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8-11-72
Fall Orientation Issue

Daily Cardinal

little theatre and
tried to make a mess of it, stabbing with knives and
splattering our pretty picture-world with the mud of
reality. That was not pretty of you.

herman hesse, steppenwolf

Fall Orientation Issue, 1972

Vol. LXXXII, No. 171

92 Pages in five sections

University of Wisconsin — Madison



Fall Orientation Issue

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IT'S AT THE UNION

membership

You are a member of the Wisconsin Union, as soon as you pay your tuition the services in both buildings are for your use . . .

Memorial Union
800 Langdon St.

Food Service includes
Cafeteria
Tripp Commons
Rathskeller

Union South
227 N. Randall Ave.

Food Service includes
Snack Bar
Red Oak Grill
Carousel Cafeteria

We have many more services for you, including the Outing Center at Memorial Union and the Games Room at Union South.

a place for you.

There's a place for you and your ideas. And as you become involved in programming you meet nice people too.

Interest Areas are:
Outreach and Services
International Affairs
Arts and Crafts
Issues and Ideas
Theater Arts
Social
Hoofers

Stop in and see Carl Reiche
Program Office
Rm. 509, Memorial Union

food savings

Have you planned in advance for a balanced diet?

Meal Plan

In Memorial Union Cafeteria

5 dinners a week
\$136.95

4 dinners a week
\$114.24

choice from at least three entrees
potato dishes, vegetables, beverages and breads
salad buffet
plus dessert

The savings of 10-21% does not include your seconds and thirds, so your savings can be even greater.

Or choose the flexible **Discount Meal Coupon**
costs \$10, buys \$10.90 worth of food

You may use your coupon in

MEMORIAL UNION
Tripp Commons
Rathskeller
Cafeteria

UNION SOUTH
Snack Bar
Carousel Cafeteria
Red Oak Grill

Ye Olde Sweet Shoppe (in both Unions)

Both the Meal Plan and Discount Meal Coupon are available at Memorial Union Accounting Office, and at the Union Information Booth during Registration Week.

Armstrong to Appeal Extradition

Defense group challenges Young's hearing statements

By JONATHAN WOLMAN
of the Cardinal Staff

Legal activity in the case of accused saboteur Karleton Armstrong was confined to Canada this summer, where an Ontario Provincial Judge ruled that the 24 year old Madison man must be returned to Wisconsin to stand trial.

The decision of Judge Harry Waisberg, rendered on June 30, is currently being appealed in the appellate courts of both the federal and provincial court systems in Canada. Armstrong has been held in Toronto's Don Jail, without bail, since his arrest on February 16, 1972.

He is being charged with four separate offenses in extradition warrants served by representatives of the state of Wisconsin Justice Department. They include three counts of arson, and one count of first degree murder.

The arson charges are all related to incidents which occurred on the Madison campus in the winter of 1969-70. Armstrong alone is accused of firebombings directed against the Reserve Officers Training Corps offices in both the Langdon St. Armory, and in its T-16 headquarters, as well as a firebombing of the Primate Research Center then located across a narrow alley from the State Selective Service offices. It is believed that the SS offices may have been the intended target of that incident.

Armstrong is one of four men charged with first degree murder in the death of a University research physicist who died as a result of the concussive effects of a bombing directed against the Army Mathematics Research Center, then located in Sterling Hall on Charter St.

IN TORONTO, Armstrong's lawyers argued that the former University student was ineligible for extradition under the terms of the U.S./Canadian extradition treaty. The treaty holds that political crimes are not liable for extradition. Clayton Ruby, co-counsel for Armstrong presented a string of nine witnesses who related evidence to place the bombing Armstrong is accused of perpetrating into a certain political context. Waisberg ruled all of the defense

testimony as insubstantial, and citing statements by witnesses for the state of Wisconsin, bound Armstrong over for extradition.

Witnesses appearing on behalf of Armstrong included Marc Levy, Pat McGilligan, Michael Murtha and Phil Ball of Madison, as well as Tom Hayden, Billy Kaplan, James O'Brian, Noam Chomsky and Staughton Lynd.

The Madison witnesses testified at length to demonstrate that the bombings were part of several years of intense political activity directed against those targets, among others.

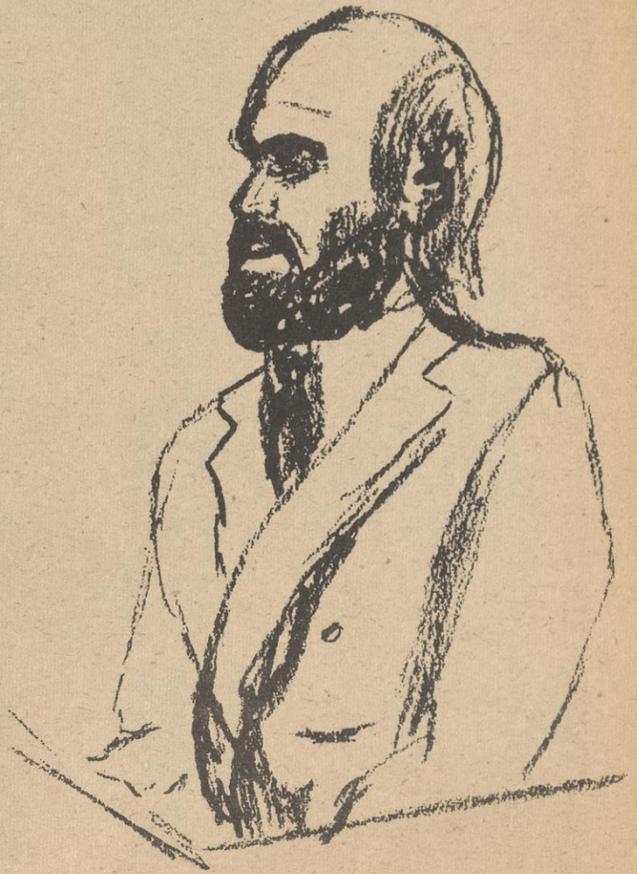
Levy and Kaplan were representatives of the Students for a Democratic Society (SDS) in 1969 when they presented the Madison campus Chancellor with three demands, including the removal of AMRC and ROTC from university facilities. McGilligan is a former editor-in-chief of the Daily Cardinal, and Ball once worked with Armstrong with the Madison Tenants Union. He is presently director of the University YMCA.

Murtha is a long-time Madison activist who was called before a grand jury investigating the AMRC bombing. He testified that the questions posed him by the jury were of a strictly political nature.

THE OTHER WITNESSES all made presentations attempting to place the bombings in either an ideological political framework or in a historical political context. O'Brian is writing an exhaustive history of the "new left" for his doctoral dissertation, and the former Madison resident used his academic work in evidence.

Lynd, a former professor at Yale, spoke of the historical precedents for political violence, invoking at one point a comparison of this case with John Brown's activities prior to the Civil War. Chomsky, a professor of linguistics at the Massachusetts Institute of Technology, talked about the use of sabotage in affecting antiwar strategies, and compared the violence of the four bombings with the destruction and violence by the U.S. Government in Southeast Asia.

(continued on page 13)



Courtroom sketch by Nancy Schwartz

Group Meets to Plan City Women's Center

By MARY KAY MARTIN
and ELLIE BUDOW
of the Cardinal Staff

A group of community and University women are meeting together to establish a Women's Center in Madison.

The loosely formed collective of about thirty women has been meeting since May. The energy for the center originated during a women's conference held here in early May. Though the idea had been brought up previously at women's meetings, the coordination necessary to get started had not been established.

The women who are working on the center come from varied backgrounds. Some have been involved in autonomous women's groups, others in political organizations. Some are interested in women's issues and feel that the center gives them a vehicle for thought and action. Yet other women have been involved in Lesbian organizations in the city. Some of the women have been married or are married, others are not.

Different women working within the collective structure have articulated different visions and reasons for a women's center, but are in agreement about certain basic premises.

Madison's previous Women's Center operated as an understaffed, relatively isolated service center. Fena Bathrick, one of the former staff members, voices common opinion when she says that the center has to be more related to the Madison community and more involved in specific issues that affect women. Though the previous center, based within the University YMCA, had made extensive efforts to reach women, they found themselves hindered by a bad structure and lack of community participation.

THE COLLECTIVE believes that the "women's community needs a place to call its own, where we can get accurate information and referrals, meet other women and deal constructively with our own oppression and its relationship to

others who are oppressed."

Working to set up a new structure and to begin new projects, the group has begun to set up small interest groups and another to find a building for the new center.

Starting with the priority of reaching women in the community around issues and needs they feel to be important, the interest groups are centering around daycare, a women's library, a health group, a liberation school, guerilla theater and a women's magazine. More generally, the group plans to set up a counseling service for divorced women, high school women, gay women, abortion and birth control, and a speakers bureau.

The group is looking for a building to house the center, to hold dances and films in. It will have to be large enough to incorporate a liberation school and comfortable enough for women to

come to and just talk together.

During the coming year, the women's group plans to fully develop the interest groups, to begin new ones and to become actively involved in the social and political structure of Madison, either through direct action or by supporting others who are doing so.

Clearly, the actions and projects of the women's center will depend upon other women joining and bringing new ideas and energy to the center.

The group is having problems raising enough money to support the center. Because they do not want to be under the authority of another group, or to depend on another institution for their existence, large donations have not been available. They are solving this by asking for contributions from individuals, either as a monthly pledge, or a single donation.



"Mother, what is a Feminist?"
"A Feminist, my daughter,
Is any woman now who cares
To think about her own affairs
As men don't think she oughter."

— Alice Duer Miller, 1915

Ginsberg Mulls U Term-paper Solution

Dean of Students Paul Ginsberg has not yet decided what—if anything—to do with students who submitted three or more purchased termpapers for credit during the 1971-72 school year.

The names of approximately 600 students who purchased at least one termpaper or take-home exam were obtained last spring, when the State subpoenaed the business records of two local termpaper sale firms, Termpapers Unlimited and The Academic Market Place. Both have since gone out of business.

Although the termpaper business has yet to be declared illegal under state statute, the subpoena action made it possible for the University to obtain the names of students who had purchased papers from the firms.

The names were turned over to the individual professors to whom the papers had presumably been submitted. Professors had the options of finding the student guilty and awarding a failing grade for the paper or for the course, assigning extra work to the student, or of finding him innocent of the charge.

Dean of Students Ginsberg said at the time that his office would reserve the right to impose further sanctions, including possible academic probation or suspension, in "flagrant" cases where the student had submitted more than one paper for credit.

Assistant Dean of Students Roger Howard later said that no additional punishment would be imposed in cases where only two papers had been submitted. If a student had submitted three or more papers, "that's the point where we'll have to start asking questions," Howard said.

It is not yet known how many students fall into that group.

There are presently a substantial number of cases which have not yet been resolved between the individual professors and students. Ginsberg says that his office "cannot talk about more severe disciplinary action until every case is adjudicated" at the departmental level. Many of these cases will probably be delayed until absent professors and students return to campus for the fall term.

Section Three

on American Imperialism

The Daily Cardinal

Founded April 4, 1892

THE DAILY CARDINAL is owned and controlled by elected representatives of the student body at the University of Wisconsin-Madison. It is published Monday through Friday mornings through the regular academic year. Saturday Sports Issues will be published on Sept. 9 & 23, Oct. 7 & 28 and Nov. 4, 1972. Registration issues are one week prior to each semester.

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Daily Cardinal

I wear my hat in doors and out, as I please.
walt whitman

Boycott Lettuce

Students returning or coming to campus this fall will have to carefully evaluate and change their eating habits. If you've been eating healthy salads all summer, you may go through withdrawal.

The Nationwide boycott of lettuce, called by the United Farm Workers Union, is in effect here in Wisconsin. Wisconsin's lettuce comes from California and states in the Southwest. Nationally, only 15% of the lettuce on the market is picked by United Farm Workers. The other 85% is picked by migrant laborers who either have no Union or, in a few cases, are members of the Teamsters Union.

The boycott has been called to support the efforts of the U.F.W. to organize migrant labor. After a victory in the grape industry, the Union, headed by Cesar Chavez, turned to the lettuce fields.

The owners, mindful of what happened to the grape growers, quickly signed a contract with the Teamsters, considered a less 'radical' union. 200 growers signed the sweetheart contract. In later negotiations with the United Farm Workers, the teamsters agreed to unionize truckers and fac-

tory workers and to leave the field organization to Chavez. They further stated that they would be willing to have the growers break contracts already signed that affected field workers.

Although the workers who come under the agreements are willing to break the contracts and, in fact, urge the boycott of the product, the growers refuse to allow this.

Thirty states now have legislation, either proposed or passed, to prohibit secondary boycotts (of places that sell a product) and to restrict primary boycotts (against the source of the product.) In California, the Farm Bureau, which has sponsored much of this legislation, has collected the necessary signatures to put the boycott question on the ballot in November. Voters will indicate whether they want to pursue the boycott or buy lettuce.

In Wisconsin, organization for the boycott has just gotten under way. Within the University community in Madison, it is beginning to be effective. The buyers for the food co-ops, as well as the living co-ops, have agreed not to buy lettuce.

The boycott will not be over in a

matter of weeks or months. The growers are powerful corporations, arrogantly exploiting migrant laborers. Although there is currently liberal support for migrant and Chicano labor organizing, the fact remains that there is almost no organization for the people working in fields and orchards in all parts of the United States. There is also little legislation on any level to protect the people who harvest food for consumers.

If the boycott is to be effective, more workers will be desperately needed. Not buying lettuce is not enough.

The University community is boycotting lettuce, but we have a greater responsibility to encourage others to do the same, and to inform those people who don't know of the struggle of the Union.

Anyone interested in working with the boycott can call the Madison headquarters, currently in the McGovern for President offices.

People are needed immediately to help during registration week and at the Co-op fair Aug. 27. The number is 257-8896.

As far as we know, there is no Union lettuce coming into Wisconsin. There is no reason to eat lettuce.

Prisoner's Bill of Rights

The Prisoner's Bill of Rights was recently submitted to state authorities by Rio Moreland, who has served three years in the Ohio State Prison system, one year in Parchmann (Mississippi) State Prison system, and one year in the Wisconsin state Prison at Waupun.

Moreland has been incarcerated on charges including embezzlement, auto theft, assault, conspiracy of gun running, and armed robbery. He has worked with the governor's Task Force on Prisoner Rehabilitation, and was recently appointed to the University of Wisconsin Task Force on Higher Education Programs in correction.

He is presently free on parole, and pursuing a degree in correction at the University. Moreland is a regular staff writer of the Daily Cardinal.

INTRODUCTION

Prison reform and offender rehabilitation would be on more solid ground if a Prisoners' Bill of Rights were implemented. Progress toward a more just system of criminal justice cannot proceed very far without the acceptance of basic civil rights for prisoners.

The concept of prisoners' rights stems directly from consideration of human rights, human dignity and the rights of citizenship. These rights for prisoners should not be annulled by the fact of imprisonment. Rights for prisoners, once established, should be tools prisoners could use in influencing public policy about the penal system and in defending themselves against an unjust correctional system.

REASONING:

The Bill of Rights for Prisoners is based upon the following premises:

* 1. Prisoners are entitled to every constitutional right exercised by the outside population except for those inherently inconsistent with the operation of the institution. The burden must be on the institution to show why it is necessary to deprive inmates of certain rights, rather than on the inmates to show why they should not be deprived of them.

* 2. Since prisons are governmental institutions, the public has a right to information about the operation of prisons and access to the prisons. Prisoners have the right to public scrutiny of prisons for the same reason that the accused have a right to a public trial.

* 3. Prisoners are persons dependent for their survival and well being on the same essentials as their fellow citizens outside the prisons.

THE BILL OF RIGHTS FOR PRISONERS

1. **UNRESTRICTED** access to the courts and to confidential legal counsel from an attorney of the individual's choosing or from a public defender. Adequate opportunity to prepare legal writs.

2. **FREEDOM FROM** the actuality or threat of physical abuse whether by custodial personnel or other inmates.

3. **ADEQUATE** diet and sanitation, fresh air, exercise, prompt medical and dental treatment, and prescription drugs.

4. **MAINTENANCE** of relationships by frequent meetings and uncensored correspondence with members of the immediate family, personal friends, public officials, and representatives of the community. Regular opportunity for conjugal visitation by the granting of home furloughs.

5. **UNRESTRICTED** access to the press, through both interviews and written articles.

6. **REGULAR** opportunity and freedom of voluntary religious worship and freedom to change religious affiliation.

7. **ESTABLISHED** rules of conduct available to each inmate in written form. Prohibition of excessive or disproportionate punishments. Procedural due process in any disciplinary hearing that might result in loss of good time, punitive (involuntary) transfer, placement in segregation, or an adverse affect on parole decisions. Due process includes the right to independent counsel, the right to cross-examination, the right to subpoena witnesses, and the right to avoid self-incrimination.

9. **OPPORTUNITY** in prison through work-release for work at prevailing wages. Eligibility for Social Security, unemployment compensation, and public assistance benefits upon release. Exclusive title to and control over all products of literary, artistic, or personal craft-

smanship produced on the inmate's own time. Freedom from compulsion to work.

10. A **JUDICIAL** proceeding for the determination of parole that incorporates full due process in the determination of sentence and parole date, including established rules of parole-board conduct. Parole may be revoked only upon conviction of a crime and only after a judicial hearing.

11. **FULL** restoration of all civil rights and privileges upon release from prison. The right to vote in any election in which a inmate would be entitled to vote if he had not been confined.

12. **UNRESTRICTED** ability to petition for a redress of grievances. A separate authority with the power to correct instances of maladministration, abuse, or discrimination. Freedom from reprisals for making complaints.

ADDITIONAL COMMENTS:

Although prisons even with rights would still be punitive, the Bill of Rights for Prisoners offers a method of working for change in the justice system that would begin to lessen the human costs of penal coercion. The movement for prisoners' rights runs directly counter to the growth of unfettered discretionary powers; it calls for shifting power from administrators toward sharing that power with those who are on the receiving end—the inmates.

As prisoners and their lawyers organize around the Bill of Rights for Prisoners, citizen groups can join with them, their families, and the numerous ex-offender groups. Particular emphasis should be placed on access to the prisons for public and press to pierce the wall of secrecy behind which the prisons operate. The Bill of Rights provides a useful tool for education the public and legislative bodies and could be used as a legislative proposal.

Outsiders can help by providing publicity for prison reform, by seeing to it that legal support is available, and by demonstrating their solidarity with prisoners to indicate to administrators and government the seriousness of their determination that conditions be changed, thus creating a system that truly rehabilitates.

BUY BROWN'S

USED BOOKS

(Friendly Courteous Service)

LET ME ACT CRAZY- WHO AM I HURTING?

The nature and the limits of the power which can be legitimately exercised by government over the "mentally ill" is my preoccupation and the subject of this letter. I AM MENTALLY ILL AND PROUD OF IT.

The war being waged by government for "mental health" is, in large measure, a war against me and mine. The mental institutions being used and the coercive psychiatry being employed amount to attacks on me and those I love. This war against the "mentally ill" must end.

What concerns me most is the "involuntary mental commitment and treatment" of harmless and innocent people through our civil courts. Although there are many abuses in the commitment and treatment of the "criminally insane" through our criminal courts, that is not the focus of my attention in this letter.

My concern is those 500,000 people in the United States, who, because of their eccentricities and idiosyncrasies, have been locked away in mental institutions and are being forced to undergo psychiatric treatments designed to change the ways they think and act. It outrages me that friends of mine, the "mentally ill", can be plucked from the streets, deprived of their liberty, institutionalized and forced to undergo "therapeutic treatments", when these friends of mine have not exhibited criminal conduct.

IF WE DO NOT overstep the boundaries laid down in the criminal laws, where in heaven's name does society have the right to institutionalize us?

The fact that the war against "mental illness" is well-intentioned doesn't make what is being done any less oppressive. I and many that I love and daily play with are "mentally ill," if that is what you wish to call us. But we believe we have the right to stay just the way we are. If we overstep your criminal laws, then punish us for the crimes that we commit. If you do not like our company, don't invite us to your homes for dinner. If you don't like what we look like, avoid us on the street. But do not force a change on us. Do not make us in your image. Let us be the way we are. If we want to undergo a change, then let us come to you, do not force a change upon us.

COERCIVE PSYCHIATRY is tyranny—for tyranny, though well-intentioned, is tyranny nonetheless. Dr. Benjamin Rush, 1745-1813, the founder of American Psychiatry and one of the original signers of the Declaration of Independence loved Negroes. He loved Negroes almost as much as he loved the "mentally ill." "I love even the name of Africa," Dr. Rush wrote, "and never see a Negro slave or freeman without emotions which I seldom feel in the same degree toward my unfortunate fellow creatures of a fairer complexion."

Dr. Rush argued against slavery and the infliction of cruelties against the Negro by saying that Negroes are not responsible for their color; that God did not make the Negro black; that Negritude is a disease and should be treated as such. Dr. Rush maintained that the Negro suffered from "congenital leprosy" which "appeared in so mild a form that excess pigmentation was its only symptom." Dr. Rush felt it was the psychiatrist's duty to help the Negro, as well as the "mentally ill."

Toward the end of helping the Negroes, Dr. Rush brought a slave, Franklyn Johnson, to the Pennsylvania Hospital to cure him of his negritude. Dr. Rush hoped to discover a cure for blackness through Franklyn Johnson and thereby bring relief to Negroes everywhere. Over the protestations of Franklyn Johnson, Dr. Rush applied various acids and ointments to Mr. Johnson's skin in order to make him healthy and white.

Franklyn Johnson screamed, "leave me alone, I want to be black," but Dr. Rush disregarded his protests, reasoning that Franklyn Johnson was not competent to make that decision, "for anybody who would want to be black, what with the disadvantages attached to that color, must be mad and must be attended to."

FRANKLYN JOHNSON died in the Pennsylvania Hospital in 1796. He died of blood poisoning. His death was occasioned by the cure being administered to him for "negritude". A more complete story of his death can be found in a book entitled, *The Manufacture of Madness*, by Thomas Szasz.

(Incidentally this book by Szasz traces the history of coercive psychiatry from the Witchcraft Persecutions and the Inquisitions of the Middle Ages. Thomas Szasz, a non-coercive psychiatrist, propounds the theme and substantiates it in incredible detail, that modern institutional psychiatrists are carrying on the same functions and duties as did the Inquisitors of the Middle Ages, their forebears.)

Justice Louis Brandeis, as if to make amends for having started the United States Supreme Court on its disastrous course of including sociological claptrap in its opinions, in a moment of regret wrote:

"Experience should teach us to be most on our guard to protect liberty when the government's purposes are beneficial. Men born to freedom are naturally alert to repel invasion of their liberty by evil minded rulers. The greatest dangers to liberty lurk in insidious encroachment by men of zeal, well-meaning, but without understanding."

Modern institutional psychiatrists, like their forebears, Dr. Benjamin Rush and the INQUISITORS, are well-meaning, I have little doubt. But every tyrant, even Stalin, wished to make the world a better place to live. Where, in heaven's name, do these worldly benefactors come off depriving us of our liberties when we have not acted criminally? By what power do they assume their jurisdiction over us?

The psychiatrists and the judges engaged in civilly committing the "mentally ill" are behaving criminally, and if they don't stop what they've been doing, surely someone is going to punish them, if there is a God in heaven, they are surely going to get what's coming, like Adolph Eichman did before them.

Sincerely,

Edward Ben Elson, Esq.
a very emotional person,
trying to be rational.

THE FIRST MAN WENT INTO THE VOTING BOOTH AND YELLED AT THE MACHINE FOR THREE MINUTES..



FEIFFER

1968

THE SECOND MAN WENT INTO THE VOTING BOOTH AND FELL ASLEEP FOR THREE MINUTES..



THE THIRD MAN WENT INTO THE VOTING BOOTH AND BECAME ILL FOR THREE MINUTES..



THE FOURTH MAN WENT INTO THE VOTING BOOTH AND SCRATCHED OUT ALL THE PRESIDENTIAL CANDIDATES NAMES IN THREE MINUTES..



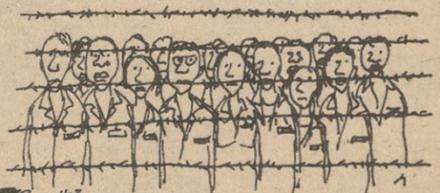
THE FIFTH MAN WENT INTO THE VOTING BOOTH AND KICKED THE MACHINE TO PIECES.



"I ACCEPT THE MANDATE OF THE PEOPLE," SAID THE PRESIDENT-ELECT..



AND BUOYED BY THE CHEER OF HIS SUPPORTER MADE PLANS TO UNIFY THE COUNTRY.



BROWN'S

5%

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Your Convenience

1319 UNIV. AVE.

Camp McCoy 3 await trial here

GI organizing still heads thier priorities

by BETSY MATSON
of the Cardinal Staff



The Camp McCoy 3, from left to right: Tom Chase, Steve Geden and Dannie Kreps—led from jail to a hearing over a year ago. They are free on bail, awaiting trial.

The Camp McCoy 3 have been waiting 18 months to be tried on charges of bombing power, water and communication facilities at Camp McCoy, a National Guard training camp 70 miles north of Madison.

The three men wait, one of their wives said, "partially because the government has no case." In the meantime, they face a strange paradox: the misery of waiting for a trial which could put each of them in prison for 35 years; and the hope that the waiting will continue—because they don't know what the courts will decide.

"We don't expect justice from the courts," Steve Geden, one of the Camp McCoy 3, said. "But we expect to be able to eventually force a 'not guilty' verdict by making it clear that people won't stand for these frame-ups. We were framed just like Angela Davis was framed."

* * *

IN JULY OF 1970, three "non-accidental explosions" caused \$100,000 damage at Camp McCoy, an army base north of Tomah, Wis. Tom Chase, Dannie "Maynard" Kreps and Steve Geden, three G.I.s who had been politically active at the camp, were indicted six months later by a federal Grand Jury on conspiracy and bombing charges.

No hearings have been held since bail was set over a year ago. Federal Judge James Doyle, whose immense backlog of cases prevents the trial in the near future, has set no date for the next hearing, which is to consider oral arguments for pre-trial motions.

Attorneys for the case are Melvin Greenberg of Madison; and Richard Halprin and Frank Oliver of Chicago. Leonard Weinglass, an attorney who worked with Bill Kunstler on the Chicago 8 conspiracy trial, is helping the Camp McCoy 3 "on a limited basis."

WEINGLASS AND other attorneys are contributing their services, but the Camp McCoy 3 lack funds for travel costs to interview witnesses, for research on the unconstitutionality of the Grand Jury, for experts to investigate and testify on conditions in the military and for other essentials of an adequate defense.

The defense expects a jury trial to be held.

The Camp McCoy 3 are nationally known in the radical G.I. movement today, both in the U.S. and in Viet Nam. None of the men was radical when he joined the army. The change, they claim, was gradually induced by sexism, racism and dehumanizing treatment.

"Only a few hours after I entered the army I learned that for the next three years I was not a human being, but an object," Geden said. "I was told that 'without me, my rifle is useless; without my rifle, I am useless.' I was told that if the army wanted me to have a wife, they would issue me one."

GEDEN GOT A privileged electronics job in Viet Nam "because I am white," he said. He worked in an air-conditioned shop in Saigon and had an apartment in town.

"There wasn't anything to jar me at first—except the poverty," Geden said, "and they gave me propaganda that the Vietnamese are poor because they're lazy."

Geden was later sent to Phu Bai and heard stories about rape and murder of civilians.

"I thought they must be exaggerations," he said, "but then one day we were having a steak barbecue and a helicopter went over. Dangling on about 500 feet of wire was a person—a Vietnamese civilian that they'd captured. They cut the wire and his body fell a few yards from the post headquarters. That convinced me."

DANNIE "MAYNARD" KREPS was a 16-year old boy from Torrance, Cal., when he joined the army. He served for five years.

"I got fed up with it in about two years," Kreps said. "It was a gradual thing. There was constant harassment and racism. I met Steve and Tom at Camp McCoy and we formed an ASU chapter."

ASU—the American Servicemans Union—is "the backbone of G.I. resistance in this country," Peggy Geden, Steve's wife, said. "There are chapters on every military base. ASU membership is now around 10,000 and there are probably another 40,000 who sympathize with us."

"BUT THERE IS a lot of hassle from the higher-ups about the organization," Ms. Geden said. "At one time, there were something like 500 cases of ASU members being tried for court-

(continued on page 15)

"where
the music
says it all"

LOVE
STEREO
94.9

WLNE 94.9

STEREO FM

PHONE 257-2519

New dean pursues long jurist tradition

By PHIL HASLANGER
of the Cardinal Staff

The new dean of the University Law School should certainly feel right at home there.

George Bunn's great grandfather, a federal judge for the Western District of Wisconsin about 100 years ago, taught at the school in its first years.

His grandfather graduated from the Law School in 1875 after actually living in North Hall ("I think in a room where I once had an office as a TA," Bunn recalls).

His father taught at the Law School on and off from 1934 to 1962.

Despite the legal tradition in the family, Bunn himself majored in electrical engineering for communications as an undergraduate, then began work here on a PhD in physics.

From his physics TA's office to his new office as dean (as of Sept. 1), the 47-year old Bunn has seen a wide variety of activity.

The switch from physics to law came due to "an awakening to politics."

IN AN INTERVIEW with the Daily Cardinal, Bunn described the transition: "A number of scientists who had worked on the (atomic) bomb came back to the physics department here and they were very much concerned about political controls for the bomb.

"Somewhere along the way I decided that instead of being a physicist in the laboratory, I wanted to have an impact on the policy issues. I could do that better by being a lawyer." Bunn plunged into policy issues right

after his graduation from Columbia University with a PhD in law in 1950, spending a year with the Atomic Energy Commission.

The next year he joined the prestigious law firm of Arnold, Fortas and Porter in Washington where he defended people under attack by Sen. Joe McCarthy. "I cut my eye-teeth as far as a trial lawyer is concerned on hearings before loyalty boards," he said.

Bunn left the law firm ten years later, in 1961, to work on disarmament issues for the government. And it was there where he truly had an impact on policy issues. The wall of his office is decorated with pens and documents representing the various bills and treaties he was involved in drafting and negotiating during his eight years with the government.

"I was the principal draftsman among several of the legislation which created the Arms Control and Disarmament Agency," he explained.

