical Analysis: Knowing what they now know about the course, 69% of the students in the course would take the course again, 25% possibly would, and 6% would not. When asked if they would recommend the course to other students, they replied as follows:

YES—67%; POSSIBLY—31%; NO—2%. They answered the question "Would you like to take another course from this professor?" in the following: YES—36%; POSSIBLY—43%; NO—21%. In answer to the question, "Would you like to have this T.A. again?" they said: YES—31%; POSSIBLY—38%; NO—31%. The estimated approximate marks they were receiving in the course were: ABOVE AVERAGE—48%; BELOW AVERAGE—3%; PASS—1%.

Critique: I am enjoying this course. The material is interesting and relevant, and the presentation is entirely satisfactory. There is a reasonable amount of reading, and I have found it relevant to both the course and society. Personally, I have found the professor to be openminded, sincere, and concerned about the students. The discussion sections have been disappointing. This is probably somewhat the students' fault but is largely the fault of the TA who generally seems very uninspired.

**SOCIOLOGY 130** Dr. Finney 3 credits

Professor's statement:

The course is a survey of several important social problems, including poverty, racism, organized and white-collar crime, the influence of the military establishment, etc. Other topics to be dealt with briefly in regular "debates" between students. I will have no teaching assistants.

Course information:

Readings to be covered: reading list currently being formulated. There will be two one-hour exams - short essay type. Conventional grades, except as follows: A can be earned only by writing a good paper.

The attendance in lecture, discussion/quiz will only be informally, unless attendance drops off and some control is needed.

**SOCIOLOGY 130** Dr. Friday 3 credits

Professor's statement:

The course centers on major problems today, crime, drug use, civil disobedience, urban riots, mental illness. Purpose is to provide a basic understanding of sociological principles operating in the society, today. Students will be asked to evaluate information and to think about these problems.

Teaching assistants are given maximum independence.

Course information:

Readings to be covered: Clenard, Sociology of Deviant Behavior; Anderson, The Age of Protest; Winograd, It's Happening; plus library reading

There will be three exams, essay types.

No attendance will be taken in lecture and discussion quiz.

**SOCIOLOGY 130** Dr. Lentz 3 credits

Professor's statement:

The goal is to achieve perspective and understanding of social problems including delinquency and crime, mental ill health, problems of minority groups, poverty, alcoholism, drug addiction and others.

Quiz instructors will attend lecture and work up exams with me. The discussion sections will be geared to lecture and readings as will be true for the exams.

Course information:

Readings to be covered: Text: Clinard, Sociology of Deviant Behavior; Readings in Rushing, Deviant Behavior and Social Process; Mechonic, Mental Health and Social Policy

We will have true-false and short essay exams six weeks and 12 weeks and final. Graded on crude curve.

Attendance will probably be taken in quiz groups.

**SPEECH 130** Prof. Skloot 3 credits

Professor's statement: The course attempts to give students of all levels, but primarily freshmen and sophomores, an introduction to the art of the drama. It covers basic theories of the drama (why it is, what it is), the different types of drama (tragedy, comedy, etc.), the modern movements in drama (Realism, Expressionism, Existentialism, Absurdism) and the functions of the practitioners of theatre (the director, actor, critic, costumer, etc.). Two lectures per week are supplemented by readings of approximately a dozen plays which are related to the lectures and then discussed in informal discussion sections (one per week). I have restructured the course so that it deals less with a history of the drama and more with the theories and movements, etc. as they have occurred in modern times, that is, since Ibsen. This is done so as to more easily relate what the student sees in today's theatre to the ideas (social, aesthetic) which are contemporary to our experience.

The course, further, is augmented with films, slides, and tapes utilizing the facilities of the UW Multi-Media Instructional Laboratory. From time to time, guest lecturers of special competence are asked to lecture as well. Above all, the course seeks to arouse the student's interest in the art of the theatre, to stimulate his critical faculties in evaluating this art and to begin his exposure to ideas and examples of modern theatre theory and practice.