AS GENERAL LEGAL counsel to that agency, he played a role in negotiating the test ban treaty and the nonproliferation treaty, including a brief stint as head of the U.S. delegation to the disarmament talks in Geneva when the director and his assistant were absent.

Bunn came back to the University of Wisconsin in the spring of 1969, teaching part-time and "taking a look at the new law of student discipline" for the president and chancellor of the

University.

He became a full professor in 1970, and was chosen the outstanding teacher of the year by the law students last April. Now as a \$36,500 a year dean, one of his primary concerns will be fighting for the establishment of a second University law school in the state.

"There's just no question that in terms of demand of students for legal education that, together with Marquette (in Milwaukee), we're not meeting them," he told the Cardinal.

"WE ARE NOW turning away more than 300 students who, based on our predictability, would have a better than 80% chance of doing satisfactory work in the law school. That's clearly enough for another law school right there," he continued.

Even with the numbers being turned away, the present school is badly overcrowded, Bunn

maintains. "We will have almost 1000 students in the law school this fall. The school was built for maybe 750. It has a faculty for maybe 600."

Clearly, the internal workings of the law school will be of major concern to the new dean.

Pointing out that in the law school the dean is more of an executive than policy-making position, Bunn says that "with that idea of the role of the Dean, my own interest is primarily in trying to get a better education for the students who are here, trying to get experimentation with new teaching methods or different teaching methods, trying to get money to support a better clinical program, to support the use of simulated trial techniques, to support law office practice sorts of things."

Basic to Bunn's philosophy of instruction is that "people learn

much more by doing than by sitting in a classroom and absorbing."

ASKED ABOUT THE role of law students in demonstrations this past spring, he said, "I don't think the dean should be concerned with how law students express themselves politically as private citizens."

As for himself, although he participated in the march to the federal building this spring, as dean he said he would take no active political role. "It's easier for a student or a law teacher to wear his private citizen's hat than it is for a dean," he said. "That could have very serious consequences in terms of the law school's budget, for example."

The previous dean of the law school, Spencer Kimball, resigned in May to become executive director of the American Bar Research Foundation in Chicago.



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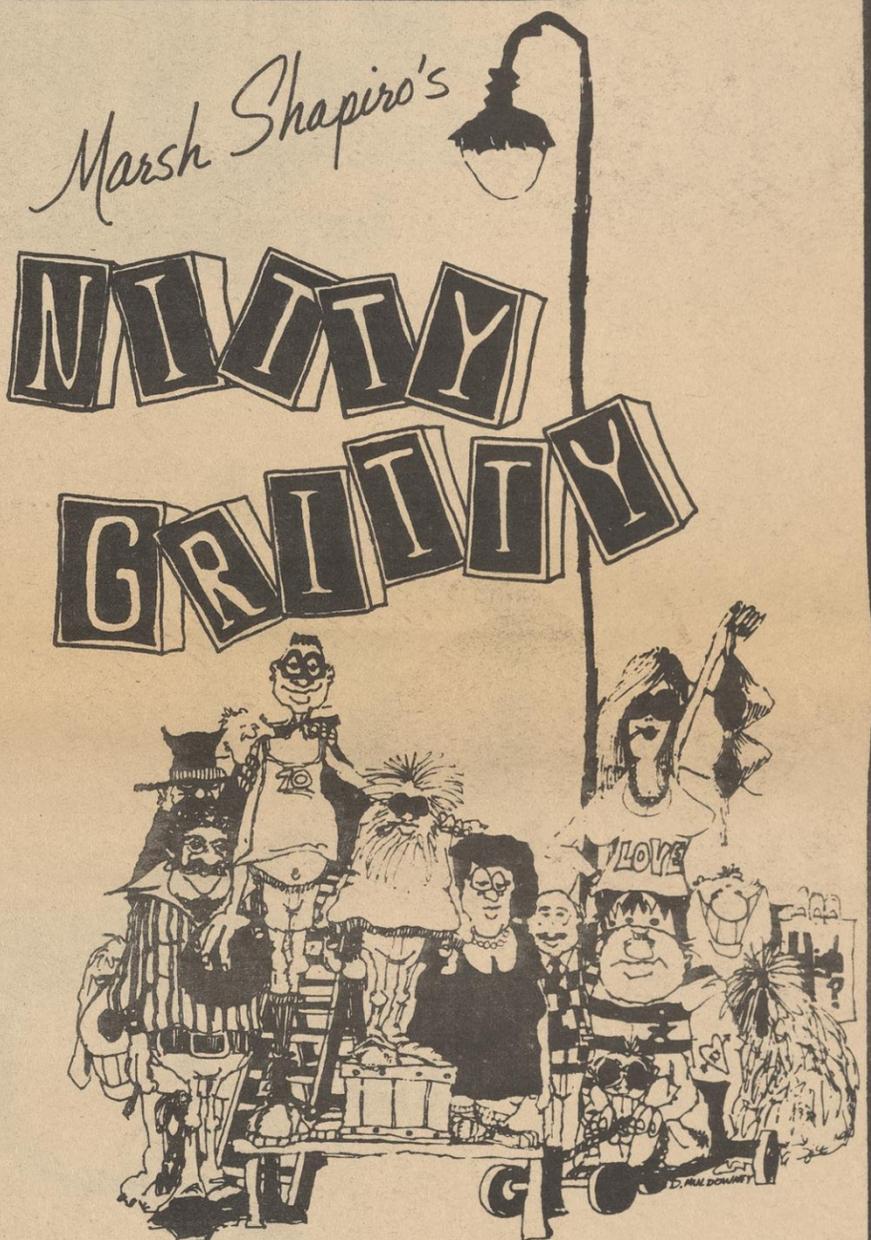
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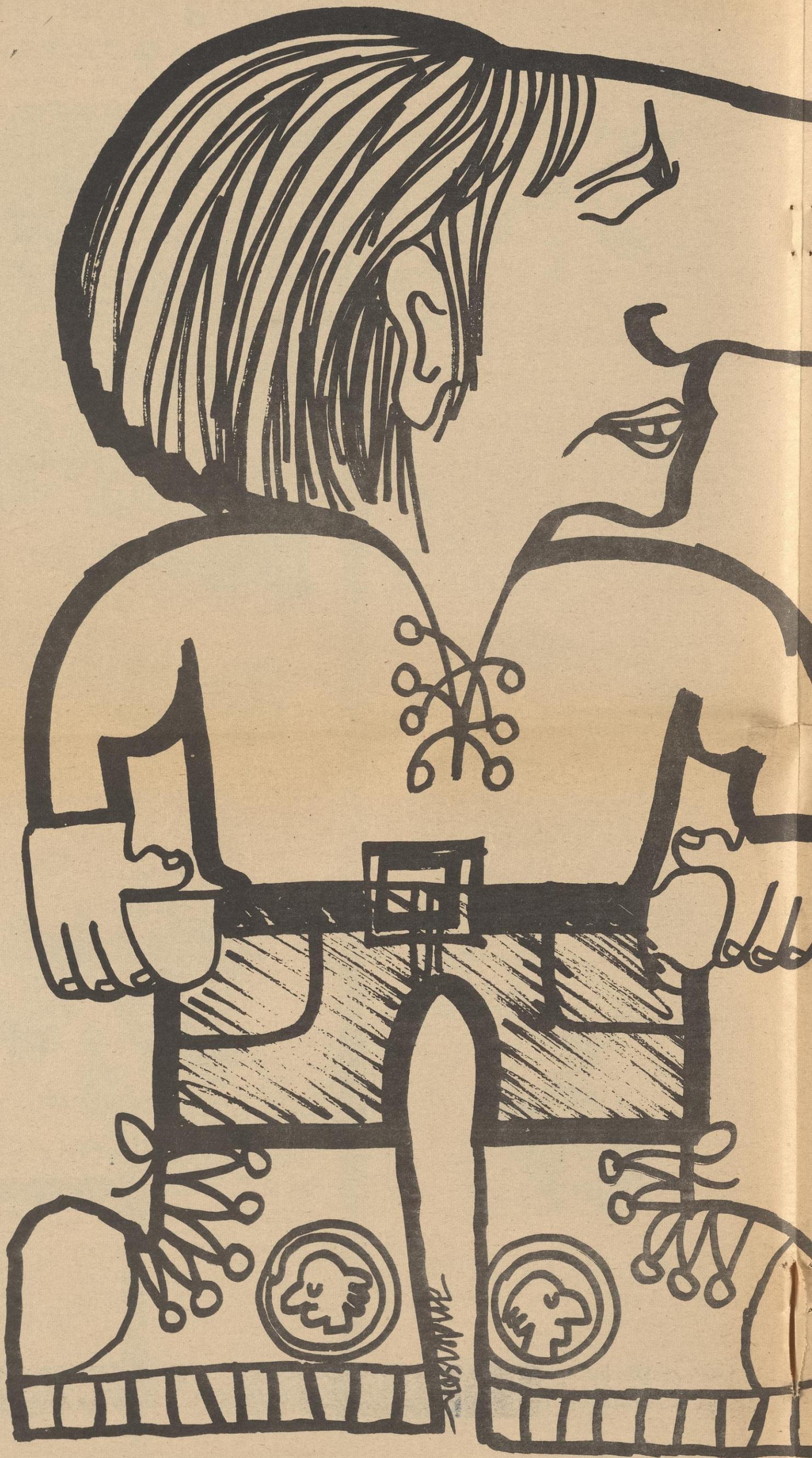
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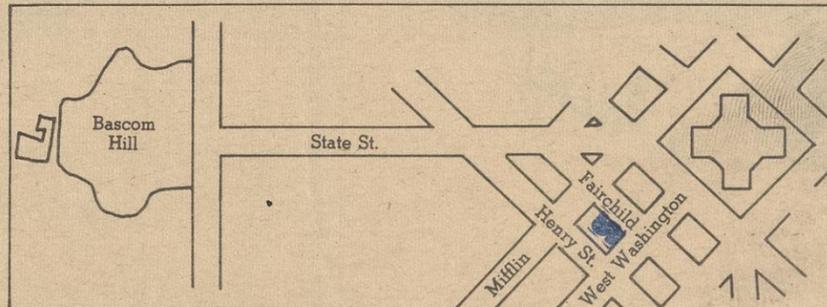
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The People Are the Pig

Edward Elson

The PEOPLE have lately gotten too much power. We must take power from the People, for the People are the pig. The war in Vietnam; prohibitions on marijuana and gambling; requirements for motorcycle helmets; involuntary mental commitments, all are products of the People.

The People get what they desire through their elected representatives. The government is the People and the People must be restrained.

Long ago, when governments were composed of groupings that derived their authority by inheritance, the People could plainly see that their governors were in an antagonistic position to the People who were ruled. There was, therefore, a healthy disrespect for government and the People were constantly vigilant to possible malefactions by their government.

To guard against oppression by their government, the People obtained from their governors, by threat of rebellion, the recognition of certain immunities, called political liberties or rights, the exercise of which the government could not interfere with.

IN ADDITION to further restrain the power of government, a concept of constitutional checks was institutionalized whereby the consent of the People, through some political body of sort, was made a condition precedent to the government acting in certain regards:

"A time, however, came, in the progress of human affairs, when men ceased to think it a necessity their governors should be an independent power, opposed in interest to themselves. It appeared to them that the various magistrates of the State should be their tenants or delegates, revocable at their pleasure.

"In that way alone, it seemed, could they have complete security that the powers of government would never be abused to their disadvantage.

By degrees this new demand for elective temporary rulers became the prominent object of the exertions of the popular party, wherever any such party existed; and superseded, to a considerable extent, the previous efforts to limit the power of rulers. In fact, as the struggle proceeded for making the ruling power emanate from the periodical choice of the

ruled, some persons began to think that too much importance had been attached to the limitation of the power itself.

"That restrictions on the power itself was only a resource needful against rulers whose interests were habitually opposed to those of the people.

"What was now wanted was that the rulers should be identified with the people; that their interest and will should be the interest and will of the nation. The nation did not need to be protected against its own will. There was no fear of its tyrannizing over itself. Let the rulers be effectually responsible to it, promptly removable by it, and it could afford to trust them with power of which it could itself dictate the use to be made. Their power was but the nation's own power, concentrated, and in a form convenient for exercise.

"In time democratic republics came to occupy a large portion of the earth's surface, and thinking people came to see such phrases as "self-government," and "power of the people over themselves," as not expressing the true state of the case.

"The PEOPLE who exercise the power are not always the same

people with those over whom it is exercised; and the "self-government" spoken of is not the government of each by himself, but of each by all the rest. The will of the people, moreover, practically means the will of the most numerous or the most active part of the people; the majority, or those who succeed in making themselves accepted as the majority; the people, consequently, may desire to oppress a part of their number; and precautions are as much needed against this as against any other abuse of power."

— On Liberty
John Stuart Mill

The limitation, therefore, of the power of government over individuals loses none of its importance when the holders of power are regularly accountable to the community. The greatest danger to liberty today lies in the tyranny of the majority. The

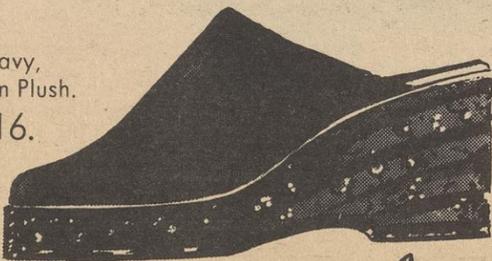
operating premise, the greatest good for the greatest number, is pulling us down to the lowest common denominator.

Society is acting in conspiracy to deprive each of its members of free choice, replacing free choice with majority rule, and boring mediocrity holds sway.

That timid, loathsome mass; that vulgar herd-like glut of protoplasm, THE PEOPLE, is enacting laws against itself. It enacts laws requiring itself to fight in wars; it enacts laws requiring itself to fasten seat belts and wear motor cycle helmets; it enacts laws stopping itself from smoking marijuana or gambling.

It looks upon itself as a dangerous pig and it has thereby made itself a dangerous pig, and it is going higher forms of life like me and mine who don't have a need to be protected from ourselves. Only from the pig.

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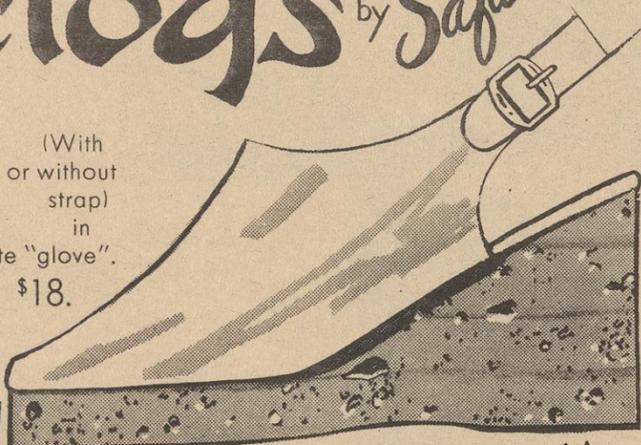
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Richard Huff and Edward Elson

I was sitting at my new desk in the Daily Cardinal section of the Communications Arts Building when "crazy" Eddie Elson, the world's most far-out attorney, in the company of his friend, Richie Huff, came up and inquired of me the whereabouts of John Wolman, our pre-registration editor.

I politely told "crazy" Elson that I didn't know where Wolman was, but that I would be of assistance if I could. Elson, starting to giggle as is his wont, handed me a copy of an essay he had written, "THE PEOPLE ARE THE PIG", and requested that the Cardinal print it. I, a little hesitantly knowing Elson's reputation for violent flare ups, indicated that it would be up to Wolman whether the essay would be printed or not, but that I didn't think Wolman would include it, for the essay reflected an outlook that was alien to his own.

There was a dead silence flowing from Elson, while I s-t in my pants, expecting the worst. But after some mulling and brooding, Elson started his silly-giggling and a smile bloomed over his "maniac" face. Elson asked me to come with him and Richie for the afternoon, saying, "if you give me the chance to show you that the people are the pig, I am sure you will come back equipped to convince Wolman to include my essay."

With no little trepidation I joined Elson and Richie. Sitting shotgun in Elson's 55 Chevy, I prepared to jump out of the car on a moments notice.

Out Nakoma Rd., past the beltline, heading for Mount Horeb, I didn't know where the hell we were going, and Elson, engaged in animated conversation with Richie, didn't take off time to tell. From the way that Richie talked, from the substance of the conversation, and from the way that Richie looked, I knew that Richie was "retarded."

From the way that Elson drove, by the way that Elson looked, and from what I overheard Elson say to Richie, I knew that Elson was absolutely "mad." Figuring that it would be foolhardy to ask Elson about his "mental illness," instead, I started off our conversation by asking him about Richie's "retardation."

VERY CASUALLY Elson told me that Richie had come from Patch Grove, Wisconsin, a little town near Lancaster. He had lived in Patch Grove with his older brother Bill; that Richie's mother was in an institution almost from his birth; that his brother and the town of Patch Grove had provided for him through high school.

Richie's I.Q. was listed by the powers that be as 75 or thereabouts, Elson indicated that he did not put any stock in I.Q. and in fact, "it was I.Q. that caused Adam to get kicked out of Eden."

Richie can read. He graduated from High School. However, when

he had difficulty finding employment, people in Patch Grove entertained the idea of having him institutionalized in a place like Central Colony. Richie, not stupid by any means, took off and came to Madison. He sought employment here but ran into difficulties.

His major obstacle was not that he could not do certain work, even a monkey can pump gas or work in a factory, but that employees of factories and gas stations don't want to work next to the "retarded". Also, the average citizen does not like seeing the "retarded" through a car's windshield.

Richie, because of medical problems (he needs medicine for his epilepsy) and because he needed food and rooming to survive, applied for City Welfare. City Welfare would have given him money for room, board and medicine only if his place of settlement, Patch Grove, would reimburse Madison City Welfare. Patch Grove said that they wouldn't; that if he was starving or dying of medical needs, Richie should come back to Patch Grove and he would "be taken care of."

Richie didn't want to "be taken care of" in Patch Grove. Even if he wasn't forced into an institution, living in Patch Grove "ain't no fun." "Sure, you can watch the cars going by on the Hwy and you can watch TV and drink Coca Cola," said Richie from the back seat, "but there isn't anyone to talk to; all the people are married; there ain't nothing to do for amusement, cept reading the paper." Richie stayed in Madison and somehow survived without any Welfare whatsoever.

RICHE CURRENTLY has a job working for the Wisconsin State Journal delivering papers. The pay is about \$25 per week. A very decent fellow let's Richie stay in his trailer at the Oak Park Trailer Court for next to nothing. Richie is looking for better employment but the "people" aren't too responsive to the idea. Even the canning companies do not seem willing to take him on.

Richie delivers his papers, then comes up town and hangs around the Square. He watches the girls and talks to the friends that he's made. On occasion he goes back to Patch Grove to see his high school friends. Most of them are married. When he waits for the bus to bring him back to Madison he watches the cars go by on the Hwy.

Three miles past Barneveld, in Iowa County, Elson took a sharp right off of 151 onto a narrow dirt road. Although this was farm country, this road went into a thick grove of trees. The land about us was lush and uncultivated. About a quarter of a mile down the road Elson pulled over to the side and turned off his engine.

Expecting something incredible to happen, I asked Elson what we were doing. Off handedly he said, "I am going to introduce you to Jim Burchard and then you will be

able to convince Wolman to print my essay."

Stepping out from behind an enormous willow tree came Jim Burchard. He was about 5'7", of squat powerful build, with a crew cut of red hair, and he was wearing a woman's dress made out of a veil-like black material. Here was a man, with a gentle, masculine face, wearing a woman's dress. As he saw my wonderment, a broad smile covered his face, and Eddie and Richie started to laugh.

Jim Burchard is about forty-eight years old. He comes from Superior, Wisconsin, originally, but now he is living off of the land in Barneveld, feeding himself by trapping and berry picking. In 1969, or thereabouts, Jim was living in Superior, where he had been born.

On occasion he would put on a woman's dress and walk about the town. One day one of the citizens complained and he was arrested.

HE WAS BROUGHT before Judge Rock and told that he could not go about the town wearing a woman's dress. He asked "why not?" and he was informed that it made "the people" angry to see him dressed in women's clothing," and that conduct like that could not be tolerated." Judge Rock suggested to Jim that if he wanted to wear women's clothing he ought to go to a large city like Chicago or New York, but not stay in Superior.

Jim, to make his position clear, said to Judge Rock, "go to hell, I was born here, I got a right to stay, I haven't broken any law."

Judge Rock's reply was, "Jim, you don't leave me any choice, I am going to have to commit you to a Mental Institution so that you can be made healthy." Jim ended

up at the Tomah VA hospital, for he was a veteran of the Korean War, wounded in battle and well-decorated. At the VA Mental Hospital in Tomah he received 56 shock treatments in a six month period to cure him of his "mental illness and his need to wear women's clothing."

He got out of the VA Hospital in 1969. The shock treatments apparently had not cured him of his "mental illness," but in order to get released he promised never to wear women's clothing again.

As Jim told me his story we walked through the trees, Elson and Richie trapping behind. Jim pointed out the traps he had set for small game and the bushes that had edible berries. Jim was carrying a knapsack with him and from it he took out a six foot square of netting.

MOTIONING US to be quiet he threw the netting over a branch of a tree, trapping a sparrow. Very gently, as he talked, he took the sparrow in his hand and from his knapsack took a kit of oil paints and a brush. Turning the sparrow over and over, he painted its wings, head and breast in all sorts of rainbow hues.

The sparrow looked exquisite; like a bouquet of wild flowers. Gently squeezing the bird, Jim made it twitter and it attracted a flock of the same species. The painted sparrow, hearing them, strained toward them, warbling more loudly, its little heart, locked in its freshly painted breast, beating violently. Then Jim let the sparrow go.

So glad to be free, this little painted bird flew up to the waiting flock. For an instant the birds in the flock were confounded. The painted bird circled from one end of the flock to the other, vainly trying to convince its kin that it was one of them. But, dazzled by its painted colors, the sparrows flew about their painted brother unconvinced.

Then, one sparrow after another, peeled off in a fierce attack. With beak and claw the sparrows tore their painted brother limb from limb. I saw the painted sparrow fall. Open mouthed, I turned to see the expressions on the faces of my hosts.

Eddie and Richie didn't say anything on the way home. We left Jim in the grove of trees burying the little painted sparrow.



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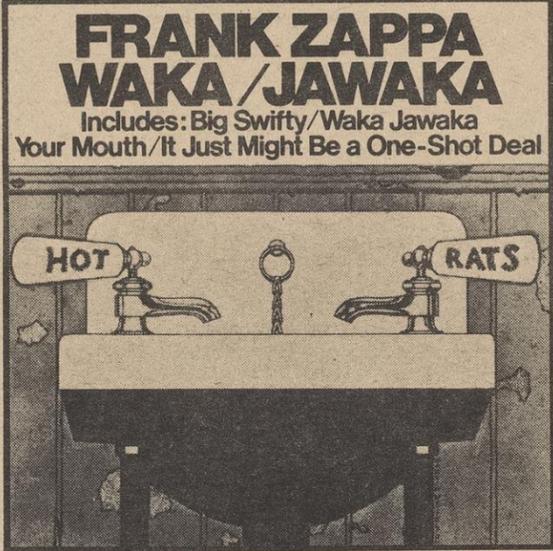
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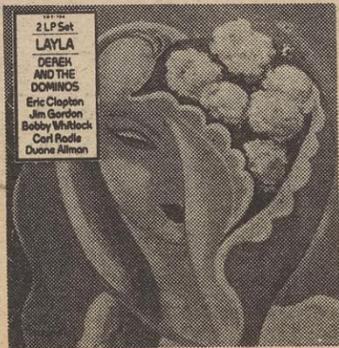
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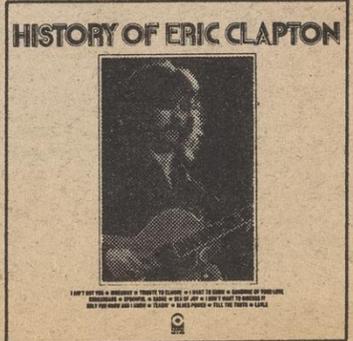
SAILCAT: MOTORCYCLE MAMA
Created and recorded in Muscle Shoals, MOTORCYCLE MAMA is the score for a movie that lives in the imagination of its author, John Wyker. He, along with cohort, Court Pickett, make up Sailcat, a funky down-home duo, who have with the help of 25 musician friends, put together this story in song of a wild-eyed biker who finds True Love. EKS-75029



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The Doors have just returned from a highly successful European tour, and good time rock 'n roll is back with them. Included are such rockers as "Hardwood Floor," "Good Rockin'" and their latest single, "Get Up and Dance." EKS-75038



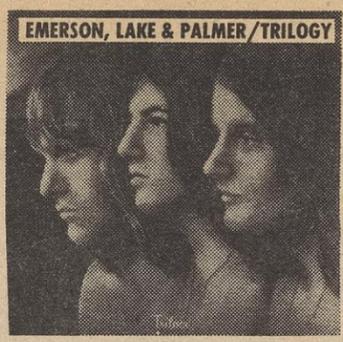
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VAN MORRISON
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After six months, Armstrong still in Canada

(continued from page 3)

Hayden, a founder of SDS some ten years ago, offered a defense of political violence.

Witnesses appearing on behalf of the state of Wisconsin, represented in court by Toronto attorney Austin Cooper, included Madison Police Detective Charles Lulling, District Attorney Gerald Nichol, Physics Prof. Joseph Dellinger, and the submission of signed affidavits by two acquaintances of the accused.

Lulling told the court in its opening session that he did not know of a movement directed against the Army Mathematics Center, a position rebuked by state's witness Chancellor Ed Young, who, called to the stand only after the defense had outlined that movement in detail, explained that the number of individuals willing to engage in violence on the Madison campus hovered near only 300.

THE AFFIDAVITS sworn by Scott Nelson and Lynn Marie Schultz, contained alleged first hand knowledge of activities supposedly related to the bombings.

Nelson, once a roommate of Armstrong, signed a statement that he had been with Armstrong when the latter picked up containers for storage of fuel oil to be used in the AMRC bombing mixture.

Schultz, another close friend, claimed to have been in the car while Armstrong completed a firebombing. Defense lawyers were not allowed to cross-examine either Nelson or Schultz, neither of whom appeared in person. Armstrong did not take the stand.

In reference to the witnesses appearing for the Armstrong case, Waisberg said this in his decision:

"It was the opinion of all these witnesses that the bombings were political. I do not find that surprising. They are associated with anti-war and left-wing politics. They admitted that they did not wish to have the respondent extradited. While some of the witnesses have good credentials in their fields, I could not accept their opinions on the issue before me.

"It would be impossible for me to infer from the evidence before me that the respondent was involved in any political activity which resulted in the bombings."

IN MAKING HIS decision, Waisberg cited Nichol, who will undertake the prosecution of Armstrong if the latter is returned to Madison, in substantiation that the acts of which Armstrong is accused were criminal and not political in intent. Waisberg said, "The district Attorney was cross-

examined about the grand jury proceedings and made it quite clear that there was nothing of a political nature in the testimony which led to the indictments."

When the decision was announced, a member of the Armstrong Defense Committee in Toronto complained, "He (Waisberg) wouldn't accept our evidence because they were not impartial, and two paragraphs later he quotes the statements of the prosecuting attorney. What kind of kangaroo logic is that?"

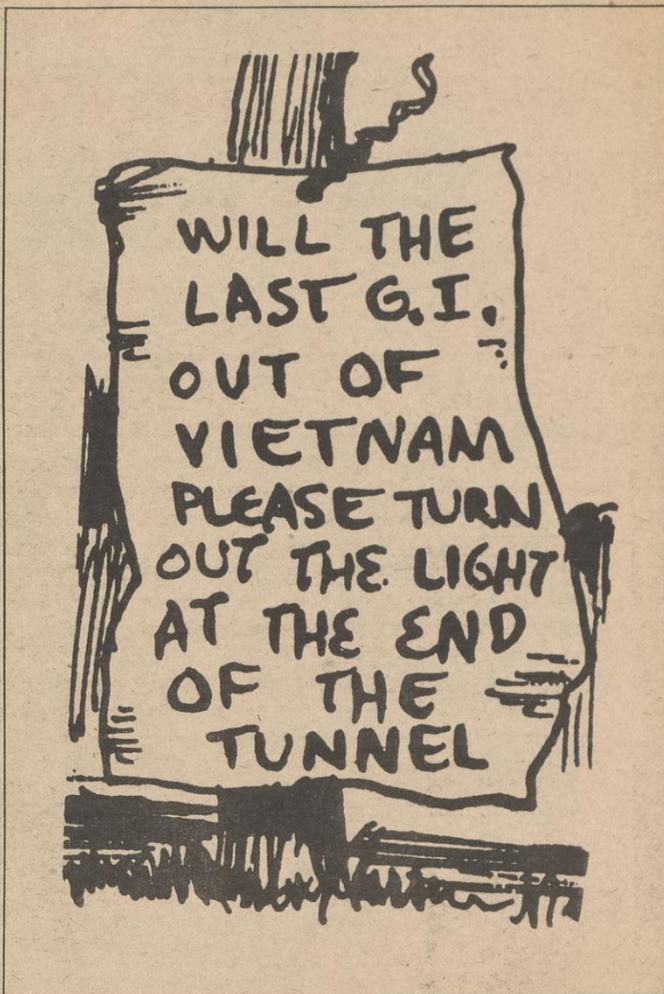
Waisberg also noted in his decision statements made by Chancellor Young. Waisberg paraphrases Young, tracing "evidence about the University and its policies." "The Policy of the University forbids classified research to take place on campus. There is no specific work done for the Army, ROTC is retained on campus following a prebiscite and conducted on a purely voluntary basis. It does not seem reasonable in these circumstances that the bombings would have any political connections."

MEMBERS OF THE Defense Committee in Madison reacted explosively to that paragraph. One member told the Cardinal, "Let's take a look at that: Policy forbids classified research, but a regent resolution affirms it specifically for AMRC. And no Army research? Young couldn't possibly have said that. I can give you the contract numbers for 23 research agreements presently in effect between the University and the Army alone. To say nothing of the Air Force, which has at least 18.

"And ROTC. The problem there isn't whether or not an individual has the right to choose military training, but how is that training consistent with the goals of a University, and most importantly, what does the University training of the military mean to the people of Southeast Asia bombarded by American bombs in a country occupied by the American military. Did they have a plebiscite?"

The appeal process is scheduled to resume on August 14, and may take as long as eight weeks to complete.

In response to an article last week explaining the fine art of postering, University Protection and Security has asked the Cardinal to remind its readers of the \$200 fine levied against those unfortunate enough to get caught.



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The Camp McCoy 3

(continued from page 6)

martial. Men on bases get told it's a 'commie organization.' There's even a full-time colonel in the Pentagon assigned to investigate ASU."

ASU'S NEWSPAPER, "THE BOND", has a circulation of 35,000, although it is discouraged by military officials. The front page of every issue says: "NOTICE: This newspaper is your personal property. It cannot legally be taken from you for any reason."

ASU has made 12 demands of the U.S. military, including: the right to refuse to obey illegal orders (like orders to fight in the illegal war in Viet Nam); the election of officers by a rank and file vote; and an end to troops being used against anti-war demonstrators and workers on strike.

ASU has recently become concerned with sexism, and has demanded "an end to the prostitution and rape of Vietnamese and all other women, which is conducted and incited by the military; and an end to the degradation of women and their treatment as sexual objects rather than as equal human beings."

"Rape of Vietnamese women by U.S. G.I.s is not punished," Geden said. "Officers participate in it.

They laugh about it and encourage it. It's all part of the terrorization of the Vietnamese."

"It's done in Europe, too," Kreps added. "In Germany we were told that women in the snack bars were our servants. The women had to put up with fondling from the men and were asked to proposition men as part of their jobs."

GEDEN CLAIMS that over 400,000 women are forced to prostitute themselves in Viet Nam. G.I.s are told that the women "are prostitutes because they like it," Geden said.

"Sometimes three or four officers will own a hotel or bar," he said. "They'll buy 12 or 13-year old girls for about 50 cents each and send them to their bars to work. The value of life is nothing to the military."

Kreps heard of one G.I. who was angered because he caught crabs from a Vietnamese prostitute.

"He went back and put a grenade launcher up her vagina and blew her head off," Kreps said. "The guy who went with him is still having nightmares about it."

ASU has demanded an end to racism in the military.

"IN TRAINING they put all blacks in one building and all whites in another," Geden said. "They provoke fights between blacks and whites and then bust just the black G.I.s. They do it to keep us divided."

"The reason behind the racism and sexism is to get so much anger and hatred built up in you that you're ready to kill anyone

MADISON THEATRE GUILD

The Madison Theatre Guild, a community theater group, has announced its 1972-73 season. There will be five shows including two musicals.

A non-camp production of "Dracula" will be given in October. From an originally written script, the story deals with man's fascination and battle against evil in an endless conflict of wills. "Camelot" will be in early December followed by "A Thousand Clowns," a comedy written by Herb Gardner.

"The Night Thoreau Spent in Jail" will be given in March—a play about Henry David Thoreau and how he was arrested for refusing to pay \$13 that would support a war effort. "West Side Story" will be given in May. The serious musical will be up-dated into the ghettos of the 1970s.

Student prices will be available on weeknights of the performances. Season tickets are now on sale at the Madison Theatre Guild, 2410 Monroe St., Madison, tel. 238-9322.

you're told to without asking questions," Kreps said.

"If a bunch of G.I.s came to a mine field and they had a dog with them, they'd send a black G.I. across the field before they'd send their trained dog," Geden said. "A black G.I. is cheaper and easier to train than a dog."

GEDEN BELIEVES that the main reason Nixon pulled ground troops out of Viet Nam and started using air strikes is because G.I.s started to unleash their hostilities on officers.

"Fragging—attacks by G.I.s on their superiors—is increasing," Geden said. "Officers have been killed that you'll never hear about in the media. A bunch of G.I.s might pool their money together and get \$2,000 and give it to whoever kills the captain. There's so much killing over there they can hardly keep track."

"IF YOU HAVE a white racist C.O. (commanding officer) ordering a combat unit of all blacks," Geden said, "how long do you think he's going to last?"

"They have signs over the dummies on the bayonet range saying 'Ho Chi Minh'," Geden said, "but you ask any G.I. who he's stabbing out there and he'll tell you it's his C.O."

Increasing numbers of G.I.s are finding outlets for anti-military energies in groups like ASU and BBU (Better Blacks United—a Viet Nam group) and through movement literature and newspapers like "The Bond" and "Up Against the Brass." Radio ASU, through the cooperation of the Democratic People's Republic of Korea, gets political news to G.I.s in Southeast Asia.

"SOME G.I.s are refusing to load bombs now," Geden said, "and some planes being repaired on the ground by G.I.s are being found 'mechanically unfit'."

The Camp McCoy 3 and U.S. ASU members also organize to affect reforms for veterans. They are planning a march on Washington in the near future to protest inadequate unemployment compensation, medical care and education programs for veterans.



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While everything and everybody is "swing" in Wisconsin, what are the Presidential hopefuls doing?

It is my guess that McGovern will become the next President of the U.S. and under his leadership our nation will become a nation of dignity for all people.

Although a war is being waged in Southeast Asia, and we are told it will soon be settled at the Paris Peace table, and this will assure us a generation of peace, we must not forget local politics.

Local politics have taken on a new look in 1972, due in part to more and more non-politicians who have entered the race for public office both as republicans and democrats and independents.

I believe that it is this type of person, opposed to the professional politician, who will end "invisible government" in Wisconsin.

As I see it, too many public employees and officials, both hired and elected, have for too many years used their public position, along with the public purse, to better their own self interests.

The current race for the office of Dane County Sheriff is a prime example of what can happen when people see an elected official that has more or less abused his public trust—the people are running candidates for the office on platforms that tend to turn the Sheriff's Department into an agency that will listen to people and

not just "barnstorm" their activities.

The race for the Dane County District Attorney's seat sees a situation where the incumbent has not, as I see it, functioned in the best interest of the people in the majority of matters that it has had to deal with, matters that concern the people.

How about the County Judge, defeated in April for reelection to that post, that last month announced his candidacy for a State Assembly seat, and was faced with having his State portion of his wages withheld because he had acted contrary to State law in announcing his candidacy for an elected, partisan office while still serving as a county judge.

For years, Madisonians said the student population would never produce a political figure that could help the community—to those critics, I submit the name of former student, Attorney Paul Soglin, who serves the people of Madison as alderman from the 8th Ward.

Therefore, I urge any qualified student to run for office in Madison, and make the community a better place to live for the thousands of students that each year fill the rental houses and apartments and patronize the business establishments throughout the community.

We at Fast Shop Food Stores know where our bread is buttered and every day more and more people discover Fast Shop Food Stores and love the people-to-people service afforded them there. Our motto: "Where customers become friends!" is becoming known to more people every day.

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I'm sure that there were a bunch of liberal lawyers telling the Jews on the way to Auschwitz that if they didn't make any fuss they'd be out in six months on good behavior.
jimmy breslin



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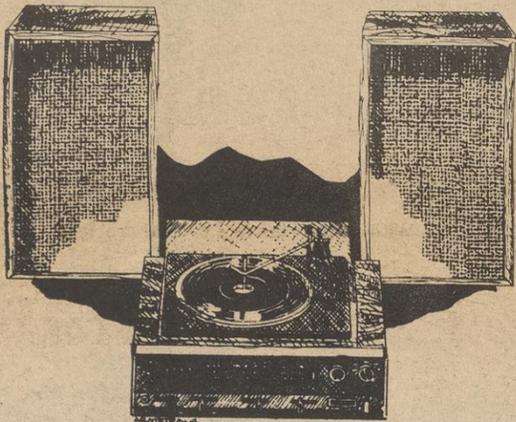
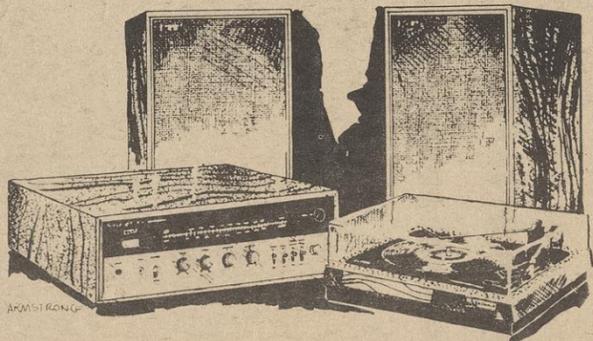
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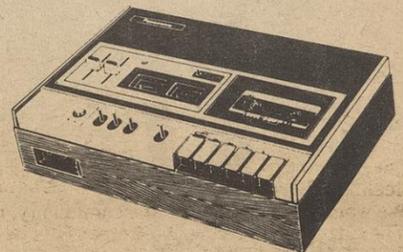


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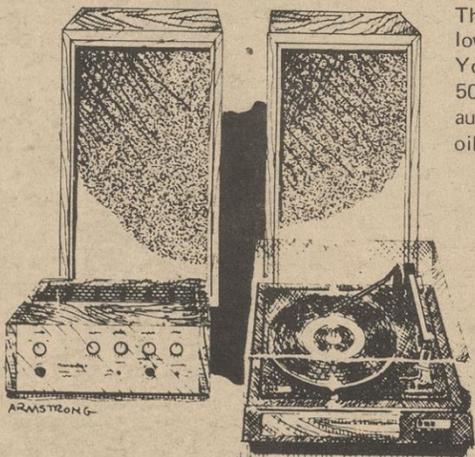
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The Women's Movement in Madison

A Dialogue



By **MARTHA ZYDOWSKY**
of the Cardinal Staff

I was curious about the Women's Movement in Madison, its structure and ideology. Representatives from five Madison women's groups agreed to meet with me and answer some questions. The groups represented in the dialogue are as follows: Women's Action Movement (WAM), Madison Lesbians (ML), Women Studies Group (WSG), Women's Counseling Service (WCS), and the Women's Center (WC).

MARTHA, Cardinal: I want to know which group you represent and something about what the group's doing, planning to do, etc. **JANET, Women's Action Movement:** I'm from the Women's Action Movement, a group basically concerned with the political end of the movement, in making changes in the system. We currently have 3 demands: 1) repeal anti-abortion laws and restrictive contraceptive laws, 2) establish 24-hr community-controlled child care centers, and 3) give equal job and educational opportunities to women. We're considering adding a 4th demand of freedom of sexual expression. **MEGAN, Women's Center:** Right now the Women's Center, which Judy and I represent, is a loose group of people. We all came together with the purpose of forming a Women's Center in Madison. The group ranges from women who've been involved in the Madison Left, radical lesbians, and women who've been involved in the women's movement. Right now we're primarily interested in developing out-reach interest groups of various kinds and setting up a center which can be the focal point for these kinds of out-going activities. **JEAN, Women's Counseling Service:** I'm from the Women's Counseling Service. We furnish information on birth control, abortion, and voluntary sterilization to both men and women, according to their needs. Someone is on duty from our group at the Women's Center every afternoon and evening—we have 15 counselors, all women. Our group is beginning to get away from just the counseling aspect and starting to become more of a women's group. **LINDA, Madison Lesbians:** I'm from Madison Lesbians. About one and a half years ago a couple of women formed the Gay Sisters. We met for about a year and changed the name to Madison Lesbians. Mainly due to Gay Liberation Front activities, we've got a center now at 301 1/2 N. Hamilton called the Gay Center. It's for GLF and Madison Lesbians. Madison Lesbians meet weekly, and right now the group is more of a social organization.

We do provide counseling services to help women "come out," to help them understand their homosexual feelings. We also do a lot of public speaking. St. Mary's Hospital has asked us to do a panel discussion tomorrow for their School of Nursing. I guess it's the "in" thing to have homos speak to your group. Some of us have funny feelings about it, but we're doing it right now in the name of community awareness. We want acceptance from the community, not conversion. **ALISON, Women's Studies:** The group I represent is the Womens Studies Group. The group has been formed only recently. We're trying to do two things: 1) use the university structure itself to try to reach women in the community and hopefully bring these women into the movement, and 2) specifically to further research on women and women's problems. What we're trying to do now is draft a proposal to be presented before the Board of Regents asking for a state-wide program of women's studies.

MARTHA: Who does the Women's Studies Group consist of, Alison? **ALISON:** students, both undergrad and grad, faculty and university employees, about 20 altogether. Initially, I wanted to do research on women. I figured there must be other people around here who were also interested in this, so I scheduled a meeting. We talked about ways the group could function. It turned out that everyone was enthusiastic about a Women's Studies Dept. here on the campus. We decided that this was the most radical course of action we could take. **MARTHA:** When is the proposal going to the Regents? **ALISON:** We're planning to present the proposal to them in September. It doesn't really exist yet, some of it is still in the works. The classes will be open to both men and women, and it is of utmost importance to have all the courses at least primarily taught by women, women with a feminist perspective. **MARTHA:** What sort of classes are tentatively proposed? **ALISON:** They range from very academic course offerings to others which are mainly concerned with people confronting and working out different issues. Some titles are: Women in the World's Labor Markets, Cooperative Businesses for Women, Comparative Feminist Movements. **MARTHA:** What are the chances of this going through or being adopted by the Regents in September? **ALISON:** I don't know. It's an uphill battle, particularly now with the freeze on new programs. **MARTHA:** How about courses in the free university as a temporary alternative? **ALISON:** We're thinking about a couple of things. First, we would like it to have the stature of a regular department. Secondly, people teaching these courses will be putting in a lot of time and they ought to be able to get some dough for it. If we can't get an independent dept. organized, then our only recourse is to contact individual depts. and get Women's Studies courses scheduled within those departments. (If you would like more information about the Regents proposal or the Women's Studies Group, please contact Alison at 256-0566.

MARTHA: The Women's Movement is really splintered. It seems to me that this is a disadvantage, for a lot of women are together in the same place. Not only that puzzles me, though. None of you knew each other. It's like the head not knowing what the tail is doing. **JUDY, WC:** I look at this phenomenon more positively than merely a splintering effect. We are all hassling with the generalization collective strength. We're not fighting the structure that exists with a similar structure of our own. The collective system is a positive strength instead of a reactive strength. **MEGAN:** It's like the difference between SDS and political collectives. **JANET:** The time factor is important in this respect, too. WAM had consciousness-raising groups, quite large in size, operating for a while. One or two evenings a week were devoted to consciousness-raising, and we quickly realized that we had no time left over for WAM meetings. I spend at least 2 or 3 hours a day doing WAM work, it's a full time interest for me. I just don't have the time for other women's activities. **JEAN:** Our group has the same problem. We spend so much time learning about counseling techniques and women's problems, checking out doctors in Madison, etc., that a lot of members get down because that's all we do. But, again, it's often a matter of time.

MARTHA: Jean, the Women's Counseling Service is in close touch with different types of people in the community. Who do you counsel? **JEAN:** We counsel a lot of high school and junior high school students. We also talk to a lot of out-

of-state women. Of course, a lot of students. **MARTHA:** Let's get back to the point about splintering within the movement. **JUDY, WC:** I look at this phenomenon more positively than merely a splintering effect. We are all hassling with the generalization that women are very positively moving in an organic way. That means that we're moving as a total effort in all directions at one. **JANET, WAM:** I think that's the essence of the movement. It's a total movement. After all, we're fighting a many-headed monster. **JUDY:** Right, But we're doing it in a very woman-like way. . . . **MARTHA:** What is men's role in the movement? Exclusionary policies are fine to a point, for consciousness-raising and solidarity, but eventually we have to deal with men. **ALISON:** I think you're making an assumption that this situation is the product of exclusion. Speaking for the Women's Studies Group, that isn't so at all. We'd be very happy to have anyone, regardless of sex, come to our meetings and offer their services. We find, though, that most people who are interested in doing research projects on women are women. **JUDY, WC:** You're missing part of the problem, Martha. Why aren't men raising men's consciousnesses? Why are we again responsible for men? Men should be working with men right now. This is a very critical time. The incidence of suicide of men between 20-30 years has skyrocketed in the last few years. Something is going on, but I don't see men doing anything about it.

MEGAN, WC: There's another aspect to this problem, and that's that it's a very healthy thing, it's a very important thing for there to be a culture, at least glimpses of a lifestyle and strength that comes from a women's culture. This is part of the reason for men feeling threatened. We're saying, "Yes, we can support ourselves; yes, we can destroy, yes; we can create something new." And that's not a very aggressive statement in any way.

But it does threaten dependence relationships in a very total way. That threat doesn't come from a hostility reaction by us, either. It comes because there's a changing of a general lifestyle. In some ways, this forces men to respond very directly. But our priority has got to be to relate to each other as women and to be able to grow together as women. **JANET, WAM:** What men have complained to me about is that the women's movement has not made them aware of the advantages which accrue to them from having liberated women. We haven't made it clear that the movement will liberate children, husbands, lovers, whatever. This isn't something that is going to benefit the female sex alone. On the other hand, we haven't made it clear to women what strengths they can gain from learning to depend on themselves. We don't want to completely alienate the women's movement from men, but we have a responsibility to sisters who feel ill at ease once a man enters the room. **MEGAN:** I'd like to speak to a point we touched on before, that of priorities. If you have certain priorities defined in your mind, how do you speak to people to convince them of your position or necessity for action. With women this is a central problem. What we're talking about is a total being and how that being relates to society and how society oppresses her. I think that means that the kind of organization that's going to be effective is community-based organization, some kind of organization based on an institution which that person is involved in. It's necessary, to address people's lives not only in an organizational sense, but it's also necessary for women to organize.

MARTHA: Linda, what is the relationship between the Gay Women's Movement and the Women's Movement? **LINDA, ML:** We started out working with the GLF, all gays together. I guess our mutual bond was our sexuality. Then we decided that we didn't want to work with the men at all. We began to see ourselves as feminists. We needed our own group. Most of us see our lives now as very radical feminist, complete woman orientation, with no dependency whatsoever on men.

Other women say, "Sure, I'm a radical feminist as much as you are, but I wouldn't dream of sleeping with a woman." Why not? Women go home from their feminist meetings and become house-wives to their husbands or lovers. We decided that we had a great need to be ourselves, with other lesbians, so for about a year we stayed together.

Now, though, we want to get back into the Women's Movement. We want to see integration. Eventually, we want to know heterosexuality. After all, as sexual beings we should be able to relate to anybody. **MARTHA:** I can see where having a gay movement with its own identity can be very important for identity/culture reasons. Do you feel that's true? **LINDA:** Sure, it's important for us to be with ourselves. We're still not really committed to one another. The time we spent with one another before was all superficial. We used to sit around and say things like, "What a good lesbian needs is . . ." and we'd never speak for ourselves. We're getting somewhere now, though. **MARTHA:** Do you feel that the Madison Lesbians is threatened by the community in any way? **LINDA:** We don't feel threatened, really, but we don't feel as though we're being taken seriously. People look at our group as though it's a sewing circle or something. We're resentful of this feeling, for our group is hardly trivial. People think that we sit around and talk about what we do in bed.

MARTHA: The group changed its name from Gay Sisters to Madison Lesbians. Why? **LINDA:** Some of us had funny feelings about the word "Gay." "Lesbian" is a stronger word, defined by us as "woman-oriented woman." We don't call ourselves "homosexual" much, either. That word's too narrow. "Lesbian" is a very broad word, not just a sexual word.

The famous question, "What do lesbians do in the day time?," sort of explains it. We're always asked about our sexuality, like how we have an orgasm with another woman. But we're much more than this. What we really are is radical feminists.

Nearly two hours later, I was out of cassette tape, most of the women had other places to go, and the Madison police were busy gunning someone down in my back yard. If it had been possible, though, I think we could have continued the discussion for another two hours.

Women from five different groups were together, hashing things out with one another, finding out what different groups were up to, and broadening their own personal scope of the Women's Movement. From what I've read and seen myself of the Movement, get-togethers of this sort don't happen often enough.

As you can see from the excerpts of that discussion, we had very different interests, and we didn't agree on any one point. We all know what women are no longer, that women have in the past been defined as the adjuncts of men, that right now women are women first, then people.

But there's still no satisfying ideology by which the Movement as a whole can be defined. Shulamith Firestone and others have attempted to do this singlehandedly, but I'm convinced, that one woman cannot be responsible for a philosophy acceptable to all women in the movement.

Women from all facets of the Movement have to chisel it out themselves, set goals, decide strategy, and act accordingly.

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Everybody's talkin . . .

Federal Judge James E. Doyle

Phil Haslanger

It was just a few minutes after 9:00 a.m. when the federal judge for the Western District of Wisconsin entered the high-ceilinged court room.

The judge, James E. Doyle, has probably lost count of the number of times he has come through the unobtrusive door behind the high bench from which he presides over a myriad of cases. But his decisions in many of those cases have sparked public debate on some of the most fundamental legal issues of our times, as well as having contributed to the courts' role as protectors of individual rights.

The case he was to hear on this morning—July 20, 1972—is not likely to produce a decision that will ultimately affect the course of law. It will, however, be sure to generate controversy.

The case deals with Madison's newest "adult" book store, the Rated-X Bookstore at 231 State St. This hearing is to deal with motions for temporary restraining orders to halt the city and county from harrasing or arresting the owner and clerks in the store until a decision is reached on possible First Amendment violations in attempts to close the store.

JUDGE DOYLE TAKES his place in the center chair, flanked by two empty chairs. After a few preliminaries are taken care of, the judge invites the spectators to come up from the back of the large room and sit in the jury box and other chairs nearer the bench so they can hear over the air conditioning.

He tells the contesting parties, "I believe that I have read everything that has been filed in the case up to the present time." The hearing begins.

A solicitude for the human needs of people and a thoroughness in his approach to cases are not accidents in Judge Doyle's courtroom today. Rather, they are perhaps the key to his approach to making decisions on the variety of cases that come before him.

Few cases demonstrate that as well as his recent—and controversial—decision in the case of Juan G. Morales vs. Wilbur Schmidt which he handed down on April 6 this year.

In that decision, Doyle dealt head-on with the many rules faced by prisoners which, some claim, are violations of the prisoners' human rights.

NOTING THAT THE custodians at prisons maintain that the rules are necessary to keep the institution running smoothly, Doyle wrote, "Lawsuits challenging these rules for institutional survival raise peculiarly poignant issues."

He observed that the complaints of the prisoners and the concerns of the guards and administrators "all compel serious and sympathetic attention."

Balancing the concerns on both sides of the issue with a thoroughness that suggests hours of serious thought, Doyle concluded, "In my view, in passing upon these challenges to the rules for institutional survival, the balance must be struck in favor of the individual rights of the prisoners."

That decision—which acknowledged that the Constitution might require changes in the prison system, that indeed "the institution of prison probably must end"—naturally sent shock waves through the penal system in Wisconsin. It is currently being appealed by the state.

LIKE MANY OTHER decisions, it brought to some people's minds the image of a wild-eyed radical sitting in the courtroom letting the forces of evil loose on society.

Looking at the judge sitting on the bench listening attentively to Percy Julian's arguments on behalf of the owner of the Rated-X Bookstore, one certainly doesn't get the impression Doyle is a wild-eyed radical.

The 57-year-old jurist, wrapped in the traditional black robe, his hair short, looks more like a legal scholar.

His law clerk for the past year, Mike Jacobs, describes the judge's approach to cases as deliberate. "In the most crowded district court with respect to the number of suits per judge in the United States, one might think there would be great haste to clear the docket," says Jacobs.

"But the judge approaches everything in a very deliberate manner. He gives everybody as much of an opportunity as they need. And he's concerned a great deal with procedural formalities, like does he have jurisdiction and does each side have proper notice of what's going on."

DESPITE THE MYTH current in both liberal and conservative circles that any liberal cause will be upheld by Doyle, his deliberateness and concern for procedure have promised not vindication of liberal causes, but rather a fair hearing of them.

"I suggest," Doyle told the Madison Literary Club in a rare speech over a year ago, "that the newer breed of constitutional issues is entitled to judicial consideration no less careful, no less respectful, no less

objective, than the judicial consideration given to the more familiar constitutional issues of the past."

He went on, "This newer breed of constitutional issues is a reflection of the fact that hitherto silent and poorly represented members of our society are finding their voices both in the streets and in the courts."

"The grievances they speak must be given a fair and careful hearing by the courts, and in cases in which the grievances are found to be just, the courts must not shrink from providing effective remedies, however the institutions affected may creak and groan."

The arguments in the Rated-X hearing drone on. Doyle questions some of the attorney's assertions, makes notes, ponders the issues. Over his head, the sword of justice is balanced by the scales of justice. To his right stands the American flag.

THE SYMBOLS ARE common in courtrooms throughout the land, but are particularly appropriate in the court of a man who has devoted his life to his country and its laws.

Out of ethical concern, Judge Doyle won't discuss cases or his views on the legal system with reporters. But on the day before the Rated-X hearing, he did grant this reporter a rare interview to discuss James Doyle, the man.

We sat in his spacious office as the sun shown through the windows overlooking Lake Monona. His desk was piled high with legal documents.

Doyle graduated from the University of Wisconsin with a B.A. degree in 1937, then went on to Columbia Law School where he was a member of the Board of Editors of the Columbia Law Review from 1938 to 1940.

He went to Washington with a former professor, Herbert Wechsler, who was on leave from Columbia to represent the government in criminal cases before the Supreme Court.

IN 1941, DOYLE was chosen to serve as a law clerk to the newest Supreme Court Justice, James F. Byrnes. "It was a wonderfully interesting year," Doyle recalled. He pointed out that Justice Byrnes had not been sure how law clerks were chosen for the Supreme Court, so he

had asked Justice Hugo Black to select one for him. Black chose two clerks, the judges flipped a coin, and Doyle, one of the chosen two, went with Byrnes.

"I consider it to have been personally fortunate for me in several ways," Doyle said of the flip. "One of them was that Byrnes later left the Court and became war mobilizer for a while and then Secretary of State. So I was invited to spend a year with him in the State Department from 1945 to 1946 and all that would never have happened had the coin gone the other way."

Doyle returned to Wisconsin in 1946 as an assistant U.S. attorney for the Western District of Wisconsin. He left that job in 1948 to become a member of the law firm of the late U.S. Senator Phillip LaFollette.

From 1951 to 1953, he served as the state chairman of the Democratic Party and according to the Minneapolis Tribune, he "provided much of the intellectual spark for the revitalization of Wisconsin's Democratic Party."

LOOKING BACK, DOYLE remembered, "The big thing was the Joe McCarthy re-election campaign. We really gave that everything we had. I think now as I did then that we could have succeeded in defeating him had it not been for Eisenhower's tremendous landslide in the Presidential election that year."

The 1952 campaign also marked the beginning of Doyle's association with Adlai Stevenson, the twice-defeated Democratic Presidential candidate. The association led to Doyle's playing a major role in the "Draft Stevenson movement" of the 1960 Democratic Convention.

According to author Theodore H. White, Doyle was one of the key figures in the early organizing efforts. He "was financed by Stevenson friends from Chicago to keep a watchful eye on the wild Stevenson amateur groups forming across the country, the hope being that he might keep responsible volunteers responsible."

Then in June of 1960, writes White, Doyle, "who had shepherded and restrained the volunteers from his Madison, Wisconsin, office, was brought to Washington, where he officially announced the launching of a Draft Stevenson movement."

(continued on page 15)



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for the wilderness and streams.
(There are no oppressors there.)

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victorious over children.
They have beheld slaughter
and ruin . . .
They have wept tears
that dampen my pillow.
Oh, that my eyes could behold
the wilderness and the streams.
(There are no oppressors there.)

My heart has learned to long
for the wilderness and streams.
(There are no oppressors there.)

Roy Lyle White
Central Wisconsin State Hospital



from Akwesasne Notes

Varied groups offer legal aid programs

By BETSY MATSON
of the Cardinal Staff

The long arm of the law is poking into the campus scene more often these days.

If you have a crafty landlord or a 1-A draft status, you may find yourself in need of legal help soon.

Dane County Legal Services, the Community Law Office and Madison Defense League offer help in civil, criminal and juvenile legal cases, but their philosophies differ greatly.

"We don't see the police as our friends," Madison Defense League (MDL), the most radical of the three groups, says. "We want to educate people to handle themselves."

"People are intimidated and they talk. Police intimidate them into giving up their rights—particularly non-whites and students. We push a radical stand of non-cooperation with the police."

TO EDUCATE PEOPLE, MDL has held classes on gun laws, grand juries, rights of self-defense and juvenile law.

Narcs and informers are frequent targets of MDL. "Just the other day a narc was caught by kids on the library mall," an MDL member said. "Someone

ripped off his wig and he ran away, real fast."

"We ask people to help us if they know any information about narcotics agents or police informers," MDL said.

MDL claims that their efforts to expose informers have not been ignored by Madison police.

"MDL people are harassed incredibly," a member said. "There are lots of petty arrests with the charges dropped later."

Undaunted by police interference, MDL has expanded its operation to include education programs around the state.

"We go where there have been busts," a member said. "We also have a communication network of sorts with other cities in Wisconsin. Organizations like MDL have grown tremendously."

"PEOPLE HAVE to realize that they have to stick together to protect each other, even if it means going to jail for a while," MDL said. "It's a hell of a lot better feeling to know you didn't screw someone."

MDL can be reached at 257-0974.

"In the hall of justice, the only justice is in the halls."

—Lenny Bruce

The Community Law Office (CLO), in the basement at 731 State St., works closely with MDL. (They usually handle civil cases while MDL handles criminal cases.)

CLO is run by volunteer law students who consult with cooperating local attorneys before giving legal advice. As law students, most are committed to working within the present judicial system.

Recently, most questions have concerned residency requirements, landlord rights, termpaper buying and small claims court procedure, a volunteer said. In some cases CLO

members have accompanied persons to small claims court to assist in landlord-tenant disputes.

"SOME LAW students (in CLO) get a special kick out of screwing landlords," one CLO volunteer said.

All questions are researched and answered without a fee, but the CLO can't refer lawyers.

"Those who protest at injustice are people of true merit."

—Ho Chi Minh—Prison Diary

Dane County Legal Services, 124 S. Pinckney St., helps persons who earn less than \$300 a month. Students must be emancipated.

"We don't want to find out they have wealthy parents in New York or Chicago," Legal Services' Director Bob Burr said. "We're a perty office."

THEIR SERVICES are in great demand. Civil cases, such as divorce, cost a flat five dollar fee, whereas a private lawyer would charge about \$400 for a divorce case, a law student said.