The TA's have latitude in developing the nature of the discussion sections within the course structure. I work as closely as possible and necessary which, in the past, has proved minimal.

Information: There are two hour examinations, both take-home or containing substantial take-home questions. No attendance is taken in lecture. The TA's maintain a fairly rigorous attendance standard in discussion sections. There are also three quizzes in discussion sections, and the student is required to write two play reviews. The grading is in the hands of the TA.

Students' paragraph: Prof. Skloot's presentation of Speech 130 (Introduction to the Dramatic Arts) is very effective, according to most of the students in the class. Most agree that he is very dynamic, sometimes a bit too theatrical. Many students commented that in lecture, they feel like they are attending a performance by an actor rather than a lecture by a professor. Skloot's use of visual aids often adds interest to his lectures, and helps make some points clear. Students said Skloot's enthusiasm for his subject and his thorough knowledge of it are inspiring. The material is interesting and well organized, but lectures were often so packed with information that it was difficult to take notes. Many students commented that the 12 weeks test did not test



proper or relevant material. Comments on the quiz sections varied widely, pointing out the importance of the specific TA and group of students in making any discussion worthwhile. Readings were generally considered relevant. Since most of the plays read were not lectured on, any discussion of the plays had to come in the quiz sections. Most quiz sections concentrate on the plays and go over lecture material only the students ask to.

Statistical analysis: 375 students in the course responded to the questionnaire. 82% of them said that they would take the course again, knowing what they now know. 13% said they possibly would, and only 5% said they would not. 81% said that they would recommend this course to other students; 15% said possibly, and only 4% said they would not. When asked if they would like to take another course with this professor, they responded as follows: 67% said yes they would, 24% said possibly, and only 9% said they would not. The same question was asked with regard to the TA—would you like to take another course from this TA, and the results were as follows: Pfaff, yes 50%, possibly 30%, no 20%; Wood - yes 26%, possibly 17%, no 47%; Holewinski - yes 25%, possibly 25%, no 50%; Sweet - yes 30%, possibly 37%, no 33%; Gelman - yes 50%, possibly 30%, no 20%; Shelton - yes 45%, possibly 45%, no 10%; Kussler - yes 43%, possibly 35%, no 22%; Skloot (honors section) yes 70%, possibly 30%, no 0%.

The breakdown of the class by classification was: 35% freshman, 35% sophomore, 18% junior, and 12% senior. The students estimated the approximate grades they were earning in the class as follows: ABOVE AVERAGE—54% AVERAGE—46% BELOW AVERAGE—less than 1%.

Critique: As Prof. Skloot set up his drama course, the grades were to be based on two play reviews, three short quizzes in quiz section, a twelve weeks exam and the final exam. The TA's give the grades, however, and are free to emphasize or de-emphasize any grades they wish. This leads to discontinuity in the class as a whole. The twelve weeks exam did not cover what many students and TA's thought to be the most important aspects of the course. The readings consist of one play a week and a short book on the theatre.

#### SPEECH 130 Prof. Tolch 3 credits

Professor's statement: We study drama from some major periods and from most of the Western World. Central to our study is attendance to significant drama which happens to be performed on campus during the semester in which the student is enrolled. This arrangement makes it difficult to organize the course into convenient divisions and hence there is little attempt to follow a close organizational pattern. In addition to this feature, we try to engage the student to discuss and talk about theatre which interests him as well as to keep it related to the drama which we are studying. The TA's and the professor meet each week from 1 and one-half to 2 hours to discuss plans for the course. In addition, they select plays together, decide on testing and grading together. They try to make the course a "team" effort. Sometimes the TA's are invited to give selected lectures in the lecture sections.

Information: The class reads about 20 plays a semester, from the Greeks to the contemporaries, plus attends five or six plays.

A six weeks exam is given. There is no set exam form. It may be essay, objective, or a combination. This particular feature is not decided until the 3rd or 4th week. Grading may be curved, but not necessarily so. Each class is considered on its own merits. Grading is fairly standard. The 12 weeks exam can take several forms. There is no standard procedure. There is a fairly standard final in the course. Term papers are minimal or non-existent.