Changes may be coming, however. Burr sees a "pre-paid legal insurance" system in the future, where individuals would purchase legal insurance as they purchase medical insurance now.

Burr said that legal help is in such demand that some people are beginning to represent themselves in divorce cases now, rather than wait for aid, but he doesn't feel that the government could help by setting up more legal help agencies.

"WE'RE IN A free enterprise system," Burr said. "From a practical standpoint, it would be impossible for the government to cover everything. From an idealistic standpoint, yes, it would be nice if they could."

Meanwhile, Dane County Legal Services takes on civil, criminal and juvenile cases, and Burr admits that they're "swamped."

"We're limited and we're very busy. All lawyers are; but we're probably more busy than most."



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Area daycare expands - but in what direction?

By CHRIS STOEHR
of the Cardinal Staff

Claims by University and Dane County officials that the daycare facilities they respectively provide give adequate services to the Madison community brought some sharp rebuttals from the people they are intended to serve.

When the fall semester opens, University officials hope that a University daycare center will be a reality. A Subcommittee on Daycare, an outgrowth of the Chancellor's Committee on the Status of Women has been working for the past six months on the project.

The "tentative" plans for the University Daycare Center, according to Subcommittee Co-chairwoman Lorraine Meisner, include a facility for 60 to 100 children. The cost of the daycare, like most other centers in the city, would be based on the ability of the parents to pay—with some "scholarships" given for those of very low income families.

ACCORDING TO A survey the subcommittee took last November, they found that a center for about 100 children would adequately fulfill Madison's present needs. They also found that most parents were reasonably satisfied with the care their children were presently receiving, with some desiring cheaper rates and others wanting more educational activities and less babysitting.

"It is just tokenism to create the illusion of change and progress by madison campus officials. It's really kind of a farce," said Laura Hodge, who worked with the TAA this spring when they bargained unsuccessfully for free daycare for all children in the University community.

"I don't know where they got the figure of a 60 to 100 child facility being adequate or who they surveyed. They didn't survey me," she said.

No representatives of the TAA worked with the Subcommittee on Daycare. Hodge indicated the TAA wasn't very interested in working with the administration on this issue, because they did not want to lend credence to the University's proposals when "what they're planning is extremely unsatisfactory to us and does not reflect our needs and demands."

BOB EVANS the supervisor of supplementary services for Dane County Social Services, felt that on the whole Madison's daycare centers are pretty good, but there is a lack of stimulating programs for children. "On the whole, centers here are flexible and work together as a group with good lines of communication."

"Under state law, we can pay for some or all of the cost of daycare for the children of low income working mothers or one parent families. The monthly rate varies depending on size of family and income from \$88.37 to \$252.98.

"We don't encourage or discourage mothers to put their children in centers," he said, "but the fact is that the middle class has a bias toward daycare for their children. Low income mothers often prefer a

traditional baby sitting arrangement with their relatives."

"WHAT REALLY needs to be changed in the Dane County system is that day care become available as a right to the general population. That right does not now exist. And the cost for adequate, more-than-babysitting care, is constantly increasing," he said.

Because daycare centers must be licensed by the state or certified through the county to operate, supervision is generally adequate although costs and facilities vary. The First Congregational Church Day Care Center, for example, is now operating with a staff of six certified teachers, including Joanna Berke, the center's director, a nursery staff and eleven volunteers. The full fee at the church center is \$28.00 a week per child and they are doing capacity business with 50 children enrolled.

The Dane County Welfare Rights Alliance has been pushing since its inception, for free day-care, citing evidence that many good centers are out of poor people's ability to pay and are usually full to capacity.

The official position of the Alliance on daycare was contained in a resolution submitted to the City Council a year ago which they co-sponsored with the Women's Action Movement (WAM). It called for free 24-hour daycare facilities for anyone who wanted them. Presently, if a woman is not working outside the home the county will not pay for care.

PAT RAYMOND a staff member of the Welfare Rights Alliance, says, "Daycare facilities in Madison are terribly inadequate. Those least able to afford good care for their children are left out, which amounts to economic and sexual discrimination."

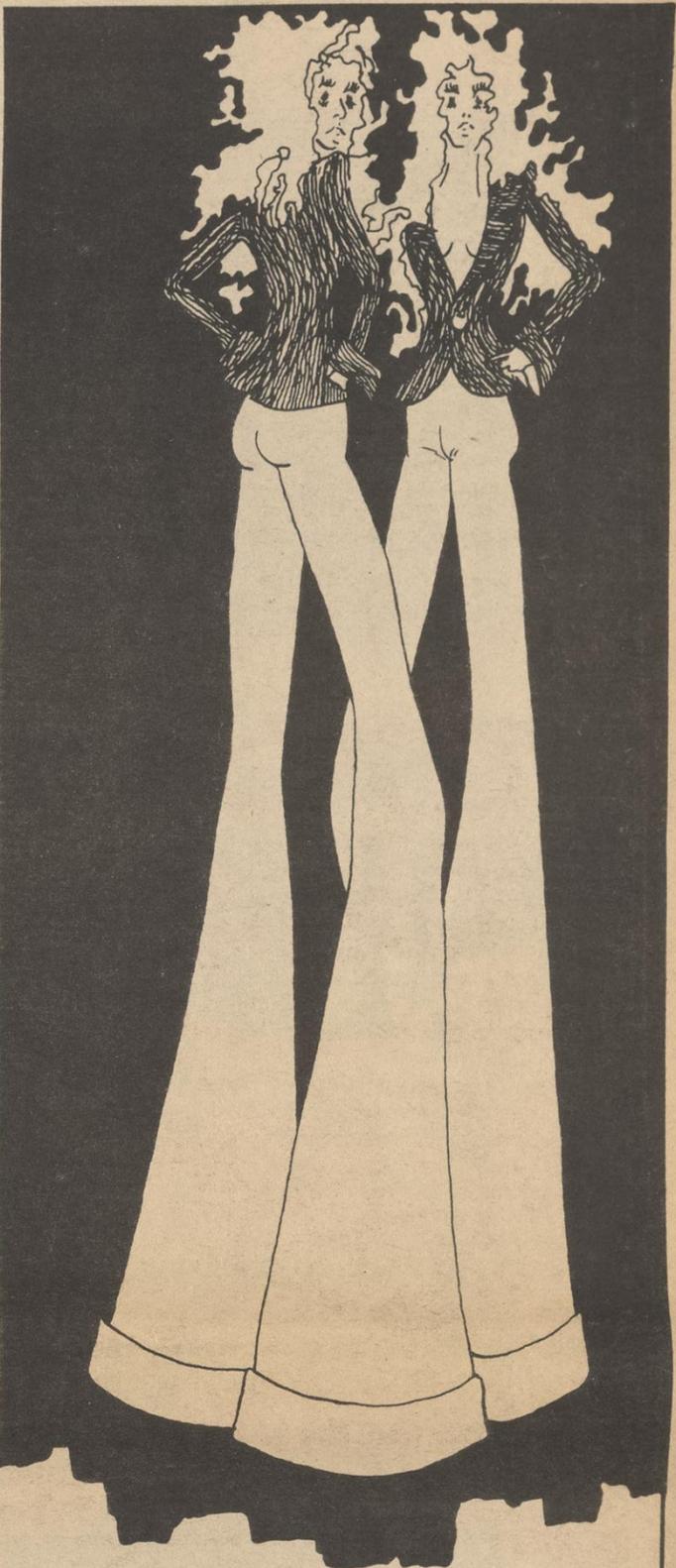
"Daycare is not a privilege, it is a right, just like the right to a free public education. Of course, it should be available to everyone. Right now its still considered a privilege."

University representative Meisner says she hopes that the University center won't be viewed as an elitist center for the privileged of Madison.

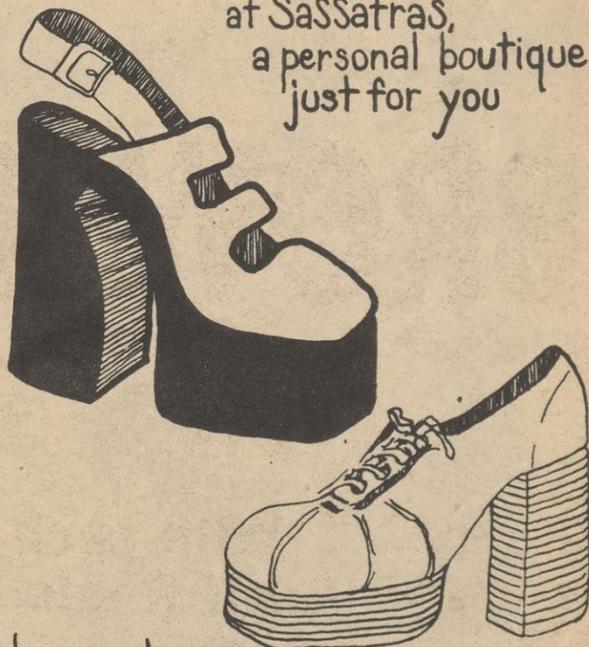
"THERE ARE a lot of good centers around now," she said. "It would be disasterous for people happy with their present facilities to pull their kids out of them and take them to the university center. We want to have a cross section of children and not just university people. I'm opposed to the town/gown division of children."

If the center will only accommodate 60 to 100 children, it would seem to invite disaster if people flock to their doors. But if the subcommittee's figures and findings are accurate, the fear of a mass migration of children may be groundless.

Those who have been outside the scope of present day care service all along—the poor, those who do not qualify for county aid, students, and teaching assistants—are not greatly enthused by the center. For those people, the university has seen a big problem and offered a small solution.



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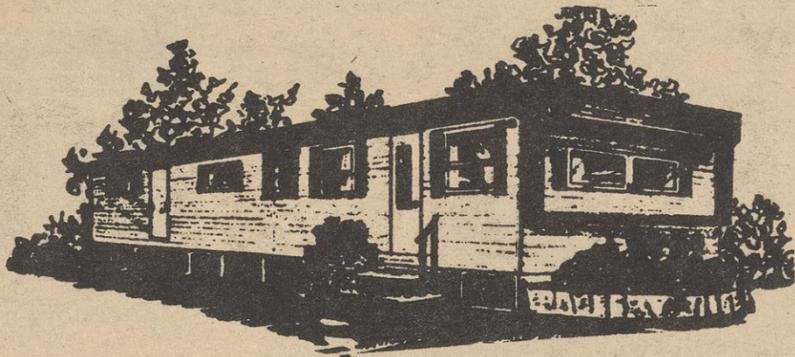


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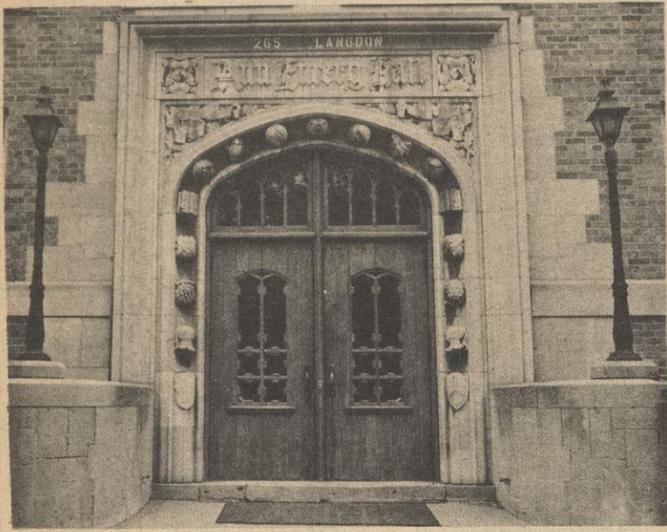
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Consumer co-ops spread in Madison

By CAROL SPIEGEL
of the Cardinal Staff

Since the Mifflin Street Co-op opened in the winter of 1969, consumer co-ops, a movement representing a people's effort to eliminate or at least reduce the alienating distance between producers and consumers, have sprung up in Madison like mushrooms after a spring rain.

Goods offered by the co-ops range from food and clothing to bicycles and crafts of all kinds. Structures vary with some groups running on a membership basis with others more loosely knit. By and large, the co-ops are surviving quite well, with their numbers expanding and few failures.

The Green Lantern Eating Co-op is the oldest co-op in the city. There is a membership fee plus a work requirement which is proportionate to the number of meals eaten. The fees keep the Green Lantern running, but since they employ two professional cooks (the cooking is not handled cooperatively), and have high maintenance costs, the co-op is financially dependent on its Friday and Saturday night film showings. Side benefit to members: they are admitted to the films free of charge.

THE MIFFLIN CO-OP, which sells grocery products, has been in existence since 1969. Anyone can buy from the store, and anyone who comes to a meeting of the co-op is eligible to vote. Volunteers from the community work the counter and stock the shelves. For the most part, the Co-op breaks even in its finances.

A spokesman for the Mifflin St. Co-op said that they "don't believe in expansion, but rather decentralization of economic power." He encourages other communities to set up similar food and consumer co-ops which would be "community oriented and supported." He noted that "co-ops should be an alternative process by which people can bring about economic change in the capitalist system."

The Common Market Food Co-op, which has been around since 1970, is now expanding with two Madison warehouses. The Common Market is the largest of the food co-ops in terms of numbers of people involved. Their membership consists of groups composed of at least 3 households each who are required to work at the warehouses an average of 4 hours, 3 times a month. Responsibility for ordering and pick-up and delivery of groceries for each member group is shared and allotted by common consent among that group.

IN OFF-SEASON, the Common Market gets its foods from the Water St. Market in Chicago. During Wisconsin's growing season, however, they try to get foods from local farmers. This past summer, there were about 15 local farmers supplying the Common Market.

"It seems that the movement is growing," commented one Common Market worker, "there are lots of co-ops in Minneapolis, and we are beginning to have Co-op conferences. Co-ops are even starting to move into small towns, although here there is more fear of co-ops, and some confusion in regard to what they're all about..."

The Whole Earth Co-op, which sells literature and organic fruits and foods, actually prefers to call itself a "Learning Community", because they consider themselves an educational link between the people and their own potential self-sufficiency. They survive on donations and profits from what they sell.

THE EDUCATION PROCESS at Whole Earth consists of free courses which range from such topics as "Wild Edible Herbs" to "Auto Mechanics" and "Small Home Repairs" to "First Aid" to "French" or "Swahili".

The Madison Book Co-op started out in a school bus in October 1969. By December of that year they had moved to their present location. There is a membership fee which enables the participants to buy any books or records at a ten percent discount. Members can also try to sell their own used books or records at the co-op. There is no work requirement—about four people work full time in the store.

The Yellow Jersey Bike Co-op dates back to April of 1971. Membership allows members access to a service clinic and maps with bike routes. The co-op also has a "Bicycle Safety Committee", composed of volunteers who lobby for legislation favorable to bikers in the city. At Yellow Jersey, they say they "aim only to break even," and they are succeeding at that.

ONE NOVEL PROGRAM of the bike co-op that requires voluntary help is the WHITE BICYCLE program. Under this system, volunteers from Yellow Jersey repair and service old donated bikes of which there are presently about 30, paint them white, and leave them around the city for the people to use.

Among the many clothing co-ops are Cooperative Threads, a clothing

(continued on page 13)



The Consumers' Co-op Garage opened last spring at 2050 E. Johnson St.

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Movies in Madison: A new persistence of vision

By REID ROSEFELT
Of the Fine Arts Staff

At a given night this year, when you're not hangin' out at the Rath, indulging in cultural slumming at the Plaza or 602 Club, checking out da sounds at The Gritty, or even studying, you just might find yourself at a movie.

And why not? If you're willing to accept the often squalid 16 MM prints and the patently uncomfortable seats of most classrooms, you can see for a dollar or less, an incredible variety of films, ranging from classic American and European movies to current features.

Of course, some film societies have hit upon the lucrative practice of showing the pictures that sell over and over again, thus producing a new and disturbing persistence of vision: one intrepid UW film buff has reportedly seen *Night of the Living Dead* 34 times.

Last year, Magic Lantern and Cinemadyne film societies netted \$3000 and \$2000, respectively, showing *'Dead'* and other films. But should that bother us? I mean, wouldn't we all just p***ss away that money on beer and pinball anyway?

My real complaint with such "rip-off" film societies is not with the movies they show, but with the way the money is handled. The Wisconsin Film Society, Fertile Valley, and Focus, among others, turn profits back into the community through cheaper admission rates, free movies, and flyers. The "rip-off" societies, however, just take your dough, and they'll take as much as they can. It's not at all surprising to hear that a new film society is starting out with the name of P.T. Barnum Film Society. Maybe us suckers should get wise.

What follows is an attempt to give the feeling of the type of films that can be seen at those places that this writer thinks deserve your money. The prices are generally reasonable and the films are chosen by people who genuinely love movies. So how can you go wrong?

The Union Play Circle is the best deal in town. For 78¢, you can sit in comfortable theatre seats and watch high-quality 35 MM prints. And the film programs are well known for their excellence and variety. The Play Circle has two series: *Movietime I* (on Wednesdays and Thursdays at 2,4,7 & 9) with esoteric-aesthetic

type films, and *Movietime II*, (Fridays, Saturdays, and Sundays at 2,4,7,9 & 11) boffo box office flicks.

This year, *Movietime I* is offering Jacques Rivette's *The Nun*, Howard Hawks' *Tiger Shark* and *Rio Bravo*, Joe Losey's *Figures in a Landscape* (with Malcolm McDowell!), *Mandabi*, a film from Senegal, Fellini's *I Viteelloni*, Durst's *I Drink Your Blood* (last seen in Madison on a double bill with *I Eat Your Skin*), Alain Resnais' *Muriel* and Nagisa Oshima's bizarre *Diary of a Shinjuku Thief*. Seen them all already?

Movietime II starts out on more familiar ground with *Five Easy Pieces*, and includes *WR-Mysteries of the Organism*, *Battle of Algiers*, *Death in Venice*, *The Go-Between*, *Klute*, *El Topo*, *Chimes at Midnight*, *The Garden of the Finzi-Contini's*, *Polanski's Macbeth*, and *Shaft*. There are still a lot of people who haven't discovered the Play Circle yet. Get on the ball, kids, and don't forget to buy your tickets in advance, for the Circle often sells out.

The Wisconsin Film Society, founded in 1948, was Madison's first film society and is one of the oldest in the country. It has a long tradition of showing worthy obscure films at low prices.

The spring series begins with "Not bad, hey, whaddaya say?"—the Warhol-produced *Trash*, and features Bunuel's assassination of the Catholic Church, *The Milky Way*, Billy Wilder's *The Private Life of Sherlock Holmes*, Bertolucci's *The Conformist*, Sam Fuller's *Underworld USA*, Hawks' *To Have and Have Not* (with Bogart and Bacall), Nicholas Ray's *Bigger Than Life*, and Robert Aldrich's *Kiss Me Deadly* (with Cloris Leachman). Not mentioning the special Halloween showing of *The House that*

Dripped Blood, a surprisingly frightening Robert Bloch-scripted (*Psycho*) film that has been making the rounds of the drive-ins.

All told, there will be over 25 movies shown for the miniscule fee of \$4.00 for a spring series ticket. That's only 16¢ a movie, friends.

The Green Lantern Co-op, 604 University Avenue, is offering, if not the best, certainly the most films this semester. An incredibly diversified, though admittedly amateurist list of some 40 movies will be shown.

In September there will be a silent series of five films: Chaplin's *The Gold Rush*, Victor Sjöström's *The Wind*, Frank Borzage's *Seventh Heaven*, Erich Von Stroheim's *Foolish Wives*, and Dovzhenko's *Arsenal*. On other nights Lantern audiences will be able to catch Capra's *Meet John Doe*, Dwan's *Robin Hood*, Fuller's *I Shot Jesse James* and *Pickup on South Street*, Rossellini's *Rise to Power of Louis XIV*, Renoir's *The Southerner*, *Take the Money and Run*, *Wizard of Oz*, and three George Cukor-Katherine Hepburn team-ups—*Adam's Rib*, *Woman of the Year*, and *Holiday*. Tickets are generally 75¢ at the door.

Fertile Valley Film Society will continue to present its regal cineaste's feast of classic American films. Of particular note are: Hitchcock's *The Man Who Knew Too Much*, Menzies' *Things to Come*, *Die, Monster, Die* (from a Lovecraft story, starring Boris Karloff), *Mata Hari* (Garbo), *Bombshell* (Harlow), *Captain Blood* (Erroll Flynn), and Lubitsch's *To Be or Not to Be* (with Jack Benny).

Don't Miss This One: *Bucket of Blood*, directed by Roger Corman and brought to you by the people who gave us *Little Shop of Horrors*, this low-budget chiller just can't miss—it's about a

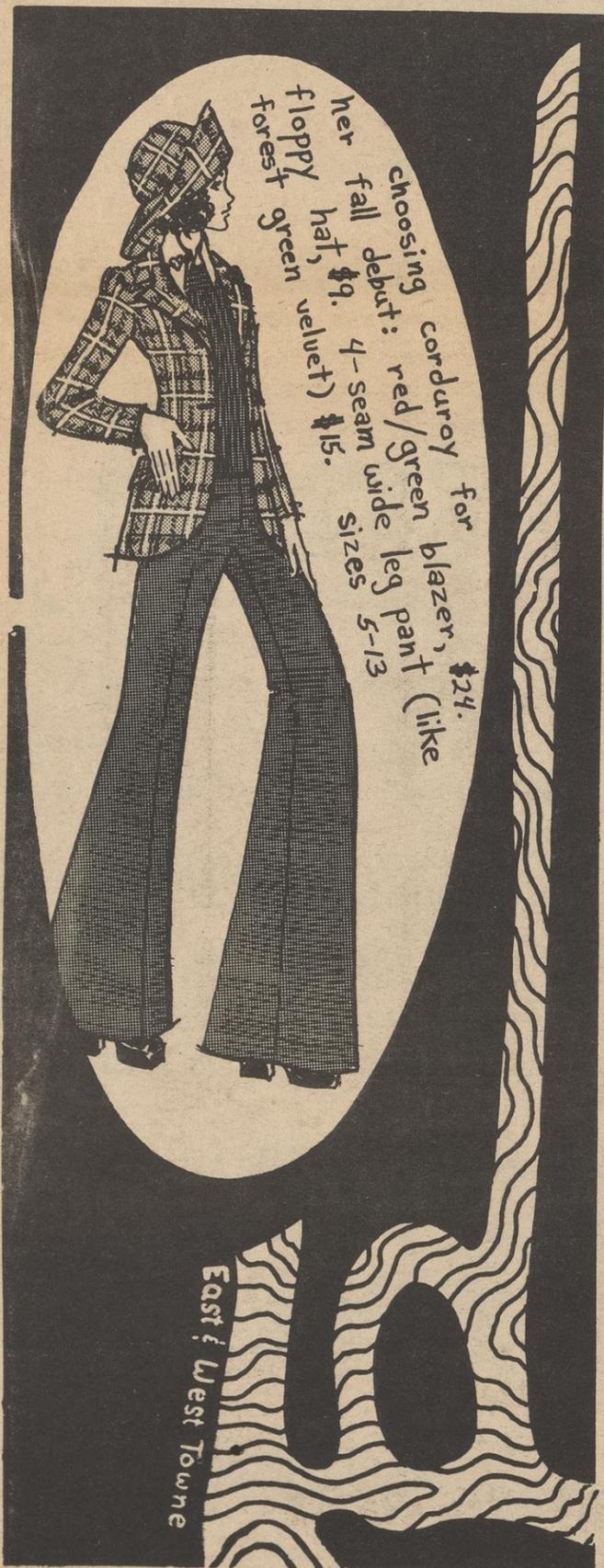
sculptor who kills people and uses them for his clay forms. Bring the whole family.

FOCUS, the film society of the University Residence Halls, which had taken to showing a lot of artsy-fartsy foreign movies last year, has a more typical big blockbuster list this year. How can they miss with titles like *The Andromeda Strain*, *Shaft*, *Little Big Man*, *Mash*, *The Owl and the Pussycat* and *The Great White Hope*? And the price is right too: \$2.75 for the entire first semester.

The Lake Shore Halls Association (LHA) always trailing Focus with lead boots, appears to have slipped on a pair of adidas with this semester's film selections. It includes *To Sir With Love*, *Coogan's Bluff*, *Torn Curtain*, *From Here to Eternity*, *Bullitt*, *Wait Until Dark*, and *The Ipcress File*. For second semester, they have reportedly booked Willard. The admission charge is even less than with Focus: \$5.00 for the whole year.

Wisconsin International Student Programs (WISP), who have been showing fine films from the Warners catalogue all summer, will continue to do so as well as offering free international short films before the admissioned feature films start. The season will begin with *His Majesty O'Keefe* (with Burt Lancaster), and *The Bramble Bush* (with Richard Burton). \$1.00 at the door.

Tar & Feathers would have to be designated your regular ruthless "rip-off" film society if it wasn't for the fact that these nebbishes never make any money anyway. This year they're showing a lot of classic 1940's American pictures (*Casablanca*, *Citizen Kane*, *Maltese Falcon*, *Notorious*, et al) as well as Visconti's *The Stranger*, Bergman's *Passion of Anna*, Truffaut's *Stolen Kisses*, Godard's *One A.M.*, and Bo Widerberg's *Joe Hill*.



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U residency requirements in legal limbo

By STEVEN GRANT
of the Cardinal Staff

As fall rolls around, so does registration for fall classes at the University, along with the question: Am I or am I not a resident of the state of Wisconsin?

The question is a hard one to answer. Among the factors confusing the issue: vague Wisconsin state laws, a separate residency standard for students,

the merger of the two state university systems, and the passage of the 18-year old majority bill.

The present law, while somewhat defining the term "non-resident" leaves the decision mostly up to the discretion of the University. The present Catch-22 of the state law is the famous "hooker" clause (36.16, sec. 3) which claims that a person who is

in the state primarily to obtain an education is not considered a resident.

THIS IMPLIES that a person who can meet all the other accepted state qualifications for residency-voter registration, payment of state income tax, and ownership of motor vehicle registration, may, if he is a full time student, not be considered a resident. A part-time student meeting the same requirements is generally considered to be a resident.

With the merging of the two University systems, a committee was set up by Governor Lucey to standardize rules governing the two systems. A subcommittee created for the purpose of revising existing residency laws, recommended the standardization of residency rules all over the state, with a law that would allow for proving residency on the grounds of having lived in the state for one year prior to beginning school, making a substantial contribution to the economy of the state, i.e. paying taxes, and being self-supporting. It is suggested that self-

supporting be defined as not receiving more than \$200 from parents including room and board.

The purpose of such a law would be to remove the discretionary powers of the University that the "hooker" clause now provides substituting specific guidelines.

THE TWO PASSAGES which most critics consider to be the most discriminatory are one which states that an out-of-state woman marrying a resident becomes a resident, and another which states that a resident woman who marries a non-resident becomes a non-resident. A recommendation of the Residency subcommittee is that each person must establish residency in their own right.

Varying degrees of residency policy have been left completely up to the whims of the University. For instance, the general policy followed if you have been a resident of the state for 18 years and your parents decide to move out of the state the university exempts you from payment of out-of-state tuition for one year, after

which you are considered a non-resident.

The University has not yet decided if an 18 year old student, now an adult under Wisconsin law, who is fully supported by parents living outside the state would be entitled to an exemption from nonresident tuition.

SEVERAL MONTHS AGO a Kansas judge ruled that a person who is registered to vote in that state must then be considered as a resident of that state and must be treated as such in all circumstances. Now that the precedent has been set, it will take a court case to determine whether or not the ruling holds for Wisconsin.

Also being taken to court in Missouri is a claim which states that a university which is funded by federal funds fails to remain a state university, and therefore all students must bear tuition fees equally.

In Wisconsin it has just come out that if it is taken to court, the whole question of residency and non-residency may be declared unconstitutional.

Consumer co-ops

(continued from page 9)

and needlework co-op. Like most co-ops in the city, they say they are "breaking even financially." They claim that they "are enabling some people to be self-sufficient—to survive on what they create with their own hands." One member at this co-op said that a main weakness of the co-op is that "we are not really a political force."

The Yellow Tower Clothing Co-op on State St. reports that they are "breaking even, plus." This co-op differs from Cooperative Threads in that their membership is limited to about 15 experienced seamstresses, who specialize in making long, peasant-style dresses—"halter styles in summer, heavy corduroys in winter." They also do alterations and special orders.

THE CRAFTS CO-OPS in the city are of more recent vintage than most others. The Brindlewood Crafts Co-op, which opened in June of 1971, sells candles, pottery, woven goods and ceramics. They say they are "just existing, financially," and "need a lot more members." At present, they have only 7 participating members.

The Community Arts and Crafts Co-op on N. Carroll St. has been around for about a year and they report that they are doing well. Here there is a \$10.00 membership fee and a "work-in-the-shop" requirement of 8 hours per month. The co-op takes 25% of the price of a member's sold item—unless that member has put in more than the 8 hour work requirement. At the end of the year, the profits accumulated are divided between members according to the amount of time each has spent helping out in the shop.

"THE CO-OP MOVEMENT in Madison is strong and growing all the time," remarked a worker at the Yellow Jersey Bicycle Co-op. A survey of the consumer co-op scene in Madison shows that people are indeed moving toward co-operation—both in small and large groups—for the mutual economic and social benefit of the community—and the "coming-togethers" are, for the most part, succeeding.

CHICKEN LITTLE & CO.

Chicken Little & Co., the community blues music co-operative, is looking for new members to help out with this year's programs. The co-op had a very successful first year, bringing Sunnyland Slim, Howlin' Wolf, Mississippi Fred McDowell, and Hounddog Taylor to Madison for satisfying shows.

Anyone interested in helping to provide an alternative to the exploitative club scene in Madison should contact Dave Chandler at 244-2900 or P.O. Box 1805.

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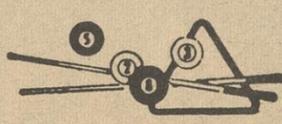
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McGovern Headquarters: The volatile dynamics of the 'new politics'

By KAY BONDEHAGEN
and KATE GRABER
of the Cardinal Staff

Down to earth and grappling with problems is the best way to describe Madison's McGovern campaign. The headquarters, located on Gorham above Mother Tucker's, is a confusion of old Democrats and young students surrounded by kittens, bicycles, plants, and posters.

It is an odd mix of old politics and new blood. Traditional fund-raising techniques combine with new political candor concerning campaign problems. The staff is unusually open and willing to talk about anything, even the possibly damaging conflict that has arisen between Students for McGovern and regular city Democrats.

The split, McGovern campaigners say, concerns a personality clash between Ray Davis, head of Students for McGovern, and party regulars Judy Jung and Michael Bleicher. Said one McGovern volunteer, "It's only a power play among a few people, something that would occur in any group." Another staffer suggested the conflict has to do with a \$200 unpaid bill that the Students for McGovern are responsible for. Jung, who is in charge of the office, simply said, "I wish University students would get over working with students. I wish they'd get out and work with non-students."

However insignificant the squabble appears, it is a potential match to light an organizational bomb. Paranoia between the Students for McGovern and city Democrats is already threatening to impede the campaign.

Radicals according to one student for McGovern, are afraid that card-carrying campaigners are going to exploit their energies now and discard them later, after the election. He said radicals fear that liberals in the campaign

"are going to lead them down the pimpernel path . . ."

The difference between the two groups manifests itself even in the campaign strategy. The word from national organizers is to soft-sell McGovern until September. This means that campaigners are supposed to "unsell" Nixon, highlighting only dissatisfaction with the status quo rather than emphasizing McGovern's specific stands.

Student workers, on the other hand, considered politically naive by regulars, feel that the main campaign approach should be the ideological differences between Nixon and McGovern. They feel this would be the most open way to carry on the campaign.

The problem is exacerbated by the indefinite lines of authority between the old and new McGovern supporters. The older members know more about politics and feel that they should have more to say about planning. The Democratic regulars were angry, for instance, that the Students for McGovern held a "Warren Beatty style" benefit July 25 without their permission. Students, however, according to campaigners Pam Mansfield and Dan Scott, were organized and working for McGovern before the party regulars and supply more physical legwork in the campaign effort.

"It's the old saying, 'We're all equal but some are more equal than others,'" said Scott.

The potentially explosive differences between Students for McGovern and the party organization concern not strategy or authority, but the orientations of each group. Students for McGovern are issue-oriented. They support McGovern because of his positions, while the older party workers support the man or the ticket.

Students, in general, will stand on the issues, even if it means losing the election. Most of the young volunteers consider themselves independent rather than Democratic.

They are working for the party but they don't belong to it. "I don't believe in belonging to an organization of any kind," said local promotions chairman Dan Scott. "I belong when it's right to belong."

Among the Democratic party workers, however, there is a sense of loyalty, commitment to the candidate. As non-student Becky Anderson said, "I will go along with George McGovern. I have confidence that he will make the best decisions."

So far the orientational and ideological differences between the student and party workers have caused only minor conflicts over promotion and projects. There is a feeling of unity for the common cause of getting George elected. As student worker Terry Frary said, "The machine democrats, or the regular democrats, with their cadillacs and all. . . They have something to offer too. We need all the help we can get."

In the future, however, the issue of McGovern compromising his stands may split the two groups. On the one hand, party workers believe McGovern must and should shift a bit towards the right in order to get elected. On the other hand, McGovern's original constituency—the young and disaffected—will tolerate almost no compromising of McGovern's stands, particularly those on the war.

"In order to win it's going to take a lot of compromising," said adult volunteer Becky Anderson. Fearing the loss of conservative middle class and blue collar workers, older campaign planners don't want to emphasize what many of them consider to be extreme ideas. Instead they want to highlight the need for change itself, a change from Nixon.

This side-stepping of issues is what infuriates those that are attracted to the McGovern they believe is straightforward, honest, and committed to his campaign pledges. One young worker from Madison said that he would agree to compromise in tactics, but that if there was any compromise in McGovern's primary goals, he would leave the party.

"If he softened, I'd drop it," said another volunteer. A lot of students feel that way. They say they're not so committed that they wouldn't leave the McGovern camp in the face of political logrolling.

"If McGovern doesn't end the war in 90 days," said a student campaigner, "I'm going to burn down the White House."

This is the kind of volatility that Madison Democrats will be trying to quell until November.

"Most student editors and staff members make their elders very nervous these days, but Daily Cardinal journalists are ranked Number One in the nation when it comes to scaring members of the Suspicious Majority."

Bill Gleason
Chicago Sun Times

Since the above article was written, a meeting was held between the state McGovern officials and representatives of Madison Students for McGovern. It was decided at the meeting that the student group be autonomous from the regular organization.

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U law students waylaid in police ID suit

By DAVID COHEEN
of the Cardinal Staff

A preliminary injunction by University of Wisconsin Law students asking that police be required to wear large identification badges was denied last week by Federal Judge James E. Doyle.

Doyle refused to issue the temporary injunction explaining that it is questionable whether police badges in their present state are effective and that students failed to show they were not.

"This does not mean that we have lost the suit," explained

Attorney James Glover, who represents the law students as well as "all persons attempting or who will attempt to exercise their rights to free speech, assembly, and petition, free of illegal violence, intimidation and harassment" inflicted by police. The preliminary injunction was

issued during the May antiwar demonstrations in which seven law students were arrested, and focused mainly on the requirement that police temporarily wear large identification numerals.

Madison police presently wear ID badges which are considered by some to be inadequate. Sheriff and traffic department officers did not wear identification during the April and May demonstrations, Doyle said.

"As of now, the sheriff's department is placing numbers on helmets," Glover said.

As it stands now, it is clear that in most cases, demonstrators do not have the power—let alone the ability—to follow up police misconduct which Doyle acknowledged took place on "numerous" occasions during the demonstrations.

Attorney Robert Shapiro, a UW law professor, cannot understand why there are objections to proper identification.

"I don't see how a police department can claim the power

to remain anonymous," he told the Cardinal.

In a recent meeting of the Police and Fire Commission, it was found that police "brutality" did not exist during the demonstrations. Doyle urged the Commission as well as the Madison police, Dane County Sheriffs and traffic departments to further look into the matter of police misconduct.

He also urged sheriffs and local police to wear some form of adequate identification. This, Doyle claimed, would compel a police officer who mis-conducts himself to face up to his or her misconduct.

Doyle suggested that tests be made by "police and UW experts" to determine effective identification methods which will suit the "complaining community."

The suit will proceed in Federal Court where an attempt will be made to require police to wear large "riot" numbers on a permanent basis.

(Continued on Page 17)•

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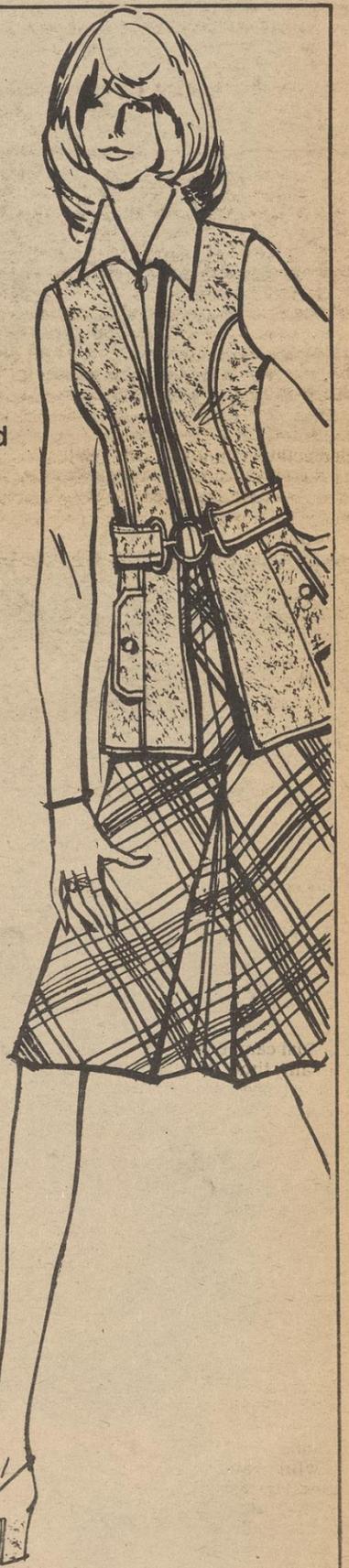
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Union South and the Memorial Union are planning week-long open houses to kick-off the new school year. Be sure to check last minute Union calendars to confirm the following events:

REGISTRATION WEEK 1972

Monday, August 21

UNION SOUTH
"Breaktime," The Upper Deck, 4-5 pm—Entertainment. Lemonade.

Monroe Doctrine Bluegrass Band, Assembly Hall, 8-11 pm, Free

MEMORIAL UNION
Movietime "Five Easy Pieces", 7, 9 pm, Play Circle, 78c

"Breaktime," Union Terrace, 4-5 pm—Entertainment. Free Lemonade (Rain location: Rathskeller)
Film Flickers, Union Terrace, 9-11 pm, Free

Republican Convention on TV—Lake Plaza Rooms

Tuesday, August 22

UNION SOUTH
Games Room Pinball Tournament. All day. 10c entry fee
Games Room Bowling Tournament. All day. 3 games for \$1 and 10c entry fee

Noon Film Shorts. "The Blues According to Lightnin' Hopkins"—Les Blank. Assembly Hall, 12, 12:30, 1 pm, Free

"Breaktime," The Upper Deck, 4-5 pm—Entertainment. Watermelon 10c
Film Flickers with piano, The Upper Deck, 9-11 pm, Free

Open freshman admission policies

A new freshman admissions policy was approved for implementation in August, 1973 with the provision that the System Admissions Officers review the policy in light of the July 13, 1972 Education Committee discussion and report back to the Board no later than November, 1972, with any recommended amendments.

THE PROVISIONS of the policy include 1) that the applicant has graduated from a recognized high school or its equivalent 2) that the applicant has taken a minimum of nine high school credits from the following fields: English, speech, foreign language, natural science, social science, and mathematics and 3) that the applicant evidences preparation for doing a satisfactory job at the campus to which he or she is applying.

Recognizing that there is a variation among campuses in programs, the individual institutions may require additional credits or patterns of credit above this minimum. This is in line with the merger's desire to keep from policies which eliminate individual campus autonomy, but at the same time, it was criticized by at least one committee member for attempting to "establish a college philosophy for a high school student." Another member said, "I feel personally that this document comes close to total, open admission."

ID suit

(continued from page 16)

Besides the issue of police identification, the suit by law students includes formal complaints involving police misconduct during the demonstrations. These include: Unlawful and unwarranted beatings, improper use of riot gas, "humiliating and derogatory" language disrespectful to citizens, illegal arrests contrary to constitutional rights, and refusal to arrest those practicing the above misconduct.

The next step in the case involves "discovery out of court" including concentrated investigation surrounding the case as well as seeking witnesses.

MEMORIAL UNION

Movie Time "Five Easy Pieces", 7, 9 pm, Play Circle, 78c
Workshop Openhouse—Accent on Woodworking. Union Workshops, 1-4 pm

Mid-afternoon Film Shorts, "The Blues According to Lightnin' Hopkins"—Les Blank, Play Circle, 2:30, 3, 3:30, Free

Breaktime, Union Terrace, 4-5 pm—Entertainment. Watermelon 10c (Rain location: Rathskeller)
Monroe Doctrine Bluegrass Band, Union Terrace (Great Hall-Rain location) 8-11 pm. Free. Brat and Beer stand too!

Republican Convention on TV. Lake Plaza Rooms

Wednesday, August 23

UNION SOUTH

Games Room Pinball Tournament. All day. 10c entry fee.

Games Room Bowling Tournament. All day. 3 games for \$1 and 10c entry fee.

Noon Film Shorts. "Why Man Creates", Assembly Hall, 12, 12:30, 1 pm—Free

Breaktime, The Upper Deck, 4-5 pm—Entertainment. Black Cows 15c

Union South Coffeehouse. The Upper Deck 8-11 pm Free. Lemonade and coffee.

MEMORIAL UNION

Movie Time "Five Easy Pieces", 7, 9 pm, Play Circle 78c
Games Room Pinball Tournament. All day. 10c entry fee.

Workshop Openhouse—Accent on Ceramics. Union Workshop. 1-4 pm. Free instruction

Mid-Afternoon Film Shorts, "Why Man Creates", Play Circle, 2:30, 3:00, 3:30—Free

Breaktime, Union Terrace, 4-5 pm—Entertainment and Black Cows 15c Free (Rain location: Rathskeller)

Meet campus organizations. Trophy and Paul Bunyan Rooms 6-9 pm

Rock Music—Union Terrace, 7:30-10:30 free. Cancelled in case of rain. Moebius

Wisconsin Union Crew Top Blast—9-midnight. Entertainment and Beer & Brat Stand. Lakeshore Dorms (Rain date: Thursday, August 24)

Republican Convention on TV. Lake Plaza Rooms

Thursday, August 24

UNION SOUTH

Games Room Pinball Tournament. All day. 10c entry fee.

Games Room Bowling Tournament. All day. 3 games for \$1 and 10c entry fee.

Noon Film Shorts 1) "L'Opera Mouffe", 2) "Thank you Masked Man" Agnes Varda—Assembly Hall, 12, 12:30, 1 pm Free

Breaktime, The Upper Deck, 4-5 pm. Entertainment & free cider "on the rocks". Free

Meet campus organizations. Main Lobby. 6-9 pm

Ping Pong Exhibition—1972

Hong Kong National Champion. Assembly Hall 7:30 pm. Free
Circus Jazz with Doc DeHaven's Jazz Group. Carousel Cafeteria 9-12 pm. Admission 25c. First glass of wine free. Beer, wine, soda, cheese.

MEMORIAL UNION

Movie Time "Five Easy Pieces", Play Circle 7, 9 pm, 78c
Games Room Pinball Tournament. All day. 10c entry fee
Workshop Openhouse—Accent on Darkroom. Union workshops. 1-4 pm Free Instruction.

Ping Pong Exhibition—1972 Hong Kong National Champion. Great Hall 3:30 pm—Free.

Mid-afternoon Film Shorts, 1) "L'Opera Mouffe," 2) "Thank you Masked Man", Agnes Varda. Play Circle, 2:30, 3:00, 3:30 Free

Breaktime, Union Terrace, 4-5 pm—Entertainment and free cider "on the rocks." Free (Rain location—Rathskeller).

Rock Music, Union Terrace, 7:30-10:30 pm—Cancelled in case of Rain. Free

Folk Boat—Folksinging on the Lake—Alumni House Pier. 9 & 10:30, \$1 tickets at Outing Center on boat departure. Wine & cheese, beer & soda on sale.

"Vets for Vets Reception Center"—Plaza Room 7:30 pm

Wine Tasting 4:30-6 pm—Tripp Commons; Co-sponsored by Wisconsin Union/Wine Growers of California. Tickets available at

Union Box Office August 21.

Friday, August 25

UNION SOUTH

Breaktime, The Upper Deck, 4-5 pm. Entertainment and free Hawaiian punch.

Games Room Pinball and Bowling Tournament Finals. 7:30 pm.

Union South Coffeehouse, The Upper Deck, 9-12 pm. Free lemonade and coffee

Free film, "Elvis—That's the Way It Is"—Assembly Hall 8-11 pm. Free popcorn, soda available.

MEMORIAL UNION

Workshop Openhouse—Accent on Graphics. Union Workshop 1-4 pm Free instruction.

Breaktime, Union Terrace, 4-5 pm. Entertainment and free Hawaiian punch.

Wine Tasting Party—Tripp Commons 4:30-6 pm. Free—Limited to 200 people. Tickets available at Union Box Office August 21.

Folksinging on the Lake—Folk Boat. Alumni House Pier. 9 & 10:30 \$1 tickets at Outing Center or at boat departure.

Movie Time "Five Easy Pieces", 2, 4, 7, 9, 11 pm. Play Circle 78c

Saturday, August 26

UNION SOUTH

Free film. "Elvis—That's the Way It Is," Assembly Hall, 8-11 pm. Free popcorn, soda available.

Midnight bowling. Games

Room. 12-2 pm. \$1 prizes.

MEMORIAL UNION

Water fun festival—Union Piers. 1-4 pm. Free. Prizes. Log rolling, "gunneling", canoe races, kayak races.

Folk Boat—Folksinging on the Lake. Alumni Pier. 9 & 10:30 \$1 tickets on sale at Outing Center or at boat departure. Wine, cheese, soda, beer on sale on board.

Cabaret jazz, Tripp Commons with Brass Bell Company performing. 9-12 pm. Admission. Wine/beer/soda/cheese.

Movie Time "Five Easy Pieces," Play Circle, 2, 4, 7, 9, 11 pm 78c

Sunday, August 27

MEMORIAL UNION

Folk Boat—Folksinging on the Lake. Alumni House Pier. 9 & 10:30 pm. \$1 tickets at Outing Center or at boat departure. Wine, beer, soda & cheese on sale on board.

Movie Time "Five Easy Pieces" Play Circle 2, 4, 7, 9, 11 pm 78c

UNION SOUTH

Football Preview film, 7, 8:30 pm Assembly Hall—"1971 Season Highlights"

Family Day at Union South 3-6 pm. Cornboil and chicken bar-b-que 4:30-6 pm. Assembly Hall cartoons; Hopscotch, jacks, frisbees (Terrace); Folksinger David Barlow, repertoire of 40 children's songs.

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Judge Doyle: "I choose to fall in flight"

(continued from page 5)

REVIEWING THAT period of his life, Doyle now says, "In the end we got very few votes on the first ballot and Kennedy won on the first ballot. But it seemed to us then to be realistic—and it still seems to me to be realistic—that if Kennedy had not made it on the first ballot, he might not have been nominated on a later ballot and that Stevenson was the person upon whom it would have been easiest for the convention to agree."

Doyle's involvement with Stevenson naturally pitted him against the Kennedys, and, as a result, when the judgeship for the Western District of Wisconsin became open in January, 1963, the Kennedys opposed nominating Doyle to fill the vacancy.

"At times," Doyle recalls, "it seemed that there was more support for my nomination both among the bar of Wisconsin and the Democratic leadership of Wisconsin than there was for others. It was the resistance of Bobby Kennedy to some extent—but also the President himself—that resulted in the decision not to appoint me."

Instead, the leading contender for the post was David Rabinoviz, a Sheboygan attorney, but the Senate held up his confirmation for two years and ultimately, in June, 1965, President Johnson appointed Doyle to the judgeship.

SINCE BECOMING judge, he has decided cases ranging from draft resistance to welfare rights to due process for Fr. James Groppi to obscenity violations to environmental issues to prisoner's rights.

Are there two or three cases he considers most significant?

"I don't think I'll attempt that," he answers with a smile. "We'll have to let happen what happens about that and it's not easy to see."

"About the only thing I can say is that I think often the cases that attract the most attention because they involve some well known person or situation are not the cases in which the legal point decided has the longest range effect."

What about a judge who serves as a model or inspiration to him?

"That's very difficult to answer," he says, pausing to think. "I suppose someone like (Supreme Court) Justice Brandeis might come as close as anyone to a judge whom I admire most."

THE ARGUMENTS IN the Rated-X case have finished. Doyle goes back through the door to ponder his decision (which was to restrain the city, not the county, from harrassment of the store until the pending cases were decided).

Some will criticize him for not ridding the community of a perceived moral evil. Some will blame him for what they see as the moral decay of Madison. Others will praise him for upholding due process.

But one suspects that, while he is sensitive to the criticism and pleased by the praise, he disregards both in making decisions. For him, the tests are the human needs involved, the judicial correctness of the case, the precedents in law and the principles of the U.S. Constitution.

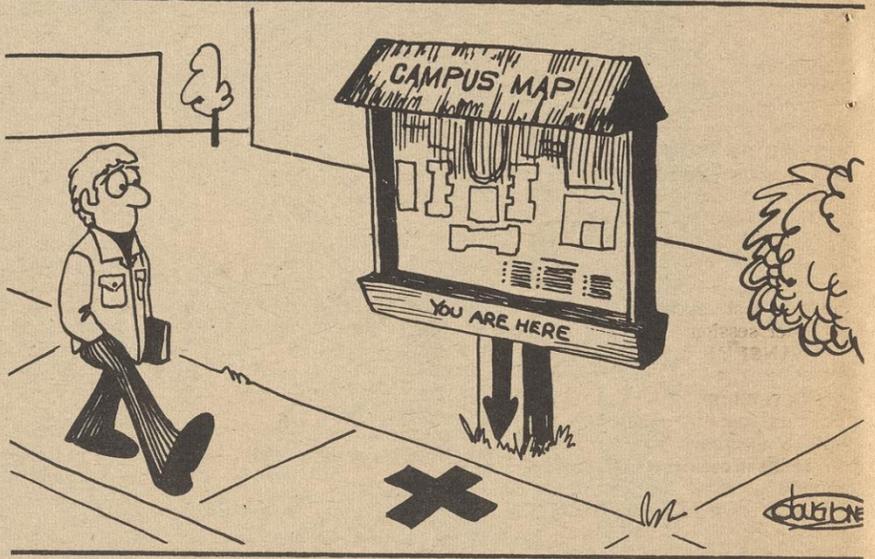
THE OVERRIDING principle is freedom. As he told the Literary Club in 1971 and reiterated to 45 new U.S. citizens this past May, "In a dangerous universe, the least dangerous alternative is freedom."

"Only through the fullest sharing of knowledge and experience and feeling, through traditional forms of communication and through other forms of communication which we seem only feebly

to begin to understand, can we gain shared insight.

"With developing insight, the human race may survive..."

Jude James Doyle would like his legacy to be that he helped in that struggle for survival. "If we fail," he says, "I choose to fall in flight, rather than to smother on the ground in the dust of fear."



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L&S changes effect incompletes

By RICHARD MEULENBERG
of the Cardinal Staff

This coming year will see a number of significant changes in the policies of the College of Letters and Science, which will affect many L & S students. Some of the most important of these changes will be:

INCOMPLETES: According to Patrick Runde, assistant dean of L & S, "all incompletes must be removed by the end of the fourth week of classes of the student's next semester in residence." If not removed, a grade of F will be recorded. Previously, students had an entire semester in which to remove an incomplete.

This new policy will begin with incompletes granted in December of this year, and does not affect those students who received such grades last spring or during summer session.

TRANSFER CREDITS AND RESIDENCE: According to a memorandum given to The Cardinal by Mr. Runde, it will still be necessary to earn at least 30 credits in residence, including a minimum of 15 credits of advanced work in one's major, while the number of credits one may have from "non-degree-granting institutions" was increased from 60 to 68, but no more than 8 of the last 60 prior to graduation.

Furthermore, of the last 30 credits, a maximum of two courses may be carried out of residence, regardless of one's grades, and they may, with approval of the associate dean, be used to partially satisfy major or general course and credit requirements. Previously, one needed a 3.0 average, and could only take elective work out of residence. This new policy is expected to benefit those students who, because of jobs or marriage, must move out of the Madison area.

DROPS AND MINIMUM COURSE LOADS: Last spring there was an experimental program in which undergraduate students were allowed to drop courses any time during the semester, and could take as few credits as they wished. The results of this experiment are now being studied by the faculty and their report will be presented to the Regents in mid-September. They will decide whether or not to continue it.

"At this time," said Runde, "there's no permanent change in policy." The College will thus return to the old policy, in which courses could not be dropped after the 8th week of classes, and there was a minimum course load of 12 credits for full-time students. He said students should program their courses accordingly.

If the faculty decides to continue the experimental policy, however, it will be put back into effect, possibly even during the fall semester, according to Runde.

PROBATION: The College of Letters and Science faculty previously adopted the following recommendations to go into effect first semester:

That all students in good standing whose GPA falls below 1.0 will be dropped for one year.

That students once placed on probation be cleared when they develop a 12 credit/2.0 GPA semester and a 2.0 cumulative.

That the time out clause associated with a dropped status be limited to only one year.

That students are required to make up incompletes within four

weeks of the next semester in residence.

Previously, students were placed on strict probation and could not be cleared from probation unless they obtained either a 2.5 cumulative or two consecutive 2.5 semesters. Incompletes could be made up within the next semester in residence and a student who had been dropped three times could not return.

The recommendations have been under study for three years by the Faculty-Student Academic Policy Advisory Committee, according to Associate Dean Blair Mathews.

The recommendations would

have been instituted earlier, but were held up by a senate reversal in their attitude toward a new grading system.

THE NEW PROBATION-DROP policy is designed to help students meet the Quality Work System criteria for graduation.

The previous probation system put pressure on the student since he had to perform beyond the 2.0 GPA necessary for good standing.

For example, a student with a cumulative GPA of 1.85 had to obtain a 2.3 just to remain on probationary status. Now a probationary student must obtain only a 2.0 cumulative and a 12 credit 2.0 semester to remove his probationary status.

NOTICE

To our friends and fans in the Madison area we would like to invite you to join us Friday, August 25 at 8 P.M. at the Dane County Coliseum for the return of SHA-NA-NA.

Since our last concert in Madison, which would have been one of our best, had to be cancelled due to technical problems, this show will be a guaranteed performance.

Also in keeping with the promised reduction in price, all tickets will be \$3.00 general admission. Mail orders are now being accepted. Make checks payable to Ticket Center and mail to SHA-NA-NA, Ticket Center, Dane County Coliseum, Madison, Wisconsin 53713. Please include a self-addressed, stamped envelope and 25¢ for handling.

Open ticket sales begin July 31. Looking forward to seeing you on the 25th.

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| 1972 WISCONSIN FOOTBALL | |
|-------------------------|--------------------------------|
| Sept. 16 | NORTHERN ILLINOIS (Band Day) |
| 23 | SYRACUSE |
| 30 | Louisiana State at Baton Rouge |
| Oct. 7 | NORTHWESTERN (Parents' Day) |
| 14 | Indiana at Bloomington |
| 21 | Michigan State at East Lansing |
| 28 | OHIO STATE |
| Nov. 4 | IOWA (Homecoming) |
| 11 | Purdue at Lafayette |
| 18 | Illinois at Champaign |
| 25 | MINNESOTA ("W" Club Day) |

| 1972 WISCONSIN HOCKEY | |
|-----------------------|----------------------------------|
| Oct. 28 | VARSITY ALUMNI GAME |
| Nov. 3-4 | at Colorado College |
| 10-11 | COLGATE UNIVERSITY |
| 17-18 | COLORADO COLLEGE |
| 24-25 | at Michigan |
| Dec. 1-2 | NOTRE DAME |
| 8-9 | MICHIGAN |
| 22-23 | at Minnesota |
| 28-30 | St. Louis Holiday Tournament |
| Jan. 5-6 | at Denver |
| 12-13 | at Michigan State |
| 19-20 | CLARKSON COLLEGE |
| 26-27 | NORTH DAKOTA |
| Feb. 2-3 | at Michigan Tech. |
| 9-10 | MICHIGAN STATE |
| 16-17 | MINNESOTA |
| 23-24 | at Notre Dame |
| Mar. 2-3 | MINNESOTA |
| 5-6 | WCHA Playoffs (Semi-Finals) |
| 10-11 | WCHA Playoffs (Finals) |
| 15-16-17 | NCAA Tournament at Boston, Mass. |

| 1972 WISCONSIN BASKETBALL | |
|---------------------------|--------------------|
| Nov. 25 | at UCLA |
| Dec. 2 | SOUTHERN ILLINOIS |
| 4 | at Oral Roberts U. |
| 9 | SOUTH DAKOTA |
| 19 | WEST VIRGINIA |
| 29-30 | Milwaukee Classic |
| Jan. 3 | at Pittsburgh |
| 6 | INDIANA |
| 8 | at Illinois |
| 13 | at Minnesota |
| 20 | MICHIGAN STATE |
| 22 | at Purdue |
| 27 | at Northwestern |
| 29 | MINNESOTA |
| Feb. 3 | OHIO STATE |
| 6 | MARQUETTE |
| 10 | ILLINOIS |
| 17 | at Iowa |
| 20 | at Ohio |
| 24 | at Indiana |
| 26 | PURDUE |
| Mar. 3 | MICHIGAN |
| 10 | at Michigan State |

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A Note from the Underground

Sisters and Brothers,

July 26, 1972

I have the privilege of knowing Karl Armstrong and I am honored to consider him a friend. Thus his capture and persecution has been personally painful, as well as a setback for the revolutionary movement to which I am fully committed.

Karl Armstrong does not fit the media stereotype of a radical bomber. He is a soft-spoken, sensitive individual, not given to the flamboyant style the press always associates with his "type." A strict vegetarian, a reserved and respectful person, Karl constantly strives to make his daily life a proper reflection of his politics.

Karleton Lewis Armstrong is a stone communist revolutionary. He was not much of a "movement activist," belonged to no established political organization, and was rarely seen in the circles of the Madison left. But he was a militant supporter, and was with us on the streets many times.

His hatred of all pigs and his anger at their barbarous actions is matched only by his love for the heroic fighters against them. I never knew anyone with deeper respect for the Vietnamese, with such complete affection for their courage, determination, and beauty. Some might refer to his desire to aid them as an "obsession," but a term with such heavy connotations of neurosis is hardly fitting for such righteous feelings.

I HOPE MY description of Karl does not seem unreal, too perfect. He has faults and shortcomings like all of us. But he is a beautiful brother, a man who has dedicated his life to helping the fight against the racist, genocidal machinery of U.S. imperialism. It is an irony of the cruelest kind that he is now imprisoned as a "criminal" by men whose decisions have caused the slaughter of millions and whose policies bring suffering and starvation upon two-thirds of humanity.

I know that many of you share my sadness that Karl is now trapped in the vise of fascism. I am also sure that you share my feelings of frustration and powerlessness that come from seemingly being unable to respond in a way which would express our total rejection of the system that imprisons its best elements while real criminals hold the highest positions of power.

But we do have some power, and part of the process of growing and progressing in a revolutionary way is understanding the extent of our power and acting within it, even if it means taking steps which appear small and irrelevant in the face of the horrors brought down by the pigs. We can make a difference. In May of 1970 millions of us fought the imperialist invasion of Cambodia, and although we didn't stop the war, we did prevent the planned large-scale amphibious invasion and forced Nixon to at least claim he was getting out. It was a great victory for our movement, recognized by the Indochinese people, who clearly expressed their gratitude and feelings of solidarity.

THE FACT THAT we are not the Tupamaros and cannot physically liberate Karl Armstrong and all other

political prisoners right now should not prevent us from doing good work around them.