The professor says, "I don't make a big thing of attendance. This is a decision for the student in view of what is expected of him. Attendance in the discussion sections is very important."

Student's paragraph: A group of people in the course commented that the lecture was good and interesting, but the other half said that material was boring and that it had little value. They said that the material was poorly organized. The professor was generally thought of as good and it was appreciated that he tried to make the lectures less dragging. One of the highlights of the course was the bringing in of outside speakers.

Many of the students felt that the lab and quiz section were new, interesting and of great value. It was supposedly not too much of a rehash, but a bit too extensive. The labs were thought of as beneficial. The quiz supplemented and coordinated the lecture.

Comments on the readings were equally divided between appropriate for the course and unnecessary for the course. However, generally they were considered fairly interesting and relevant. Theatrical Response was pointed out as too difficult. Some people felt that there was too much reading.

The main additional comment was the course was costing the students too much money.

Statistical Analysis: 65% of the students who answered the questionnaire said they would take the course again, knowing about it what they know now. 20% said they possibly would, and 15% said that they would not. When asked if they would recommend the course to other students, they replied as follows: YES—60% POSSIBLY—28% NO—12%. Their answers to the question "Would you like to take another course from this professor?" were: YES—36% POSSIBLY—33% NO—31%. In answer to the question, "Would you like this TA again?" they said: YES—58% POSSIBLY—25% NO—17%. The estimated approximate marks they were receiving in the course were: ABOVE AVERAGE—55% AVERAGE—42% BELOW AVERAGE—2% PASS—1% and FAIL—none.

Critique: Speech 130 with Prof. Tolch is very difficult to describe. It is interesting, but very unorganized (which the professor himself has admitted.) It is a small lecture, approximately 150 students, but it is a rare occasion when more than half of them show up. This is mainly because few of the lectures

discussions will give you any help on the exams; reading the assigned plays is sufficient to pass the course. Prof. Tolch is a very good lecturer. The lectures often turn into a discussion, as he prefers to talk with his students rather than at them.

#### SPEECH 150 Prof. Merritt

Professor's statement: The course is structured into three areas: film history, technique, and style. The lectures generally re-emphasize the readings, and yet go beyond in an attempt to tie them together in the larger scope of relating film to society. The six-week and final exams cover lecture material and the selections form an interesting reading list. They also emphasize the films which were seen in class at the weekly showings. Replacing the twelve week is a project which can be a film of the student's own making, writing a script, or a ten page study of a film. This project allows one the chance to gain personal experience in one of the aspects of film making or analysis.

Students' paragraph: None was supplied.

Statistical analysis: 75 students responded to this questionnaire. 82% of the students said they would take this course again, knowing now what they do about it. 12% said they possibly would, and only 6% said they would not. 82% also said they would recommend this course to other students. 16% said they possibly would, and only 2% said they would not. 64% said they would like to take another course from this professor; 28% said possibly, and only 8% said they would not. When asked the same question about the TA, 74% of those who had Prof. Merritt for quiz section said they would, 17% said possibly, and 9% said they would not. As for the other TA, Mr. Plinn, 50% said they would like another course with him, and 50% said possibly. The general breakdown by classification was: 4% freshmen, 40% sophomore, 30% junior, and 26% senior. The students estimated their approximate grades as follows: ABOVE AVERAGE—41% AVERAGE—59% BELOW AVERAGE—none.

Critique: Most students in Prof. Merritt's Intro. to Film lecture said that the material presented was quite interesting, but often repeated in both the lecture and the readings. Many people feel they have learned a lot of useful information about films that they could not have learned elsewhere, as there is not an abundance of recent written material on film. Prof. Merritt's thorough knowledge of the subject and enthusiasm for it was stimulating, according to several students, but his apparent nervousness detracted somewhat from his otherwise organized and interesting lectures. Labs (1 film a week) and discussion groups following them were the high point of the course for many. They felt Merritt (who took most of the discussion sections) was genuinely interested in the students' ideas, and in these groups, they got a chance to apply what they learned to specific films. Most students thought the readings were generally relevant, but often repetitive and excessive.