The Movement must point out that Karl's "guilt" or "innocence" has no bearing on the correctness of the action for which he is accused. It must be clearly stated once again that the bombing of the Army Mathematics Research Center was a good thing, that as an institution directly serving U.S. imperialism it had to be stopped by any means necessary. We must speak to the absurdity of the murder charges, not by rationalizing an unnecessary death, but by pointing out the real killers—the Nixons, Lairds, and Rossers who are responsible for the deaths of millions of Vietnamese.

Karl Armstrong's trial should be used as a forum to tell the world that the bombing was an act of love, certainly not for the vicious pigs on the AMRC staff, but for the Third World liberation fighters who face daily the computerized death of "smart" bombs, electronic battlefields, and Army Maths.

If good political education can be done around him, then the capture of Karl Armstrong will be far from a one-sided victory for the pigs. Karl is obviously continuing the struggle: By using his case as a vehicle to fight imperialism we will be giving him the support he needs and deserves.

AND TO KARL, let me say this. I feel sure that I speak for Dwight and Leo and all outlaws from Amerikan injustice in saying that you are an inspiration to us all, and that our love and respect for you cannot be adequately expressed in words. The pigs will never crush your beautiful revolutionary spirit, and we look forward to the day when you can rejoin us on this side of the struggle. We will always stand beside you, just as you will be with us in the difficult times ahead.

Today is the thirteenth anniversary of the Cuban Revolution, a day for revolutionaries everywhere to celebrate a decisive victory over U.S. imperialism. Karl Armstrong loves Cuba with a special fervor. It was two years ago today that we joined thousands of freaks on Mifflin Street in a joyous festival of solidarity for the Cuban people and freedom fighters all over the planet.

Being away those two years has been very difficult, and I miss you all a great deal. But my heart and soul have always been with you. It was absolutely thrilling to read about your great actions during the Laos invasion and around the recent savage reescalation of the war. It is so important to continue that fight, to let the world know that there will be no peace on the streets of Amerika while there are bombs being dropped on Indochina.

We are separated only physically, you and I. We are different parts of the same struggle, a struggle which is also being waged in the rice paddies of Vietnam, the plains of Africa, the fields of Cuba—everywhere that people are fighting the United States Government in quest of a better life. We will meet again someday. VENCEREMOS!

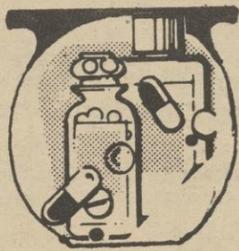
Much love and power, David Fine



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Daily Cardinal

You are holding back the tide of history, which you will not succeed in doing, and you are trying to forestall a second American revolution, which you will not succeed in doing.

david dellinger

We see the U.S. policy in Vietnam as part of a global strategy for containing revolutionary change in the "third world" nations of Asia, Africa, and Latin America.

Rather than the result of an essentially good government's mistaken decisions, we see the world-wide exploitation and oppression of those insurgent peoples as the logical extension of the giant U.S. corporations' expanding and necessary search for higher profits and strategic resources.

That system is most properly named imperialism, and we stand by and support all those who struggle against its onslaught. They are our brothers and sisters, not our enemies.

from "An Introduction to SDS"
(1968)

IMPERIALISM

By BILL DUDDLESTON

When I was asked to write an article on imperialism, I reflected on the ambiguity of the term. Language just doesn't capture the reality. A friend once exclaimed that imperialism like pornography was very difficult to define, but once you saw it you immediately knew what it was. The people of Vietnam in their everyday struggle against the bomb belching monster need no elaborate definitions of imperialism.

Imperialism viewed systematically is derivative, and consequently cannot be dissociated from the global expansion of capitalism. If capital, which is usually perceived as a physical entity (machinery, money, etc.) possessing only a quantitative dimension, is not fundamentally a thing or a substance but a relation of exploitation between the owning class and the working class, then capitalism is a network of exploitative relationships.

The vulnerability of the working class to starvation and the relative staying power of the owners of the means of production result in a simple bargain: the workers will eat if they work. How fast and how long the workers toil is the basis of the class struggle; the surplus production accrues to the capitalist and the cycle is repeated. The capital enables the capitalist to exploit the worker and appropriate the surplus which was created by the activity of the worker.

THE EXPANSION OF capitalism on a global scale will not only reproduce these basic exploitative relationships between the owning class and the working class in the various regions of the world but additional exploitative relations will be created between the metropolitan country and the satellite region in the process of capitalist expansion. It is this derivative network of relationships between metropolis and satellite which we call imperialism.

Now it is important to note that this global expansion of capitalism has been occurring over the last five centuries. The different modalities which capitalism has passed through has had a direct influence on the specific relationship between the metropolitan country and the satellite region.

Colonialism, the imperialism of free trade, the new imperialism, and neo-colonialism are labels used by historians to demarcate certain periods in which the relationships between the metropolis and the satellite assumed different forms. This taxonomy should not obscure the underlying mechanism at work: the expansion and penetration of

capitalism throughout the world.

Now what exactly are these additional exploitative relationships between the metropolis and the satellite? The desire to move on to more concrete analysis cannot be satisfied until we deal with a more fundamental question: why does capitalism have to expand?

There is a basic law in capitalist development that an individual capitalist who stands still is in constant danger of being wiped out. Two quotations from disparate sources substantiate this point:

Always we are hoping that we need expand no farther; yet, ever we are finding that to stop expanding would be to fall behind, and even today the successive improvements and inventions follow each other so rapidly that we see just as much yet to be done. When the manufacturer of steel ceases to grow he begins to decay, so we must keep extending."

"competition makes the immanent laws of capitalist production to be felt by each individual capitalist as external coercive laws. It compels him to keep constantly extending his capital, in order to preserve it, but extend it he cannot except by means of progressive accumulation."

The first quotation is credited to the great capitalist predator, Andrew Carnegie, and the second is from Karl Marx' Capital, Volume I, p.649. Of course, similar sentiments could have been elicited from any State Street liquor merchant beleaguered by the threat of competition.

The second law of capitalist development is that in order to expand one has to accumulate profits. Since capital recognizes only profitability as a border to its expansion, capitalism has spread all over the world in search of profits.

As capitalism matured and as the economies of the advanced metropolitan countries were transformed by this accumulation of capital, the relations between the metropolis and the satellite changed in form, but in substance the satellite was still locked into an economic dependence on the metropolis.

Plunder was the most primitive form of exploitation exercised by the metropolis. Spain excelled in that art, and the accumulation process was aided by the influx of treasure from the so-called New World. However, the

unabashed exploitation of the Indians by the Spanish was not as profitable in the long run as systematic blood-letting which was perfected by the British over the centuries.

At first, the plantation colonies worked by African slaves provided the British with valuable commodities such as sugar, tobacco, and indigo which were easily disposed of on the European markets, and the proceeds used for capital accumulation. With the growth of industrial capitalism, the plantation economies which had been mere appendages became more integrally tied to the domestic economy of Britain.

The colonies were not only suppliers of crucial raw materials but the settlement colonies because important consumers of manufacturing goods. This development was a significant stimulant to the capital accumulation process. This international specialization of labor proved to be quite beneficial for the metropolitan countries.

THE SPECIALIZATION OF the satellite regions on foodstuffs and raw materials resulted in the lowering of the costs of production in the metropolis. Cheaper manufacturing goods, increased sales, and a greater mass of profit which was plowed back into new ventures were the results of this specialization process.

In addition, profits earned in the colonies accrued to the metropolis and rate of accumulation was increased. The industrial revolution in part can be attributed to the rapid accumulation of capital and the large markets afforded by the colonial regions.

The satellite regions were tailored to fit the needs of the metropolis and to act as a shock absorber when there were disruptions in the domestic economy. The development of any autonomy was stifled for fear that the orderly flow of profits would be disturbed. The mechanisms by which this structural dependence was insured were outright political control, economic restrictions, and control over monetary and fiscal policies.

The Great Depression and World War II upset this symbiotic relationship. These two cataclysmic events shook the capitalist world and sent shock waves to all areas of the world.

EXPORTERS OF FOODSTUFFS and raw materials were seriously affected by the collapse of international markets.

Export earnings dropped precipitously and their life line was severed.

Local businessmen and exporters saw their salvation in protectionism, and they began a concerted industrialization program designed to substitute home

manufactures for imported goods-steel, autos, etc.

On the surface, this industrialization drive was a threat to the advanced capitalist countries. However, capitalism had sown the seeds of relative enrichment as well as the relative impoverishment in these satellite regions. Clientele social classes had evolved with the spread of capitalism in the satellite regions. These local businessmen and exporters were dominant elites within their own countries yet they were junior partners of metropolitan interests sharing similar ideologies.

Given the fact that these purveyors of the import substitution policy were fellow travelers, the subversion of this nationalist policy was not difficult to accomplish with promises of foreign aid, development plans drawn up by World Bank technocrats, and the direct influence of multinational corporations.

THE MULTINATIONAL CORPORATION is considered to be the modern agent of imperialism, and it's the Trojan Horse method of exploitation. Corporations seeking to compensate for displaced exports due to the import substitution programs relocated production facilities in the satellite regions. In addition, plants were erected in these cheap labor zones in order to ship goods back to the metropolis where higher wages prevailed.

Ostensibly this direct investment improved the standard of living of a certain layer of the population fortunate enough to gain employment.

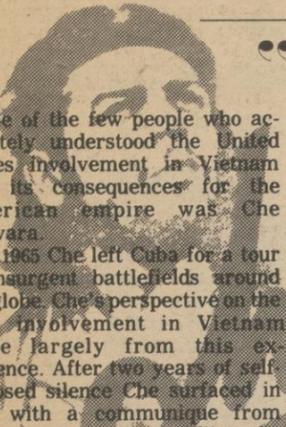
Objectively this invasion of metropolitan capital has been quite pernicious. The large multinational corporations have invaded the most dynamic industries. They have bought out native capitalists and tapped local savings for their own expansion thereby "de-nationalizing" the capital which could potentially be used for the development of the satellite's entire national economy.

This worldwide integration being effected by the 200 largest multinational corporations is a reinforcement of the structural dependence. National goals cannot be effectively implemented because the goals of the multinational corporations may diverge from the societal goal.

The sine qua non of capitalism is profits, and challenges to that goal will be resisted at unbelievable costs as Vietnam has shown. Capitalism's ungodly offspring, imperialism, requires some upkeep. The question is which class pays while the child plays?

Create Two, Three . . . Many Insurgencies

"Imperialism is Sinking in Vietnam"



One of the few people who accurately understood the United States involvement in Vietnam and its consequences for the American empire was Che Guevara. In 1965 Che left Cuba for a tour of insurgent battlefields around the globe. Che's perspective on the U.S. involvement in Vietnam came largely from this experience. After two years of self-imposed silence Che surfaced in 1967 with a communique from "somewhere in the world" to the Executive Secretariat of the Organization of Solidarity of the Peoples of Africa, Asia and Latin America. In his communique he noted that "The greatest of the

imperialist powers feels in its own guts the drain caused by a poor, backward country; and its fabulous economy feels the effect of the war . . . imperialism is sinking in Vietnam; it sees no way out . . ."

At the same time, Vietnam's neighbors, Africa and Latin America were drawing lessons from Vietnam. Che reasoned that if the United States could be drawn into several Vietnams simultaneously it would signal the deathknell of the American empire.

As a parting watchword to his fellow revolutionaries around the globe, Che, who was soon to die in Bolivia in pursuit of the goals he

By AL GEDICKS

enunciated here, enjoined them: "Create two, three . . . many Vietnams."

NO LESS THAN five strong revolutionary groups have appeared on the Latin American scene with the potential of further weakening United States control of the Latin American continent—the Uruguayan Tupamaros, the Chilean MIR, the Argentine ERP-PRT, the Colombian National Liberation Army (ELN) and the Bolivian National Liberation Army (BLN).

A good part of the explanation for this upsurge has been the total failure of the Alliance for

Progress Program to solve any of the basic problems of the Latin American people. And it wasn't because the appropriations weren't enough. The Alliance for Progress was doomed to failure because it didn't affect the imperialist relationship that is the fundamental cause of the conditions the United States says it wants to alleviate.

Latin American countries are rich in natural resources, but their people are poor because their economies are lopsided—the wealth that flows from the Latin economies is appropriated by a handful of American monopolies who are interested in a source of raw materials, a supply of cheap

labor, and a market for U.S. manufactured goods.

"On this continent of semi-colonies about four persons per minute die of hunger, of curable illness or premature old age, 5,500 per day, two million per year, ten million each five years . . . Meanwhile, from Latin America a continuous torrent of money flows to the United States: some \$4,000 a minute, \$5 million a day, \$2 billion a year, \$10 billion every five years. For each thousand dollars which leaves us, there remains one corpse. A thousand dollars per corpse: that is the price of what is called imperialism! A thousand dollars per death, four times a minute!"

FIDEL'S STATEMENT of the Latin American reality is as true today as it was when it was made at the beginning of the Alliance for Progress Program in 1962. Eleven years after the initiation of the Alliance for Progress Cuba remains the only country in the hemisphere which is capable of meeting the health, educational and nutritional needs of her population.

The World Health Organization named Cuba as the country that has made the most advances in medicine and health care, and now rates it as a medically advanced country on a level with Sweden. And this example of Cuba another part of the explanation for the new revolutionary upsurge in Latin America.

The contrast between Rockefeller's reception in Latin America in the spring of 1969 and the reception of Fidel in Chile is enlightening. While Rockefeller was in Argentina urban guerrillas

(Continued on Page 18)

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NOTE

The letter which appears on page one of this section was written by David Fine, one of four men accused of sabotage in the pre-dawn bombing of the Army Mathematics Research Center in Madison.

Also sought on state and federal warrants are Leo Burt and Dwight Armstrong. Armstrong's brother, Karleton, was arrested in Toronto in February, and remains there awaiting extradition.

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Corporate Investment Supports Apartheid

The American press has given some attention in recent months to the particularly obtrusive activities of International Telephone and Telegraph (IT & T) in Chile, providing an apt illustration of 'imperialism in action' in the corporate tinkering in the affairs of a sovereign state. Much less note has been taken of IT&T's ongoing involvement in Southern Africa, through which that company is contributing to the continuing use of legal violence against the African peoples.

By its very presence in the Southern African states, IT&T is collaborating with racist policies, for no corporation in those states can independently stand against the law which is intricately structured to ensure the continued subordination and repression of the black population.

IT&T must (and willingly does) comply with laws which prohibit equalization of wage scales for the races in South Africa. It must maintain a strict segregation of job categories by race, hiring blacks only for jobs requiring relatively little skill, ensuring that no black or coloured worker is ever in a position where whites are subordinate.

Management of IT&T subsidiaries in South Africa apparently see no problem involved in their company's interaction with the South African government. Their object is to make profits in their operations, and the possibility of doing so is enhanced when wages are kept abysmally low by legal means. Louis Wildman, managing director of IT&T's subsidiary Standard Telephone and Cables (STC), and since 1970 IT&T's chairman for Africa, commented in an interview in 1971 that 'the colored races' in South Africa 'are better off than anywhere else.'

He has no qualms about IT&T's Southern African presence because he believes that 'industry works for the people.' He opposed the sanctions that have been imposed on Rhodesia for the past several years, believing that they do no good and that they have disrupted the traditional Southern Africa area and the integrated trading system within IT&T's world network.

IT&T EMPLOYS A TOTAL of approximately 1800 in its South African operations, the majority of these being at the STC plant,

IT&T: Imperialism in Action

By the MADISON AREA COMMITTEE ON SOUTHERN AFRICA

located at a 71-acre industrial site in Boksburg, outside of Johannesburg. Of the 1400 Boksburg employees, approximately 800 are Coloureds and 100 Africans. In the spring of 1971, it was estimated by the management that average salaries for Coloured workers ranged from 73.5¢ (U.S.) to 92¢ an hour. African wages are lower and unreported.

These wages for Coloured workers of from \$134 to \$168 per month are somewhat higher than the national average in manufacturing of \$100 per month, but lower than the average Coloured wages of \$181 which

prevail throughout the South African metal and communications industry.

STC is one of the most sophisticated electronics manufacturers on the African sub-continent. The Boksburg plant includes the only facility in Africa which manufactures transistor circuitry; soon it is to become the major supplier of micro-wave equipment and receiver components.

With the growth of South Africa's communications industry, STC has prospered, reportedly expanding its assets from \$16 million to \$23 million in

1970 alone. Between 1966 and 1971, sales trebled and annual turnover rose to \$42 million. Products made at Boksburg are sold not only in South Africa but also exported to other African states and to Southern Europe.

A SUBSTANTIAL PROPORTION OF STC's business is with government agencies, primarily with the South African police and the National Post Office. In 1970 the company won a \$1.5 million contract with the Post Office to supply automation machinery required for sorting mail. It has been reported that the new

equipment will require only 12% of previously employed manpower. Its installation, thus, will serve to counter the effects of an increasing shortage of white personnel which was threatening to require alteration of strict application of the job reservation system on the basis of race.

STC also has an important contract with the South African Navy, providing telecommunications equipment for the Simonstown Naval Base. This involvement is apparently construed by the U.S. government as not violating its 'embargo on any arms deliveries to South Africa.'

IT&T is currently expanding its operations in South Africa and is doing so in a manner which directly coincides with the

(Continued on Page 19)



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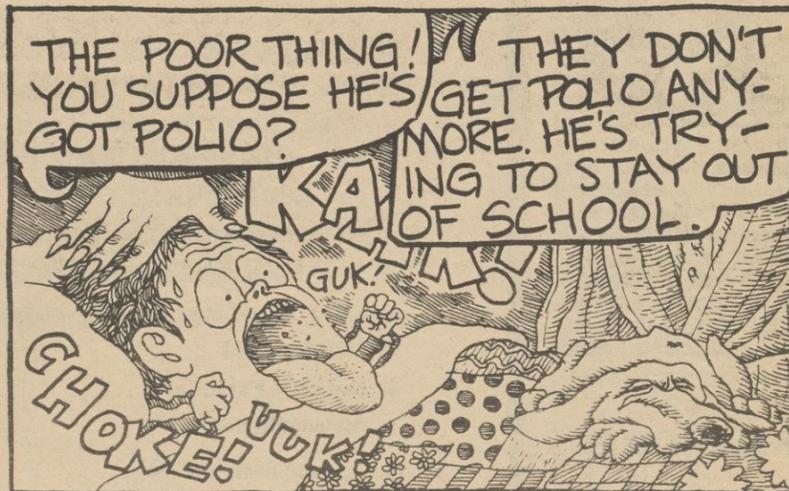
S. Babcock, M.D.
Assoc. Director, University Health Services

"... the Wisconsin Student Association would develop a comprehensive health insurance program to supplement the out-patient services provided through University Health Services."

Recommendation to the Director of University Health Service and the Chancellor — Health Care Advisory Committee

The Health Care Advisory committee perceives minimum health needs for the student as being met when a sufficient level of medical services are provided to permit the University and its members to function efficiently as an educational institution... The Committee reluctantly accepts the reality that these needs can not now be met without adding significantly to the educational costs now incurred by individual students..."

Statement from Health Care Advisory Committee
Feb. 16, 1972



From National Lampoon

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Antiwar Quiz

From **Interrupt**, the newsletter of Computer People for Peace. (Issue #18, May 1972. Write: Dolphin Center, 137 A W. 14th St., New York, New York 10011)

PART A—MULTIPLE CHOICE.

1. The bombing of Hanoi and Haiphong was necessary because:

- () The dominoes are falling.
- () To stop the Red Pipeline.
- () To show those Gooks we're not a pitiful, helpless giant.
- () To protect Americans in Des Moines

2. The DMZ is:

- () An hallucinogenic drug.
- () A feminine deodorant spray.
- () The left-wing faction of the CIA.
- () A subway line to the South Bronx.

3. Crossing the DMZ by "enemy" troops is:

- () A happening.
- () An incursion.
- () An invasion.
- () Protective reaction.
- () A feminine deodorant spray.

4. Crossing the DMZ by US troops is:

- () An invasion.
- () A reconnaissance flight.
- () A massive B-52 raid.
- () Not reported.
- () The left-wing faction of the CIA.

5. The Pineapple is:

- () A popular Hawaiian fruit.
- () A Honeywell Corporation product.
- () A deadly anti-personnel bomb.
- () Never discussed in the New York Times.
- () An hallucinogenic drug.

6. Cholon, Long Binh, Long Thanh, Da Nang, Qui Nhon, Phu Cat, and Saigon are:

- () U.S. bases.
- () North Vietnamese and Viet Cong strongholds.
- () Graveyards.
- () Chase Manhattan Bank Branches.

() Stops on the subway line to the South Bronx.

7. The "enemy" is:

- () Anyone under 5'5" tall.
- () Anyone who steps on a sensor.
- () Anyone killed by US technology.
- () Retreating South Vietnamese troops.
- () Peace marchers.
- () A pitiful, helpless giant.

8. The electronic battlefield is:

- () A new \$19.95 educational toy.
- () A new \$19 billion military strategy.
- () A long-range plan to end the recession.
- () Protective reaction.

PART B—TRUE or FALSE

9. The Viet Cong are really Japs in disguise.

10. Protective Reaction is when Melvin Laird refuses to testify on US bombing raids in front U.S. Senate hearings.

11. Vietnamization will be declared a success when it is shown that 4 out of 5 living Vietnamese children use Crest.

PART C—MATCHING

Match the numbered items with their lettered descriptions below. Or make up your own.

12. Area remaining after a B-52 strike.

13. Bombing of large urban population centers.

14. Hanoi and Haiphong.

15. 100 enemy dead.

16. Plastic anti-personnel bombs made by

Honeywell Corporation.

17. Foreign mercenary troops.

18. Replacing American troops with American technology.

a) "Free fire zone."

b) "Strategic targets."

c) "Allied forces."

d) "Vietnamization."

e) "North Vietnamese panhandle."

f) "Strategic weapons."

g) "Friendly village."

PART D—ESSAY AND SHORT ANSWER

19. According to the latest news report, who holds An Loc, and what does that mean.

20. When did the Vietnam War begin?

21. Why is the US still in Vietnam? (1972 justifications only)

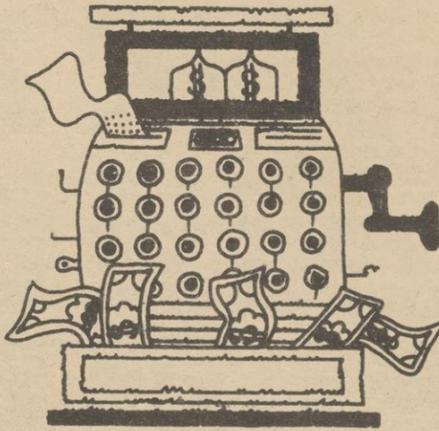
22. Why did no Vietnamese fight in our Civil War. Are they yellow?

23. How does the Corporation you work for profit from continued war in Southeast Asia.

24. What was the "secret plan" Nixon had in 1968 for ending the war? How do you know?



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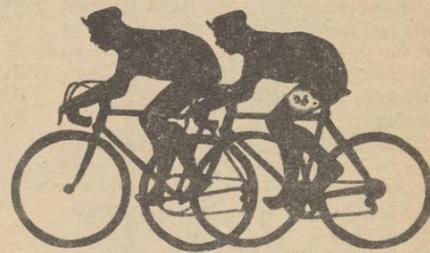
- To provide the community with fast, honest, and comprehensive supplies and service.
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Southern Africa has the dubious distinction of being the stronghold of what are perhaps the world's most oppressive, minority regimes, whose very existence entails the perpetuation of racist policies.

Portugal remains the last of the colonial powers, stubbornly retaining its control over Mozambique, Angola, and Guine at great expense to the course of its stunted domestic development, and only through heavy reliance on its NATO allies for the military equipment necessary to suppress the constant agitation of its colonial 'citizens.'

South Africa has put forward the policy of apartheid, or separate development of the races (separate development with respect to culture only, the reins on economic and political power being maintained by the white minority); it has maintained control over that territory even in the face of an advisory opinion handed down by the World Court of Justice in 1971 to the effect that such political subordination was illegal.

Since its Unilateral Declaration of Independence (UDI), the Smith regime in Rhodesia has worked to consolidate its power and suppress the advancement of the black population. It has resisted the somewhat superficial effort on the part of the UN to impose economic sanctions; in domestic affairs it has moved perceptibly toward adoption of policies on the model of South Africa's apartheid.

But in spite of, and, indeed, out of, the structural violence imposed upon entire peoples, resistance to legal repression, exploitation, and systematic frustration of African development and self-determination has been in constant evidence in all of Southern Africa. In former times it took the form of peaceful protest, attempts to work through prevailing institutions, and agitation for national independence. In the last decade the struggle has become more militant.

LIBERATION MOVEMENTS are active in all of the Portuguese territories, daily carrying out the revolution that will eliminate repressive rule and domination of the economy by imperialist powers; in the process creating new institutions structured to serve the interests of all the people. Approximately a third of both Mozambique and Angola have now been liberated. In Guine the portion of the territory which is liberated is closer to 80%.

The possibility for carrying out guerrilla struggles is more limited in South Africa and Rhodesia because of geographical constraints and because of the more extensive networks of communication and surveillance which have been built up in these nations. But despite the long and solid arms of governmental authorities in these nations (in spite of the massive reprisals which the governments do not hesitate to inflict, indiscriminately if need be), there continues to be resistance and organized opposition.

Recent evidence of such political resistance include the arrest, trial, and conviction of a number of members of the banned Unity Movement in South Africa, the mass refusal of black Rhodesians to accept the terms of a proposed settlement on UDI between the Smith Government and Britain, the prolonged general strike of workers in Namibia (where unions are not legally permitted for black workers, let alone the right to strike), and the flagrant denunciation of apartheid by the student body president of a black college in South Africa during graduation exercises.

Clearly resistance continues in all of Southern Africa. Here, however, focus will be placed on those struggles which are now most advanced—i.e. the liberation movements of the Portuguese territories, the MPLA (People's Movement for the Liberation of Angola) in Angola, FRELIMO (the Mozambique Liberation Front) in Mozambique, and PAIGC (African Party for the Independence of Guine and the Cape Verde Islands) in Guine.

* * *

THE LIBERATION MOVEMENTS of the Portuguese territories are characterized by many similarities. Militant activity in each case was inaugurated only after, and partially as a result of, acts of wanton violence against the people on the part of the Portuguese. In Mozambique, for example, a series of peaceful demonstrations throughout the fifties and the sixties drew the inevitable response of violence.

Both in 1956 and 1963 when dock workers in Lourenco Marques went on strike, the army moved in, shooting some of the strikers and making mass arrests. The people in the Meuda region in the far north of Mozambique organized a mass unarmed demonstration in 1960; their action was met by troops who opened fire and killed 500.

Similarly in Angola, when peasants in the home village of Agostinho Neto (now President of the MPLA) protested his arrest by the Portuguese in 1960, troops fired upon them, killing 30 and wounding approximately 200. In reprisal for an

MPLA raid on a prison in Angola's capital city of Luanda in early 1961, the Portuguese indiscriminately machine-gunned 3000 urban dwellers. A few days later 5000 more Africans were shot in Baixa de Cassange.

The same drama of senseless violence has been played out in Guine. A strike of dock workers in 1959 was met with the murder of more than fifty by police, this use of force convincing leaders of the resistance of the irrelevancy of peaceful means and of the need to begin sustained political work in order to prepare for systematic armed struggle.

Liberation movements were thus launched in the three Portuguese territories in the early sixties. Their progress, however, has been somewhat hampered by the low level of social services which the Portuguese provided in their 'civilizing' mission (as evidenced by the fact that the illiteracy rate in all three territories was over 95% in the early sixties).

Not only must the people fight to liberate

liberate new zones."

The struggle in Angola has reached its eleventh year. By the early part of 1972, the MPLA had extended the struggle to ten of the sixteen provinces and liberated large regions, mostly in the south and east of the territory. In these liberated zones, the people are governed by action committees, elected organs of the people's power. It was reported in 1971 that MPLA has 7000 trained soldiers. Yet the movement includes a much larger number of armed Angolans if one takes into consideration the local defense volunteers who assist village leaders in liberated and semi-liberated areas.

In Guine, PAIGC has liberated over 80% of the national territory and has recently extended its operations into the two largest cities. With this new development, there remains no enemy camps that are not the object of PAIGC attack. It is only in the few urban areas that the Portuguese are able to maintain any semblance of control; yet reportedly the civilians in urban centers

of popular assemblies to govern the lives of people at the village and regional levels.

The cooperative effort in Mozambique was initiated by the example of the FRELIMO forces. The army was first instructed to cultivate fresh vegetables and the population subsequently urged to follow suit. Though at first there was reliance for supplies on the party, the success of the agricultural program has been such that the liberated area is now exporting oil seed, cashews, and ground nuts.

HIGH PRIORITY IS PLACED by all African liberation movements on efforts to supply educational and health services. MPLA has established a number of Centers for Revolutionary Education in a number of regions; its health service, though in critical need of staff and supplies, has been carrying out a campaign simultaneously in all liberated areas.

In Guine, the ten years of fighting have been accompanied by the setting up of 245 primary schools (whereas in 500 years of Portuguese domination only a total of 56 schools had been established in the whole of the country) which were attended in 1970 by 20,000 pupils. Four hospitals have been set up and are functioning in the interior of the country with a total of 200 beds and the permanent attendance of doctors. Dozens of dispensaries have additionally been set up throughout the territory.

In Mozambique, primary and secondary education is coordinated by the Department of Education and Culture which additionally cooperates with the Department of Defense in the field of political training. In December of 1971, FRELIMO held its first cultural seminar, lasting three weeks and participated in by delegates from all educational centers in the liberated zones.

Health services are more deficient in Mozambique than in the other territories because of FRELIMO's lack of trained staff. Even so health centers have been established in the field and extensive campaigns of vaccination have been carried out. Most recently a small hospital has been opened in Southern Tanzania to deal with serious cases and to provide training facilities.

Of fundamental importance to the form which the class struggle takes in the Portuguese territories is the emergent integral role of women which has followed from the needs of collective effort and the imperative to abolish a strict division of labor along sexual lines. In each of the territories and within each of the movements, it is the initiative of the women which has created their new positions and forms of action. FRELIMO, which has created a women's detachment of the armed struggle states explicitly in its official programme the need to:

"promote the political, social, economic and cultural emancipation of the Mozambican woman; establish equality of rights between man and woman; encourage the Mozambican woman to participate more in the national liberation struggle."

In Angola the OMA (Women's Organization of Angola) has been created to express the importance of the women's role in the overall struggle. Women, of course, compose the leadership of OMA as well as fill important positions in MPLA as technicians, radio operators, and doctors. Though some women have been trained to become political commissars, none as yet have been chosen to high leadership positions. The struggle admittedly has not reached culmination.

THE WORK OF THE MOVEMENTS advances and encounters increasing success. Yet Portugal is far from willing to give up her stronghold; and there is clear evidence that both South Africa and Rhodesia are also determined to prevent the emergence of truly liberated African territories in Southern Africa. South African troops are reportedly assisting the Portuguese in Angola. And weapons from NATO (many supplied by the U.S.) are in heavy evidence in all Portuguese attacks. U.S. herbicides and defoliants have been used extensively in Angola. Most recently U.S. built helicopters have been active in raids against FRELIMO forces in Mozambique. It may be expected that as the liberation movements advance, the use of ever more sophisticated military techniques will be called into action. Suggestive of this is the substance of the following telegram sent by PAIGC to the UN in late 71:

"Desperate in the fact of the great victories won by our party during this year, the criminal Portuguese colonialists have launched a wave of savage air bombings against the peasant population of our liberated regions. The Portuguese colonialists are feverishly preparing to spread toxic chemical products in order to destroy our crops before the next harvest. "It is evident that they are trying to stop our struggle by famine. We request you to take all possible measures to denounce and condemn in advance this monstrous crime against Africa and humanity."

African Liberation Movements:



By the MADISON AREA COMMITTEE ON SOUTHERN AFRICA

themselves from economic exploitation and political repression, but they must also create basic institutions to free themselves from illiteracy, lack of technical skills, and poor health conditions. The task is enormous and the revolution which has resulted is one which is total, which creates and recreates individuals through collective effort, which ministers simultaneously to material and political needs, which builds cultural unity through conscious and directed, collective action.

Political education proceeds guerrilla warfare, for the movements cannot garner success unless they are truly the expression of the people's will. But political education is also an ongoing process, expanded by the practice itself of military action and the creation of non-exploitative social relations and institutions.

Increasingly the movements are realizing military success. In Mozambique, much of the northern part of the territory is liberated and the morale of the more than one million inhabitants of the free zone is high. The Portuguese have not been able to penetrate the area by land for a year and a half and currently their presence is confined to air surveillance and bombing missions. While the Portuguese concentrate on destroying material structures, the real strength of the people's will eludes them.

REVIEWING THE MILITARY VICTORIES of 1971, the editor of the official organ of FRELIMO commented as follows: "One aspect of this reality (which gives rise to the consolidation of a feeling of confidence among the people in the certainty of final victory) is the great victories which we achieved in 1971, the most dramatic of which can be readily seen in the military field. Thus, during 1971 we killed about 2,900 enemy soldiers, destroyed 479 vehicles, shot down 4 aircraft and 5 helicopters, destroyed 27 bridges, attacked and destroyed 49 posts and camps, 6 trains and 14 boats.

"These are statistical data of great importance, since they indicate a substantial reduction in the human and material forces of the enemy. If we combine these losses in Mozambique with the decrease in the population in Portugal itself, especially of those who emigrate to other countries to escape the colonial wars abroad and the misery at home, and combine these also with other losses suffered by the colonial forces in Angola and Guine, it becomes evident that Portugal approaches a point where her human reserves will be exhausted. This at a time when our own forces grow constantly as we

live in a permanent state of alert. Army officers are sending their families home to Portugal.

IN ASSESSING ITS CURRENT position of strength, PAIGC has stated the following:

"We have fought for nine years—but we have fought for peace and peace means nothing without freedom. We are very sure of the situation in our country. We have liberated more than 2/3s of it and we control that even administratively. We are now able to attack Bissau, the capital, and Bafata, the second town—and we have the means to destroy these towns. If it became necessary to use force to free the town tomorrow, that we would do. But we do not want to take such an action. We would prefer to solve the problem without further destruction. But that depends on the Portuguese."

The advance of the liberation movements is measured not only in military terms, but also in terms of human development, collective reconstruction, and economic transformation. The General Directives of the PAIGC leadership state, for example, the following:

"Keep always in mind that the people are not fighting for ideas, for the things in anyone's head. They are fighting to win material benefits, to live better and in peace, to see their lives go forward, to guarantee the future of their children. . ."

The FRELIMO summary of action in 1971 also clearly emphasizes the importance of the struggle in creating a new society and new men:

"Another key lies in an even more fundamental reshaping of social and economic relations. In the liberated areas, even while the war rages on, a new society, a new nation, is being constructed; the process reflects itself in the spheres of production and distribution, of education and health, of defense and participation.

"This dramatic reality affects fundamentally the people who live the new life of a free Mozambique; its message and its promise permeates the consciousness of those who still live beyond the forward line of our successful battle. National reconstruction and national self-confidence go hand in hand, and to this rule liberated Mozambique is no exception."

Practice in accord with these principles includes the formation of producer cooperatives in the liberated zones of the territories, the establishment of peoples' stores which are supplied in part by food grown on collective plots and which replace the commercial exploitation practiced by Portuguese merchants, and the emergence

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Chilean Socialists: "Advance Without a Stop"

Crisis over Nationalizations

By JONATHAN LEPIE

For the first time since the elections of Salvador Allende to the Presidency of Chile it looks like the UP (Unidad Popular) is back on the offensive.

Confronted by what it sees as an open flaunting of the law and a possible fomenting of counter-revolution by the right, the UP has begun to mobilize workers, peasants and students, to take them to the streets and to call upon their strength for its defense. Now too, it is the slogan of the SP (Socialist Party) which has achieved dominance within the UP: "Advance without a stop."

Nine months ago the right majority in Congress (composed of the ultra-right Partida Nacional (PN), and the Democracia Christiana (DC)) presented a bill which would not only have denied the government the right to take over or purchase private companies, but would have required the return to their original owners of almost all companies so far nationalized by the government.

This would have presented no crisis if the right in Congress had not insisted that the expected presidential veto could be overridden by a simple majority (which it has) not accepting the law that a veto must be overridden by only a two-thirds vote of the deputies, or accepting the right of the Constitutional Tribunal to adjudicate the dispute (the Tribunal having been set up at the insistence of the DC to do just that) because it had ruled too many times in the past in favor of the UP.

RATHER THAN provoke a crisis, the UP had, at the insistence of the Communist Party (CP), agreed to negotiate with the DC. The effects of this decision had been twofold. First, it meant a dominance of the CP line within the UP, a line which called for the winning over of the "progressive bourgeoisie" at the expense of

forcibly moderating the demands of workers. Second, it had the effect of at least temporarily splitting the PN and the DC, the ultra-right and the "center."

Things seemed to be going as planned until, unknown to anyone, the secret negotiations reached an impasse on 5 July. On 6 July the nation was surprised to read that the Senate had voted to override by a simple majority making it clear that the DC had gone back to the attack. On 7 July Nacion, the government's daily, printed what it said had been a preliminary accord.

The same day the DC stated that it had never, and would never, agree to anything like what had been printed. The failure of the negotiations having come to light, by 8 July each side was accusing the other of the foulest duplicity.

THE EFFECT ON the UP was tremendous. Immediately the SP line seemed discredited. The DC and the PN joined forces again and proceeded to impeach the Minister of Justice and the Governor of Santiago province on trumped up charges. The SP line attained a sudden dominance. On 9 July Adonis Sepulveda, undersecretary general of the SP, told a rally of 5,000, "We will not waste one more word in

negotiating with the DC. They (the DC) have to understand that the people have limited patience, and they will understand it because we are going to shake this country up . . ."

The political truce which had lasted the duration of the negotiations had come to an end, and again the streets of Santiago which had been quiet were filled with demonstrators. On 10 July Congress was surrounded by thousands of workers and peasants. "Disrespect for the law. Sedition!" said Mercurio, the leader of the right press.

The conflict between Congress and the President will now go to the Tribunal, beginning a process which could take up to six months. In the meantime the left promises an escalating process of mobilization and education.

For the right it is a time of waiting. Their strategy seems to be to continue in their attempts to bombard the government from the pages of their kept press and from their economic bastions, thus creating consumer shortages and economic chaos when they can.

LUIS FIGEROA OF the CP has been reelected as president of the

CUT (Central Unica de Trabajadores, Chile's major trade union organization). Somehow, the results are satisfying to no one.

Charges of fraud were leveled against all contenders and, from the very beginning, no one seemed to think that the elections were at all honest. The vote itself may not have been truly representative because only 560,000 of the more than one million members were allowed to vote because of failure to pay union dues.

Adding to the pall that fell over the elections was an unexplained delay of over one month in the announcement of the results. During the delay, parties were resigning from—and then rejoining—the CUT elections committee in what seemed a fierce exercise in back room politics. At least once the SP had resigned and, at present, the DC is off.

ONLY IN BROAD outline can

the results be interpreted. It is clear that the UP parties received over 65% of the vote in total and that other left parties including the MIR (Movimiento de Izquierda Revolucionaria), Maoists Anarchists and others bring the total for the left up to just under 70%.

Nonetheless, the showing of the DC at about 25% was a real blow to the left. In Santiago the DC won a plurality of the votes indicating serious worker discontent with the UP on the government's home ground. Further, a poor showing by the Frente de Trabajadores Revolucionaris, the MIR's workers' group (at slightly under 2% of the total) showed both a real inability to outflank the UP to its left, and an inability to reach workers dissatisfied with the UP.

Figeroa's victory, while a victory for the UP, seems to pose certain problems in regard to the party's change of direction, for he was elected as a CP candidate at a time when the CP clearly stood for compromise and consolidation.

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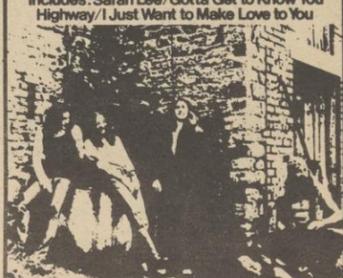
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By JONATHAN WOLMAN

The political campaign waged against military-related institutions on the Madison campus must comprise one of the most intense political movements in the nation. The period between September 1967 and August 1970 stands apart as the most active—and the most militant—in the political history of the Madison University community.

Beginning with demonstrations against Dow Chemical Company recruiters in October, 1967, students here have been among the most active in the nationwide movement to force imperialist and military institutions from the nation's campuses.

Surely Madison's reputation as a militant center of antiwar and radical activity has not escaped the press, who have covered, in succession, Madison disturbances from Dow to the Black Student Strike (February, 1969), Mifflin Street Block Party (May, 1969), the Welfare Rights protests (September, 1969), the October and November Peace Moratoriums (1969), General Electric Recruiting disturbances (Feb., 1970), the TAA strike (April, 1970), the Madison Peace March (April 17, 1970), and the Cambodian Invasion rioting in May of 1970.

ASIDE FROM ALL of that, the Madison community, both on and off campus, has been the subject of an extensive organizational effort by varied radical groups, leading in October, 1969 to the issuance by SDS representatives of three demands to the University.

The demands, that ROTC, AMRC and the Land Tenure Center be taken off campus in response to their imperial and military functions, were the focal point of months of frenetic activity, ranging from WSA hearings to the seemingly endless confrontations at the foot of AMRC's Sterling Hall and the base of the T-16 ROTC offices.

This is not a chronology of the Madison movement. It doesn't include demonstrations against Gen. Lewis Hershey, Selective Service System Director, against Ted Kennedy, against the Chase Manhattan Bank, against Gaylord Nelson (when he wouldn't talk about the war as anything other than a mistake by good men); all of these occurred before August 24, 1970.

THE LIST ALSO doesn't include disturbances prompted by the invitation to Mel Laird to speak on campus, by the Invasions of Laos and North Vietnam, by the murders at Attica Prison, by the appearance of Ed Muskie in Madison, and on and on, all of which took place after August 24, 1970.

August 24, 1970. That morning, just after 3:42 a.m., the Army Mathematics Center was bombed in Madison. The blast killed a physics researcher working late into the night, and destroyed parts of the Physics and Pharmacy Departments housed near AMRC.

Chancellor Ed Young, testifying under oath in June, at extradition hearings involving one of the men accused of that bombing, said that there were only about 300 people in the Madison area "who would resort to violence on some occasions." He typified protesters as a small minority of students, just as most administrators did before the 1970 Cambodian protests when over 200 universities and colleges were closed by student strikes.

Madison City Police Detective Charles Lulling, testifying under oath, told the Canadian court that he knew of no political movement in Madison directed against the AMRC.

With this in mind, it might be instructive to refresh everybody's memory by retracing the stream of events which led to the sabotage directed against AMRC in the summer of 1970. This, then, is a chronology of those events.

Imperialism On Camp

1968

* The Army Mathematics Research Center (AMRC) closed its doors in response to possible protest against it in November. Its administrators feared it would be the target of a takeover attempt in its Sterling Hall offices at the time of the Presidential elections. No building was taken over, Richard Nixon was elected.

1969

* Comprehensive and well documented research discussing the functions of AMRC were first published in March, in a series of articles in the Daily Cardinal.

* The academic discussion of AMRC continued throughout that school year, especially among faculty members in the English Dept., and on into the next (69-70). A second series of research articles was published in the Cardinal in December, 1969.

* On October 15, AMRC again asked its staff to stay home to work, when Associate Director Louis Rall distributed an interoffice memo citing possible "disruptive activities" during that day's Moratorium activities.

* On the National Moratorium Day (Oct. 15), as a part of a national SDS campaign to confront Universities regarding their connections with American military related institutions, two SDS representatives met with Chancellor H. Edwin Young, and issued three demands, asking for "an act of good faith in ending ROTC, AMRC and Land Tenure Center operations on the Madison campus." Young refused to negotiate.

* The Wisconsin Student Association (WSA) held subcommittee hearing concerning University complicity with the military. On November 5, the first group of witnesses addressed themselves exclusively to the Army Mathematics Center.

Speaking on behalf of the AMRC were staff members Profs. Ben Noble, Herman Karreman and Dr. Nowosad. Speaking against AMRC were Prof. David Siff, members of the SDS steering committee, science student Howard Halperin and Cardinal researchers.

* An SDS steering committee member identified a November 19 march against ROTC, AMRC and Land Tenure Center facilities as the "beginning of a movement" to implement the three Moratorium Day demands.

* About 500 university students participate in the November 19, SDS sponsored march confronting the three institutions. One speaker said, "We're here because there's a war in Vietnam, and as long as there's a war in Vietnam, there's a war at the University of Wisconsin."

* On November 19, the English Department fired David Siff, one of the most outspoken critics of the AMRC on the University faculty.

* On November 21, AMRC Director J. Barkeley Rosser refused to release AMRC's 1967 annual report, while making the 1968 and 1969 reports available to the public. The latter two reports were written after criticism of the Center had become widespread.

* Rosser told the Daily Cardinal, "None of these (annual reports) is a public document. It is a report to the Army." He explained that AMRC is "under contract to do certain things for the Army, and this is a report of those things to the University."

(The 1967 annual report was later released to the Cardinal by Wisconsin Senator William Proxmire. Nine pages had been removed from the text, and marked as "classified." The table of contents revealed that AMRC research support was given to the University of Michigan's sensitive electronic warfare research group known as Project Michigan.

* In the December series of Cardinal articles documenting more activities of the AMRC, it was revealed that the annual reports cited above did not include consultations held by members of the AMRC staff with personnel at such military installations such as the Watervet Arsenal (munition ordnance), Picatinny Arsenal (conventional weapons, ammunition and nuclear weapons), Aberdeen Proving Grounds (guns, ammunition and mobile equipment), Fort Dietrick, and the Edgewood Arsenal (chemical warfare research and development).

* On December 10 it was revealed that AMRC staff members Rosser, Karreman and Louis Harris had burned a Center research paper when it was learned that the figures used in the paper were directly applicable to the military situation under study. The report, entitled "The Probability of Survival of A Subterranean Target Under Intensive Attack," was rewritten, using new figures suitable to "anthills at which rocks are being thrown."

* The second of Four Days of "Anti-

Madison is not isolated from the institutions which formulate and pursue the American policies of imperialism. To the contrary, the city has more than its share of organizations which are directly associated with America's strategic quest for international dominance, as well as its dangerous preoccupation with domestic surveillance, exploitation and defense profiteering.

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Armed Forces Institute 2318 S. Park St.

Air Force ROTC 1815 University Ave.
Naval ROTC 1610 University Ave.
Army ROTC 716 Langdon St.

Naval and Marine Reserve 1046 E. Washington Ave.
Army Mathematics Research Center 610 Walnut St. (WARF Building)
Navy Investigation Service-Satellite Unit 1046 E. Washington Ave.

The Strategic Quest for Dominance Begins



Campus: A Movement on Trial

Imperialist Action" sponsored by SDS is marked by a march to T-16 ROTC facilities on December 10.

* Also on December 10, J. Barkeley Rosser cancelled AMRC participation in the continuing WSA hearings because of the presence of a Cardinal staff member.

On the final day of the Four Day action, 300 SDS members and their supporters continue their escalation of actions to force implementation of the three demands by smashing windows and confronting police at T-16 and AMRC offices. From there the crowd moved to the A.W. Peterson Administration Building where student and faculty ID-card files were attacked. Members of the Milwaukee Weatherman Collective participate.

* On December 28, the first of a wave of firebombings directed against local military targets takes place when the T-16 building is firebombed.

1970

* On January 1, firebombings continue with an attempted aerial bombing of the Badger Army Ammunitions Plant near Baraboo and a firebombing of the U.S. Army Reserve Center on South Park St.

On January 3 two firebombs are directed against ROTC offices in the Old Red Armory on Langdon St. and the Dane County Selective Service System offices on Monroe St.

On January 5, firebombs are directed against the State Selective Service System headquarters on Capitol Ct. Instead, the firebombs hit the Primate Research Center, located across a narrow alley from the SS offices. (By mistake, according to an anonymous call received by the Cardinal.)

* In early February the Madison SDS published a twenty-five page pamphlet entitled "The Case Against Army Math", explaining in detail their objections to the Center's role as an integral part of both the University and the military.

* On February 11 a coalition of campus and community groups announced the formation of a United Front to confront General Electric recruiting on the University campus. The UF is comprised of the Black Council, SDS, the Third World Liberation Front, YSA, SMC and the Madison Area Peace Action Coalition.

* On February 12, 2500 students demonstrating against GE recruiting broke ranks to trash T-16, AMRC in Sterling Hall, and various State St. and University Ave. merchants in the first instances of widespread trashing by a mass group.

* On February 19 an attempted sabotage is directed against a power sub-station servicing the Baraboo Ammunition plant.

* The Mother Jones Revolutionary League, a newly-formed "RYM-II" spin-off of Madison SDS, reminds the Teaching Assistants Association on the eve of their strike that "The TAA had its origins in broad political actions, and must be reminded that it still must achieve those wider goals. The TAA must not forget its origins—the draft protest and Dow protest of three and four years ago." (March 14)

* On March 17, members of the Mother Jones Revolutionary League picket the AMRC at Sterling Hall in support of the TAA demands in arbitration. The group later moves through campus distributing an SDS pamphlet, "the Case Against ROTC."

* A March for Peace Rally on April 18 was attended by a large "Revolutionary Contingent" which broke off from the main group of 8,000 to trash IBM, AMRC and the Air Force Recruiting Offices.

* On April 24 it is learned that Chief of Army Research and Development, Lt. Gen. A. W. Betts, has refused to release the classified pages missing from the 1967 annual report of the AMRC.

* On May 4, following the invasion of Cambodia by American troops, and the killing of four students in Kent, Ohio by American troops, demonstrations in Madison break out

into widespread rioting and street violence. Police are confronted by protesters at AMRC and again at T-16. The latter is the scene of a fire. Police use tear gas to disperse angry crowds in the thousands at both sites.

* The intensity of the Cambodian protests escalates on the Madison campus and throughout the city, as eight buildings are firebombed, including Naval ROTC. A mass rally of over 5,000 descends on AMRC and then T-16 where they are met by city, county and University police. An Air Force ROTC professor's home is firebombed.

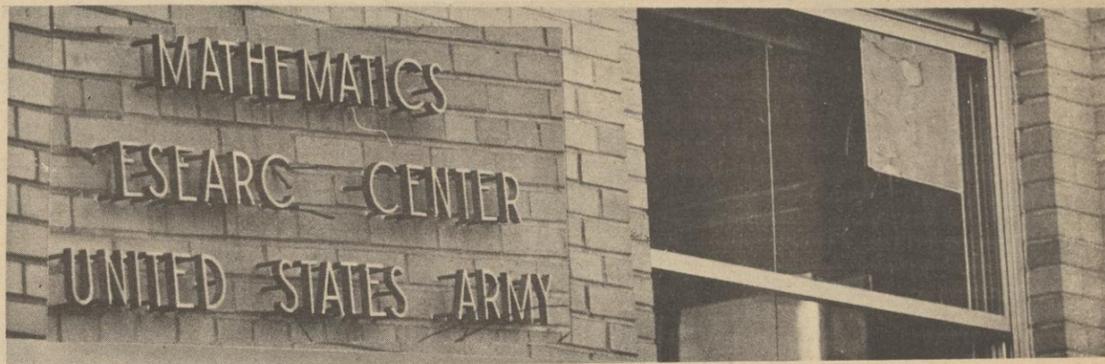
* Night rallies on May 6 and May 7 lead to rioting and fighting throughout the Southeast Dorm complexes and into the Miffland community.

* On March 11, one week after protests and rioting began in Madison, 2,000 young people march through the pouring rain to T-16 where they are again gassed and dispersed by police and national guard troops.

* On August 24, at 3:42 a.m. a powerful explosive rips through the walls of Sterling Hall. It is a Sunday night/Monday morning between semesters and a young physics researcher is killed while working in his laboratory.

* In September the FBI releases a communique which it claims was sent to Madison Kaleidoscope by the four men they name as suspects, Leo Burt, David Fine, Dwight and Karl Armstrong. The note calls the bombing "both a major success and a tragedy. While a major pure research center of the Army was demolished, a man was killed."

It goes on to say, "But while we mourn an unnecessary death, we celebrate the blow to U.S. imperialism.



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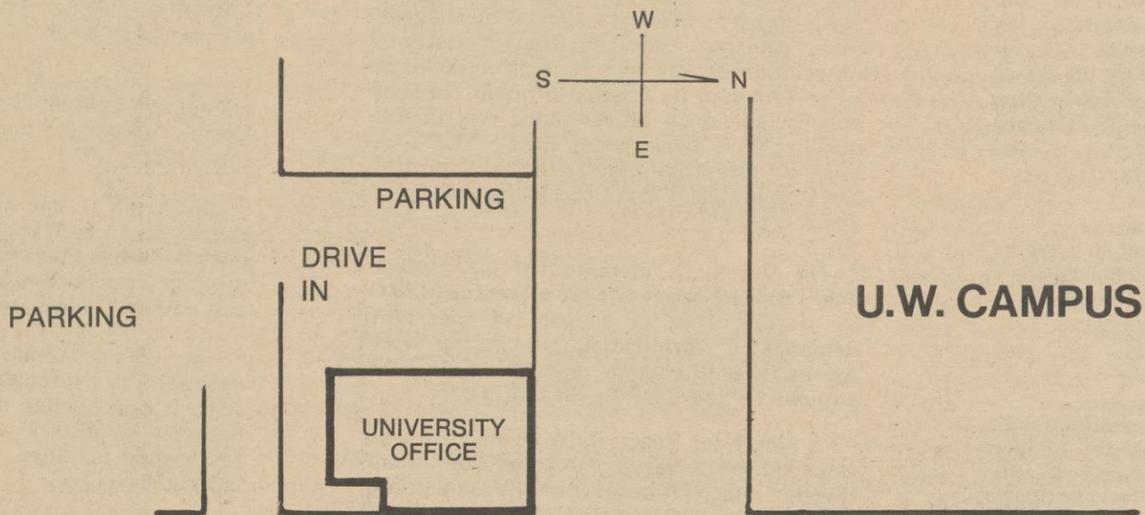
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State Industry Implicated in South Africa

South Africa is merely one corner of a worldwide capitalist network. Its social system is unique among capitalist nations only with respect to the exaggerated form of racial/class oppression which prevails within its borders. In maintaining that system of oppression (or racial privilege from the point of view of the white population), its ruling white minority has found a ready economic ally in the U.S.—whose corporate actors have poured in substantial capital investment during the past decade.

This contribution has served to steady the South African economy, which particularly before the 1960's was heavily dependent for economic survival on foreign exchange earnings from raw produce—minerals and agricultural commodities. South Africa has since attained a degree of economic strength and self sufficiency to the point where it has been able to initiate an outreach policy, penetrating with its own imperialist tentacles into the independent African states.

The assistance of U.S. corporate power to South Africa has not been the result of simple magnanimity or friendly generosity, for the South African system of wage discrimination directly benefits the transported operations facilitating substantial profit margins on invested capital. In commenting on legal stipulations which allow for high profits, a British businessman who decided not to invest in South Africa, Mr. Neil Wates, concluded that "we should have to operate within an economic climate which is designed deliberately to demoralize and to maintain an industrial helotry; we should, in turn, profit from such exploitation and ultimately end up with a vested interest in its maintenance."

AMERICAN BUSINESSMEN (such as those associated with

Including Madison's Ray-O-Vac

Polaroid) frequently make the claim that their presence in South Africa helps to 'liberalize' that country's racism. Yet representatives of American business within South Africa make little attempt at such moral justification.

The extent of American involvement in South Africa can be graphically illustrated by the fact that it is not limited just to the Pentagon or to the large New York banks and corporations. It extends into the heart of Wisconsin. Companies here too are eager to shield their profits from domestic depressions and from strikes. They have found their way to the high profits, cheap labor, 'stable' political situation, and economic expansion of white-ruled Southern Africa.

Major businesses in South Africa with home quarters in Chalmers (which in 1970 received a contract for building and servicing a nuclear reactor in that nation, and which additionally sells farm and construction machinery on the South African

By CAROLYN BAYLIES

market); S.C. Johnson, (with a plant outside of Johannesburg); Cutler Hammer (an important partner in the South African electronics field with investment in a plant which produces elec-



trical controls); and Kimberly-Clark (which operates two South African paper mills).

Other Wisconsin companies involved in South African business are Doughboy Industries, Inc. of New Richmond, Lakeside Laboratories of Milwaukee, Manpower, Inc. of Milwaukee,

Parker Pen Company of Janesville, Geo. J. Meyer Manufacturing Company of Milwaukee, A.C. Smith Corporation of Milwaukee, Sta-Rite Industries of Delavan, J.I. Case Company of Racine, and Ray-o-Vac (through its parent company,

Yet such an argument obscures the central point: that profits are being made and that involvement is growing, and that, such economic interference is important in helping maintain the racist regime of South Africa. In the absence of pressure against them, the companies, and the elite, have no intention of changing their ways.

Perhaps some companies would sacrifice their South African investment for something somewhere else—if they had to choose. Now they don't: it's profits there, and here, and elsewhere. Meanwhile the oppression continues.

Cutler-Hammer, Kimberly-Clark, Parker Pen and the others continue to make their profits. The result of this cumulative involvement might well be another Vietnam-scale involvement; at the least it would mean the continuation of America's tacit alliance with South Africa. For those who profit from the present policy cannot be expected to change it out of the goodness of their heart.

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British Exploitation Divides the Irish People

Domestic Struggle Based on Foreign Economic Dependency

The following article is taken from "A Beginner's Guide to the Struggle in Ireland" published by the Community Media Project, in Kitchener, Canada. The Guide is available at the WIND Bookstore on E. Johnson St. for 25¢.

Central to the lives of all Irishmen is their country's total subservience to and domination by the British economy.

The English first entered what now makes up Northern Ireland in 1169. As more English came into Ulster, the Ulstermen had to move south. During the reign of James I and II, fierce battles were waged by the Irish to get back their land. This struggle against British infiltration met with little success for by the time William of Orange had defeated James II, in 1689, less than 5 percent of Irish land was left in the hands of the native peoples.

The coming of the Industrial Revolution meant increased industrialization in the Ulster region. Consequently, British capital investment certified complete control of the Ulster economy. Development capital was concentrated in this region until the establishment of legal partition in 1920.

Since 1920, the British have extended their control to the point of total and complete domination of both the Northern Irish and Republican economies. Today for example, 70 percent of all goods exported from the Republic go to Britain with 86 percent of all imports coming from Britain. The picture is the same for Northern Ireland as well. 83 percent of all exports go to Britain and 74 percent of all imports come from

Britain.

IRELAND FINDS itself in much the same economic relationship with Britain as Canadians have with the American economy. Not surprisingly, the Irish are now beginning to talk about nationalism in purely economic terms.

For example, one of the tactics suggested for getting the British out of Ireland was a total boycott of British goods. Some British goods are already being boycotted in the Republic of Ireland.

Of course the Irish press is horrified at the prospect. "Danger of 'pauper state'—says exporters" reads the bold headlines of Dublin's Irish Independent. "The Republic could become a 'pauper state' if Britain retaliated—even partially—against a 'boycott British goods' campaign."

In this case the media makes clear to the Irish peoples their economic dependency on the 'mother country'. Yet the necessity for the Irish to deal with

foreign ownership of their economies most dramatically is revealed in an analysis of the rush of profits leaving for the Imperial Power.

We must begin by understanding the process which led to British domination.

IN ULSTER, industrialization has been the key. Industrialization is dependent on certain natural resources, cheap transportation and fuel. Also important is the availability of cheap labour. This cheap labour forces must be indoctrinated into the Protestant (capitalist) work ethic with its corresponding desire for the accumulation of goods and commodities. (The desire for goods and commodities not only chains the worker to work, it also increases the market size available to goods produced by the developed or colonizing nation.)

Ironically, the government of the Republic has been put in a position of perpetuating and increasing this foreign investment and ownership trend. They do this

because it appears to be the only viable means of combating the large scale unemployment problem that plagues the economy. The effects have been disastrous as indicated by the following press release:

DUBLIN (LNS)—Ireland has the largest producing zinc, lead and silver mines in Europe, one of the largest copper mines, and the best barium deposits and fifth largest mercury mine in the world. They are all owned and controlled by American firms.

These firms don't have to pay any taxes to the Irish government for the first 20 years of operation. Since none of the deposits will last that long, the American firms will have taken some 600 million dollars in clear profit from the Irish economy in less than two decades.