#### SPEECH 160 Prof. Rosenfield 3 credits

Professor's statement: This course is concerned with the study of how personal human communication habits influence consumption of public messages.

The professor works with the TA's in the following ways:

- 1) Intensive week-long orientation
- 2) Weekly staff meetings to prepare labs and handle administration
- 3) All TA's will have sat through the course prior to teaching it.
- 4) Three special staff sessions, each a day long, are held during the course of the term.
- 5) One TA is assigned by the Department to handle course administrative details.

Information: Readings include: Eric Berne, Games People Play; Genet, The Balcony; F.C. Crews, The Pooh Perplex; Alan Watts, The Book; Reserve articles. Grading is based on the following criteria:

- 1) 2 objective exams - 50%
- 2) 4 papers (1 page each)—20%
- 3) Final exam—30%

No attendance is taken in class.

Students' paragraph: None was supplied.

Statistical analysis: None was supplied.

Critique: None was supplied.

#### SPEECH 250 Prof. Sherman 3 credits

Professor's statement: The purpose of Speech 250 is to provide a critical awareness and appreciation of mass media and to allow students to articulate and evaluate their involvement with these pervasive systems. To this end, the course is divided into four major units. The Communication Environment; Print Media; Film, and Electronic Media. Even though the media are treated individually, an attempt is made to indicate that they are not necessarily mutually exclusive and that concepts and characteristics related to one medium can, in many instances, be applied to all others. Also, the course is designed to illustrate that the mass media not only influence society but, most importantly, are a function of American social, economic, and political institutions.

Since the enrollment in Speech 250 is generally large, the TA's must play an important part in the course. To achieve maximum involvement, we usually meet every other week to consider lecture material, discussion section topics, reading assignments, examinations, term projects, and course innovations. The TA's, with their close student contact, provide a constant source of feedback, and from their suggestions new content and materials are added to the course whenever possible.

Information: Readings to be covered include: Theories of Mass Communication; Due to Circumstances Beyond Our Control; Picture; Gospel According to Peanuts; The Great Radio Heroes; The Disney Version.

Marks are determined by: Essay examinations at the six-week period and finals; a term project which can be either a research paper or an original production in one phase of the mass media; a short paper evaluating informational aspects of the media.

Attendance is not taken in the lectures. The TA's are responsible for the discussion sections.

Student's paragraph: Speech 250 is a highly enjoyable introductory course which is basically a fun course—not too terribly academic. Prof. Sherman presents a very slick, well-packaged lecture, and augments his presentation by means of varied audiovisual aids which help create great student interest in the course. The lectures are structured and very well organized, yet manage to stimulate rather than bore. Prof. Sherman is deeply involved in his course and his interest is evident in his lectures. His flair humor, and personality make it the popular course that it is. While he expresses his own opinion freely,

he faithfully allows time for questions at the end of each lecture period. He maintains a flexible syllabus and invites guest speakers to discuss specialized topics. Prof. Sherman makes himself available to his students outside of the formal classroom, and is regarded by his students as one of the "coolest" professors in the University system.

Individual quiz sections are given considerable freedom concerning the format of the discussion which rarely coincides with the lecture material but is sometimes informative. Quiz sections tend to degenerate into general bull sessions which are effective only on occasion.

There were not an excessive number of readings required. All were contemporary paperbacks usually in novel-like form. The nature of the course lends itself to many interesting books. Prof. Sherman has countless enjoyable books at his disposal and could perhaps make more appropriate selections. Several of this semester's choices were considered mediocre, boring, or irrelevant. But at present, the lectures are the essence of the course, and that any professor is able to maintain such a high standard of excellence over an entire semester is quite remarkable.

Statistical analysis: 214 students participated in this survey. A remarkable 93% of the students said that they would take this course again, knowing what they do about it now. 6% said they possibly would, and only 1% said they would not. 79% of the students said they would like to take another course from this professor; 18% said possibly, and 3% said they would not. The breakdown of answers to a similar question about the TA was as follows:

	YES	POSSIBLY	NO
Bourgeois	9%	51%	40%
Book	52%	27%	21%
Olander	62%	30%	8%
Sewell	20%	20%	60%
Sherman	75%	0%	25%
LeDuc	40%	40%	20%
Bullis	33.3%	66.6%	0%
Jeter	60%	20%	20%
Zussman	78%	22%	0%
Glasberg	27%	52%	21%
Crowell	66.6%	0%	33.3%

Critique: That Prof. Chuck Sherman plays to standing-room-only crowds in his Speech 250 lectures every Tuesday and Thursday testifies to the outstanding quality of his performance. It is precisely this expert showmanship that draws a student audience which appreciates being entertained while being informed. Many students recognize the conceit of a polished performer in Mr. Sherman, but they consider his self-satisfaction understandable and not unjustified. One does not envy, however, the task of Sherman's TA's who must somehow meet the challenge of equalling their superior's wit, wisdom, and charisma. Thus, a general dissatisfaction is evident among students concerning the purpose and value of their quiz sections. Requirements for the course are not excessive and include the reading of five paperback books, a six-week exam, a twelve weeks term paper or project of the student's choosing, and a final exam. Prof. Sherman gives notoriously fair and reasonable exams, and he deserves applause for selecting inexpensive paperbacks for the reading list. Speech 250 cannot be faulted as being more superficial than any other introductory course, but one can criticize Prof. Sherman's failure to present theories of mass communications which differ from his own. The survey bears out that despite Speech 250's overwhelming popularity with the students, Prof. Sherman should consider revising his reading list and assume a greater role in directing his TA's efforts while still taking pride in those standing-room-only crowds.

#### ZOOLOGY 101 Prof. Fraser 5 credits

Students' paragraph:

The students are generally satisfied with the Zoo 101 lecture. The students almost unanimously agreed that the lecture was well organized and invaluable for studying and taking exams. However, there was a substantial difference of opinion over the lectures degree of interest with comments being either "very interesting" or "very boring." Few thought it too hard to understand, and the only other criticisms that occurred with any frequency were that material was sometimes presented too fast or consisted of too many details. The worth of labs and quiz sections were very dependent on the ability of the T.A. Most thought quiz sections a waste unless there were questions from lecture because little or no new material was presented. The general opinion of the labs was that the lab periods were too long and that there were too many quizzes and untrained T.A.s. The text is a good reference source, but the general consensus is that the reading is unnecessary because exam material is covered thoroughly in lecture.

Statistics:

Having known this course, would you take this course again?

186 yes (72%); 30 possibly (12%); 42 no (16%)

Would you recommend taking this course to other students?

166 yes (64%); 62 possibly (24%); 30 no (12%)

Would you like to take another course by this professor?

120 yes (46.5%); 74 possibly (28.5%); 64 no (25%)

Would you like to have this T.A. again?

116 yes (45%); 94 possibly (36.5%); 48 no (18.5%)

Critique: Professor Fraser's lectures are well organized and he keeps them tight and interesting for the material covered. Although there is extensive use of terms and detailed names, which some do not like, none of the presentation is vague; very few thought the course hard to understand or taught on too high a level. Many who disliked the course disliked it merely because it was a science. Some of the material in lecture was so straightforward, it left little to be explained in discussion, and so to many, discussion sections seemed a waste unless new material was presented, which few T.A.'s did. Many judgments on quiz and lab sections were based on T.A.'s alone and their handling of them, which to many seemed poor. The essence of course is in the lab where abstract terms and concepts in lecture are applied to material objects, i.e., visual aids, dissections, and other experiments. The course, in general, is a good learning experience.



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