The release goes on to say: "The Irish are getting nothing out of this wealth, and if the government decides to nationalize the mines, they will more than likely have to pay compensation to the

companies involved—paying one more time for their own resources. The sad thing is that tax exemptions to American firms were only introduced to encourage industry to come in and create more jobs and stop generation after generation of young Irish people emigrating to America. So now they work in the mines, some of them, for 65 dollars a week, while the Americans a tax free profit of 466 dollars a week per employee; some others try to work the land, some are unemployed, many still emigrate to America."

The position of the northern government is no less tragic. In an official publication entitled "Northern Ireland: The Most Profitable Area for Industrial Expansion" they advertise:

"Northern Ireland is especially attractive to companies seeking fast, profitable investments, for it has a large surplus of labour with a high reputation for reliability. The country is still faced with a higher degree of unemployment than elsewhere in the United Kingdom. But this is a situation which you can turn to your advantage. (stress as in original) With a birthrate nearly a third higher than elsewhere in the United Kingdom, Ulster offers an assured supply of young workers for the future."

This encouragement on the part of both Irish governments to foreign investment has cost the Irish significantly. The most obvious cost is the loss of potential profit into foreign hands. Capital investment by Irish investors would at least assure that profits would remain in the country and could be recirculated through taxation.

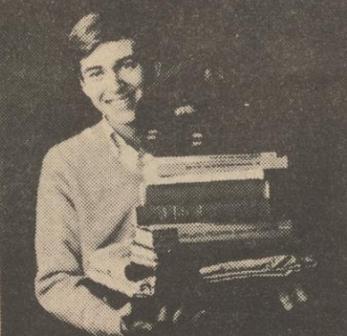
There are more subtle costs. One is the potential demoralization of both Irish workers and businessmen. Irish workers are forced to bear the brunt of taxation for the building of social facilities, schools, hospitals, etc. The indigenous business community finds itself in a similar situation to the Canadian business class. Their inability to compete with large foreign investors (multinational British and American corporations), is forcing them into economic stagnation and decline.

Also, the government must guarantee some sort of security to the foreign investor. Any guarantees given to foreign investors places the government firmly on the side of the investor and against the Irish worker whose labour is exploited by that investor.

FORTY-FIVE US companies have invested 200 million dollars in the six counties since the Second World War, with such interests as American Tobacco, Ford, Goodyear and IT&T providing 'the necessities of life for the Ulstermen.' Standing watch over this investment are three US military bases, the

(Continued on Page 17)

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which the imperialist power can concentrate his forces of development, unhindered by the majority of the indigenous people. And in these cases the indigenous people have fought to maintain their unity.

In all cases there has been popular support from all sectors for the liberating forces (though not according to the press). This popular support has been in the form of civil rights marches of 50,000 people in tiny Ulster, large groups such as the QFL in Quebec, and an army that has held out for ten years against the americans and longer against the french in Vietnam. And in Korea, they're

still fighting the american occupation. And on and on it goes. The only

thing one knows for sure is that the strife is spreading and the conflict escalating everywhere.

Part of the problem many people have in trying to understand the Irish question lies in the fact that few people have a working knowledge of the role imperialism plays in determining the economy of a "developing nation" such as Ireland.

That the effects of British and American imperialism permeate the day-to-day lives of the Irish cannot be doubted. That the Irish have been the subject of prolonged imperialist exploitation throughout history has been outlined previously in "The Beginner's Guide."

This article, then attempts to tie the present Irish economy to the needs of the British and American economies. This understanding is essential before one can begin to discuss the tactics of revolutionary groups such as the IRA.

Irish

(continued from page 16)

largest of which, in Derry, was reportedly offered to the British as an internment camp for Irish revolutionaries in June, 1970.

Ireland finds itself in a two-fold situation of domination. By giving up most of its economic control to foreign investors it has invited the necessity for military domination as well. The American presence is consequent on their need to protect their investments, the British presence necessary to ameliorate the social contradictions arising out of Ireland's status as a colony.

Many Irish industries find themselves in a sorry state at this time. Ireland's meat industry is now feeling the crunch of England's tight money policies and those of the US. In the last two years Britain has cut back on the amount of killed and packed meat imported from the Republic, yet they have increased the number of imported live cattle. Obviously looking for jobs, the British government has decided to have more of the industrial processing done in England relegating Ireland to raw material production and destroying her meat processing industry.

ULSTER FINDS itself in a similar position. Import-export tables depict the dependence of Ulster's economy on the export of unprocessed or lightly processed materials. The tables also point to their dependency on the export of processed goods which require much human labour (textiles) at cheap prices.

The main exports in foods are fruit and vegetables, feeding stuff for animals, tobacco and manufacture, and maize unmilled. Food imports are eggs in shells, bacon and ham, fresh chilled or frozen meat (beef, mutton, lamb and pork) and milk, preserved or condensed.

Thus Ireland and even more so, Ulster, have all the qualities of a colonial economy quite similar to the branch plant relationship that Canada finds herself in with the US. Their economies are relegated to primary extractive ventures and are not able to develop secondary manufacturing and processing facilities. The question of nationalization becomes increasingly complicated since these secondary facilities must be created to break out of the situation of economic dependency on British manufacturers.

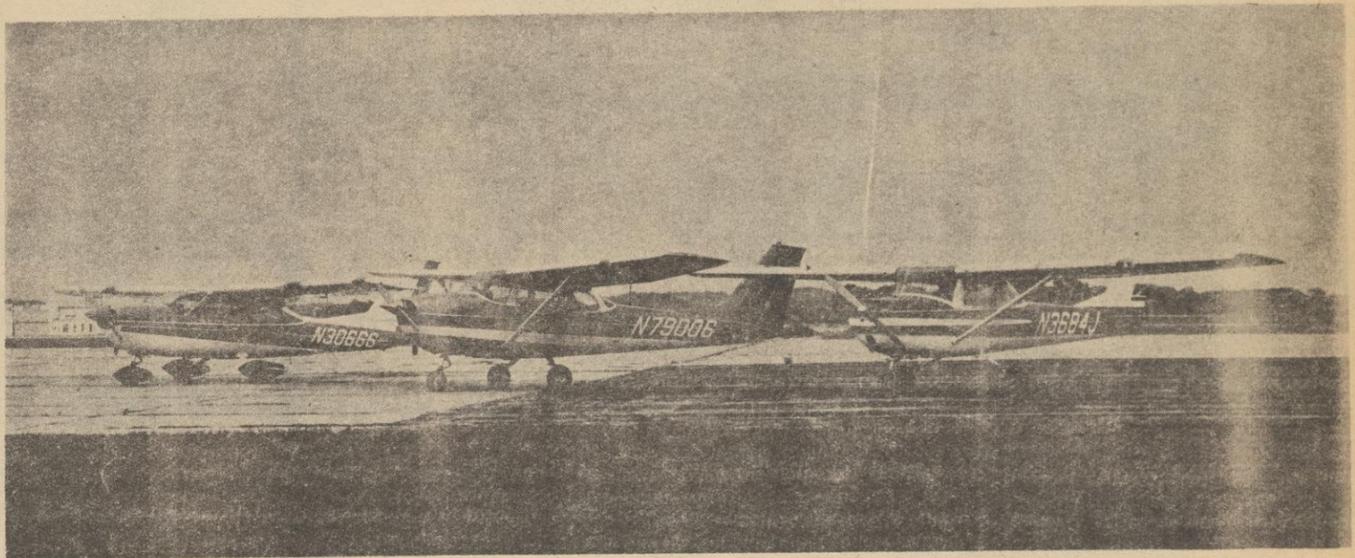
THE PARALLELS between the situations in Northern Ireland, Quebec, Vietnam, Korea and others are too obvious to be ignored. All these situations involve colonies trying to break away from the colonizer (settler, industrializer) and have used guerrilla warfare to baffle the much stronger imperialist power. And in all situations, the press has been used to cloud the real issues and to bring out a false emotional issue.

Outside agitators, poor countries being helped out by foreign aid and production, commies out to take over the world—we've heard it all before. What haven't we heard?

We haven't heard about American, Canadian and British investment.

In all cases, the oppressed class is restricted to a certain geographical area, and in the case of Ireland, Vietnam, and Korea, an area has been partitioned off in

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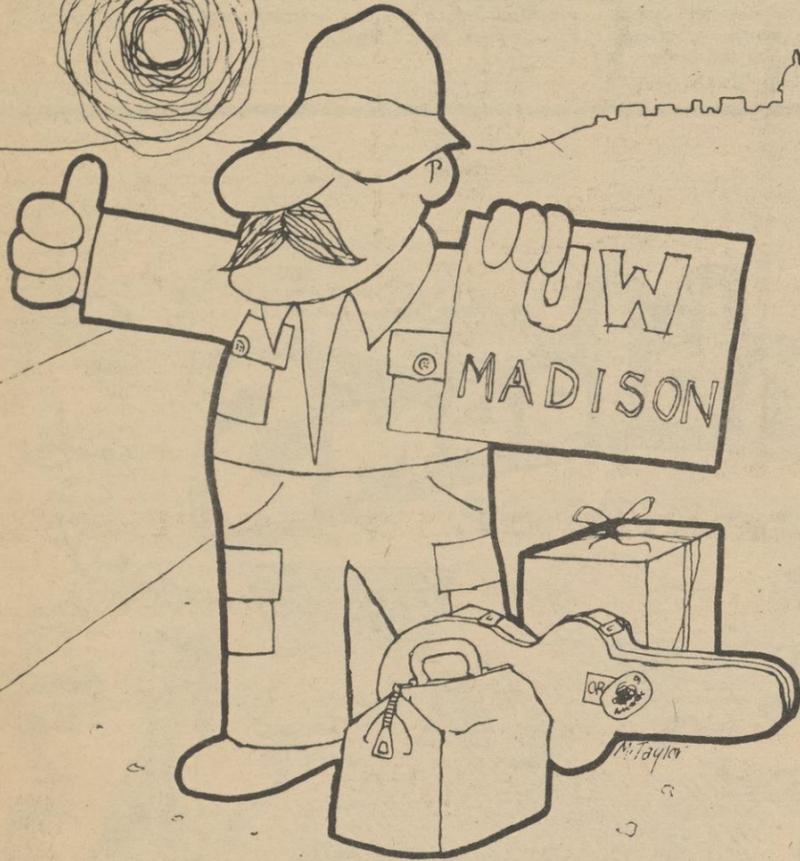
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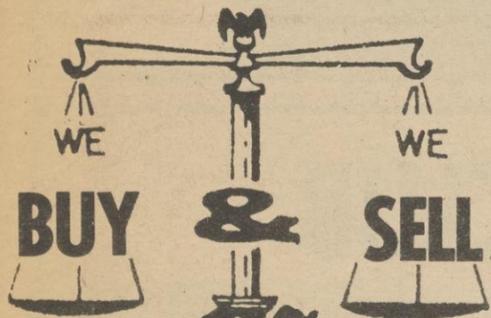
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Vietnam

(continued from page 4)
proved themselves capable of rising to the occasion: twenty U.S. firms were blown up in one evening.

Fidel's enthusiastic welcome by the people of Chile stands in marked contrast to the reception of Rockefeller. The visit of Fidel was not only the end of Cuba's isolation from her sister nations but also an indication of the mood of large numbers of exploited peasants, workers and students in Latin America who recognize the only choices open to them: continued imperialist domination or socialist revolution.

IF FIDEL HAD gone to Uruguay he would have received the same enthusiastic welcome; the same could be said of Bolivia, Argentina or almost any country in the hemisphere. "Take a lot of pictures of all this," Fidel told reporters, "and send them to

Nixon so that he can see that he has lost the battle."

In contrast to the rural guerrilla movements of the 1960s both Uruguay's Tupamaros and Argentina's PRT (People's Revolutionary Army) have origins in the workers' movement—among rice and sugar workers—and both have many members who are workers, shop stewards, and trade union officials.

In an appraisal of the current revolutionary movements in Latin America, Jim Petras, author of several studies of revolutionary movements, notes that "the problems in making a revolution have thus far exceeded the ability of the Latin American revolutionaries to overcome them; but the ability of the U.S. and Latin American ruling classes to create an independent developing democratic society which would obviate the need for revolutions is even less apparent."

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IT&T: Case Study in American Imperialism

(continued from page 5)

Government's call for decentralization of industry through the construction of new plants outside of major industrial centers but in close proximity to rural homelands or Bantustans.

The bantustan policy is purported to allow for the possibility of separate development on the part of the races, allowing some measure of 'independence' and 'self determination' to Africans congregated within designated rural homelands. In fact it is a means of more adequately controlling the population and creating pools of cheap labor. Significantly industry, such as IT&T's new plant near Pietersburg, is built only outside the borders of the bantustan.

IT&T IS ACTIVE not only in South Africa, but also in Rhodesia (Zimbabwe) and the Portuguese colonies, Mozambique and Angola. Supersonic Radio Manufacturing Company of Rhodesia makes portable and automobile radios, portable and console radio/record players, stereo players and amplifiers, and television sets.

When sanctions were imposed by the UN against the illegal white government, the Smith regime instituted Emergency Power regulations to stabilize the economy. In effect, these served to nationalize such companies as Supersonic. However, the nationalization is little more than a maneuver to allow operations to be carried on as before without crossing official U.S. policies of upholding sanctions. The Rhodesian government merely appointed the company's managing director as its 'agent' to direct activities.

IT&T is involved in Mozambique and Angola through its Portuguese subsidiaries. Standard Electrical S.A.R.L., Portugal is a holding company owned by IT&T's subsidiary, International Standard Electric Corporation. The company controls overseas manufacturing and service companies and is primarily engaged in selling communications systems to governmental agencies.

In 1968 the corporation opened a semiconductor plant at Cascais which employs 1000 people and manufactures transistors, radio receivers, and electrical components. More recently International Standard Corporation acquired four metallurgical and metal mechanical companies in Mozambique. Standard Electrical has supplied much of the equipment for the Mozambique telephone system; it is also a major supplier of telephones and exchanges in Angola, having won a contract of \$2.2 million for installation of a complete network in 1969. During the past year a contract with the Angolan Post Office was signed by an IT&T subsidiary.

IT&T's involvement in Southern Africa is extensive and direct. The company, through its subsidiaries, supplies technical expertise to the Southern African economies, contributing to the expansion of the critical telecommunications industry, incre-

asing the capacity of racist minority governments for surveillance of their peoples and control of organized opposition.

IN SOUTH AFRICA IT&T complies with the laws of apartheid, paying to some of its employees wages which do not even meet subsistence requirements, prohibiting the advancement of blacks and Coloureds beyond specified job categories, building new installations outside the confines of bantustans in designated border areas in accord with government stipulation. Its new establishments comprise forms of import substitution, thereby contributing to South Africa's economic self-sufficiency.

IT&T has maintained



operations in Rhodesia despite the action taken against the illegal white regime by the UN.

It is actively expanding its investments in the Portuguese colonies, thereby strengthening the position of the Angolan and Mozambican governments against the liberation movements active in those territories.

IT&T IS NOT A NEUTRAL OBSERVER of the South African scene. It has cast its lot with economies managed by racist white regimes. There is little doubt that it perceives its interests in preserving the strength of those economies. And there is little reason to believe that it will not find itself compelled to pressure the U.S. government to ensure the continued preservation of those interests in the future.

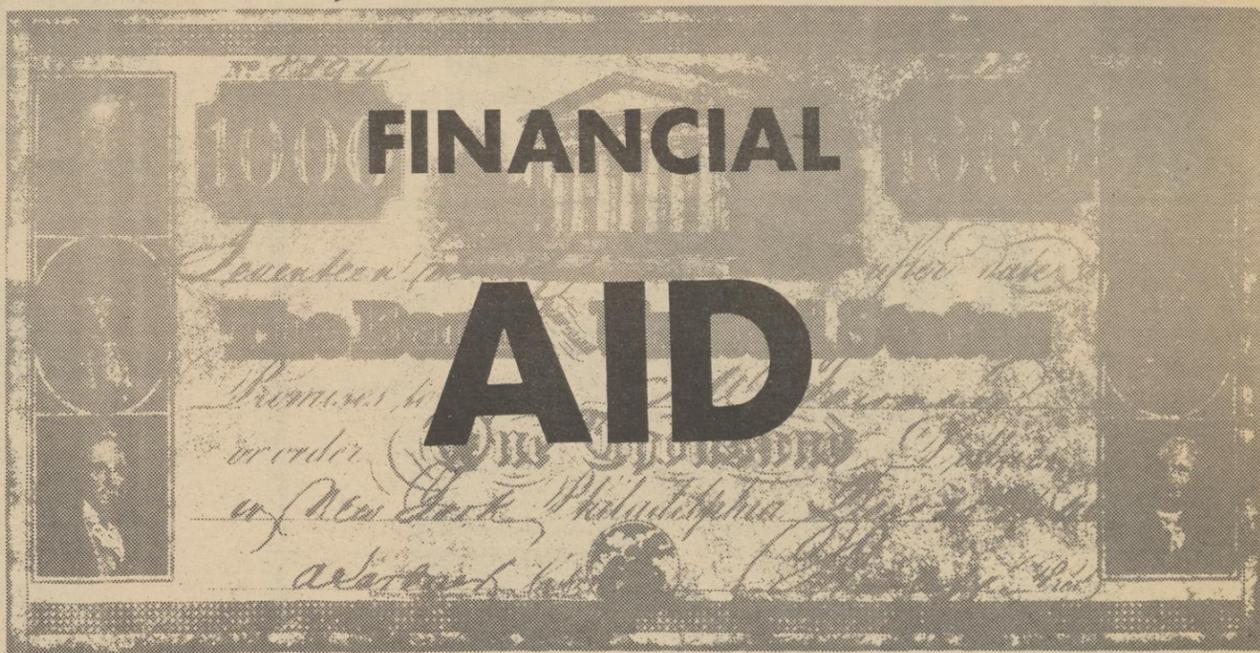


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Women and the Family under Capitalism

Oppression or exploitation?

By MARIROSA DALLA COSTA

Over the past few years, the women's movement has grown, both in numbers and scope of analysis. This article is a small excerpt from "Women and the Subversion of the Community", written by an Italian Marirosa Dalla Costa. It is merely one attempt to explain and summarize the theoretical direction of the women's movement in Italy. "Women and the Subversion of the Community" comes from the January issue of Radical America, available at the Madison Book Coop.

In order to understand the frustrations of women expressing themselves in ever-increasing forms, we must be clear what in the nature of the family under capitalism precipitates crisis. What began with capitalism was the more intense exploitation of women as women and the

possibility at last of their liberation.

These observations are an attempt to define and analyze the "Woman Question," and to locate this question in the entire "female role" as it has been created by the capitalist division of labor.

We place foremost in these

pages the housewife as the central figure in this female role. We assume that all women are housewives and even those who work outside the home continue to be housewives. That is, on a world level, it is precisely what is particular to domestic work; that quality of life and quality of relationships which it generates, that determines a woman's place wherever she is and to whichever class she belongs.

The role of the working class housewife, which we believe has been indispensable to Capitalist production, is the determinant for the position of all other women. Every analysis of women as a caste, then, must proceed from the analysis of the position of working class housewives.

In order to see the housewife as central, it is first of all necessary to analyze briefly how capitalism has created the modern family and the housewife's role in it, by destroying the type of family group or community which previously existed. While this article is specifically about Italy and the western world, it should not be assumed that a similar process has not occurred under the capitalist mode of production in other areas of the world. The analysis of new tendencies can only be the product of an analysis of how capitalism created the family and what women's role is today.

WITH THE ADVENT of capitalism, previous modes or organization gave way to the organization of labor centered around the factory. Those who worked in the new center received a wage. Those who were excluded did not. Women, children, and the

aged lost the relative power that derived from the family's dependence on their labor, which had been seen to be social and necessary.

Capital has concentrated basic social production in the factory and the office and has detached the man from the family and turned him into a wage laborer. It has put on the man's shoulders responsibility for those who do not receive a wage. The next to be excluded from the home, after men, were children: sent to school. The family ceased to be not only the productive, but also the educational center.

Under feudal relationships, while the whole population was 'unfree', under the domination of the feudal hierarchy, production was a co-operative experience. With the advent of wage labor, men and women proletarians were separated from their children while another estrangement developed, that of the "free" wage earner from the family dependent upon his earnings. The unfree patriarch was transformed into the "free" wage earner, and upon the contradictory experience of the sexes and the generations was built a more profound estrangement but also, therefore, a subversive relation.

We must stress that this separation of children from adults is essential to an understanding of the full significance of the separation of women from men, to grasp fully how the organization of the struggle on the part of the women's movement, even when it takes the form of a violent rejection of any possibility of relations with men, can only aim

to overcome the separation which is based on the "freedom" of wage labor.

TO THE EXTENT to which capital has recruited the man and turned him into a wage laborer, it has created a fracture between him and all other proletarians without a wage who, not participating directly in social production, were thus presumed incapable of being the subjects of social revolt.

Precisely through the wage, the exploitation of the non-wage laborer has been organized. Women's labor appeared to be a personal service outside of capital. The woman seemed only to be suffering from male chauvinism, being pushed around because capitalism meant general "injustice" and "bad and unreasonable behavior"; the few (men) who noticed convinced us that this was "oppression" but not exploitation.

Woman's role in the cycle of social production has remained invisible because only the product of her labor, the laborer, has been visible. She has, therefore, been trapped within pre-capitalist working conditions and never been paid a wage. Even the best equipped American kitchens do not reflect the present level of technological development; at most they reflect the technology of the 19th century.

With the advent of the capitalist mode of production, women were relegated to a condition of isolation, enclosed within the family cell, dependent in every aspect on men. The new autonomy of the free wage slave

(Continued on Page 21)

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Women

(continued from page 20)

was denied her, she remained in a pre-capitalist stage of personal dependence, but this time more brutalized, because in contrast to the large scale socialized production that now prevails.

To the extent that women were cut off from direct socialized production, and isolated in the home, all possibilities of social life outside the neighborhood were denied them, and hence they were deprived of social knowledge and social education. When women are deprived of wide experience of organization and planning collectively industrial and other mass struggles, they are denied a basic source of education, the experience of social revolt.

CAPITAL ESTABLISHED the family as the nuclear family and



subordinated within it the woman to the man, as the person who, not directly participating in social production, does not present herself independently on the labor market. As it cuts off all her possibilities of creativity and of the development of her working actively, so it cuts off the expression of her sexual, psychological and emotional autonomy.

From this complete diminution

of woman, capital constructed the female role, and has made the man in the family the instrument of this reduction. The man as wage worker and head of the family was the specific instrument of this specific exploitation which is the exploitation of women.

In this sense we can explain to what extent the degraded relationships between men and women are determined by the fracturing that society has imposed between men and women subordinating women as object, the complement of man.

A power relation precludes any possibility of affection and intimacy, yet between men and

women power, as its rights, commands sexual affection and intimacy.

Capital while it elevates heterosexuality to a religion, at the same time in practice makes it impossible for men and women to be in touch with each other, physically or emotionally—it undermines heterosexuality except as a sexual, economic, and social discipline.

LETTUCE BOYCOTT

For information or to volunteer services for the Lettuce Boycott contact McGovern for President: 257-8896; or People's Office: 257-0414. Money, paper, workers, and office space are needed.

ECONOMICS 101 this fall

The structure of Economics 101, General Economics, has been changed significantly for the Fall term of 1972.

In the past, economists teaching 101 have tried to cover every major area of economics within a semester. The result has often been that students learned very little about a lot of topics. This fall we shall offer students a choice of current issues to be studied in a little more depth. The purpose of this ad is to introduce the options we plan to offer.

The first six weeks will be devoted to introducing some basic tools of economic analysis. All students in all three lectures will concentrate on this core material.

For weeks 7-9 each student will choose one of the following modules: Economics and the Environment (Lindert), Crime and Economics (Andreano), The Macroeconomics of Nixon and McGovern (Lindert).

For weeks 10-12, choose one: The Concentration of Economic Power (Andreano), Health Economics (Andreano), The Macroeconomics of Nixon and McGovern (Lindert).

For weeks 13-15, choose one: The Economics of Education (Hansen), Crime and Economics (Andreano), The Concentration of Economic Power (Andreano).

Discussion sections have been so scheduled that any student can meet the weekly section on any topic. The lectures for each topic will be on one of the three scheduled Monday-Wed-Friday hours.

Join us.

Ralph Andreano

Lee Hansen

Peter Lindert

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SUMMER APTS. for rent 1/2 blk. to Library 257-2832. — xxx

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FURNISHED 3 bedrm. flat for 5. 1/2 block from Union South. Middle of August occupancy. 233-2588. — xxx

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CAMPUS EAST WEST singles, 1, 2, 3, 4 bedrooms. Great locations. Varied prices and facilities. June or September 257-2127. — xxx

GIRLS why not Conklin House? Kitchen privileges. Parking, 505 Conklin Place. Summer or fall. 255-8216 or 222-2724. — 15xA11

FURNISHED one bedroom apts. for 3, \$650 for academic year, \$62.50 per month for calendar year. One block from Union South. Air/conditioned. Call 233-2588. Middle of Aug. occupancy. — xxx

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FALL large four bedroom apt. 35 N. Mills St. 222-2724. — 6x30

FRENCH HOUSE 633 N. Frances, 262-3941. Renting singles and doubles for summer and fall on Lake Mendota, close to campus. Air-conditioned, parking available (fall only.) Knowledge of French necessary. 15xA28

CENTRAL 511 W. Doty, special fall rates on efficiency and 1. bdrm. apts. Stop in to see daily 2-8 p.m.; weekends 1-5 p.m. Office 238-7304; evens. 223-2124. Model 256-1668. — 7xA21

LARGE comfortable/single men 21; 238-2434, 255-4938 after 4; 274-0114. campus area. — xxx

ROOMS men, kitchen privileges, singles, near stadium. 231-2929, 255-2108. — xxx

TIRED OF SHARING? WANT SOME PRIVACY How about a room at Kent Hall on the Lake at 616 North Carroll. We have nicely furnished single and double rooms with private bath and a refrigerator for your convenience. Now accepting applications for fall. Stop by between the hours of 1-8 Mon.-Thurs. or 1-5 Fri.-Sun. or call 255-6344 or 257-5174. — xxx

UNIVERSITY COURTS, 2302 University Ave. Looking for a "SUPER" apartment for fall? We have beautifully furnished 1 & 2 bedroom apartments with air conditioning, an indoor pool and convenient to campus. We pay all utilities. "Try us, you'll like us!" Office Hours: 1-8 Mon.-Fri. 9-5 Sat.; 1-5 Sun. 238-8966; 257-5174. — xxx

THE CARROLLON, 620 North Carroll. Nicely furnished 1 bedroom apartments on the lake. Convenient to campus and all utilities included. 257-3736; 257-5174. — xxx

The COCHRAN—rooms with meals for women. Large comfortable rooms near library and classes. 255-0363, 602 Langdon St. — 5xA21

SOUTH—furnished house for rent. Aug. 15th. 9 month lease, 2-4 persons; 1 1/2 mile to campus. 271-5916. — 3x21

ESSEX HOUSE 1301 Spring St. rooms for 1, 2, 3 or 4 and 2 bedrm. apts. carpeting, air/cond. furniture, parking available. 251-1791. — 7x31

GIRLS, CARRIAGE HOUSE singles and doubles for fall, air/cond. carpeting, furniture, privacy, security doors, intercom, kit. use. Parking available. 505 North Carroll. 251-6436. — 7x31

FARM Cambridge, women. 1-423-4387. — 2x21

ROOMMATE wanted large modern apt. air/cond. carpeted, dishwasher. OWN bedroom. Call 244-7581 and leave message. — 2x21

VILLA MARIA single and double rooms with meal contracts for graduate and undergraduate women. Located 3 blocks from library near the lake. For a nice friendly place to live, write resident director, 615 Howard Place or call 256-7731. — 10xS8

HOUSING FOR WOMEN at the LAKE LAWN, a large house on Lake Mendota; 3 blks. from Union and Library. Single and double rooms available, some with lake view. Piers, pianos, and fireplaces are provided for residents' use. Limited parking available. During the fall and spring terms all contracts include breakfast and dinner prepared by our cook. For information call 255-6531. — 10xS8

ONE BEDROOM for two girls for rent in three bedroom house. Ideal location. Large living room, kitchen & very large bedroom. All utilities included. Available immediately. Call 256-5673 or come to 137 West Gilman. — 2x21

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425 WEST Johnson, rooms with refrigerators and air conditioning. Shared kitchens and baths. Co-ed. 257-6437, 238-1168, 256-4181. — 2x21

438 NORTH Frances - rooms in older building. New carpeting and paneling. Share baths. Men only. 257-6437, 238-1168, 256-4181. — 2x21

NEED COUPLE to share 2 bedroom apt. Near Union South for fall. Maria 255-3901 evens. — 2x21

GIRL NEEDED to share apt. with 2 others. August to June, close to campus \$65/mo. 257-2743. — 2x21

NEEDED 2 girls to share apt. with 2 others. 9 mo. lease Sept-June. \$55/o. 301 N. Pinckney #5. 251-3806. — 5x30

FURNISHED & unfurnished apt. Campus Central & East. 1 bedroom-2 bedroom, efficiencies available for fall—257-4535. — xxx

MALE TO SHARE a mobile home. 10x55. Furnished, own room. \$50 mo. includes utilities. 256-1501. — xxx

APARTMENTS for fall, 3 bedroom and 4 bedroom. Partially furnished. Call 255-3713 after 9 p.m. — 2x21

PEOPLE NEEDED for coed house. Vilas area, close call 256-6661. — 2x21

MEN: singles/doubles on the lake for fall. 2 meal plans available. 124 Langdon 256-9857. — 2x21

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APPLICATIONS for Daily Cardinal newscarrriers for '72-'73 in campus area are now being accepted. Call Keith Boltz, Cir. Mgr. 262-3583. Work-studies approved. — xxx

TYPISTS WANTED: Part-time, must be UW student. Work will be after 6 p.m. Monday thru Friday, working on the production of the Daily Cardinal. Job requires at least 60 words per minute. Apply by phone after August 3, 1972. Mr. Hinkson, 262-5854. — xxx

\$100 WEEKLY possible addressing mail for firms. Begin immediately. Details send stamped, addressed envelope. Fortune Enterprises, Box 607, Canutillo, Texas, 79835. — 5x29

WANTED mature student to live in; low rent in return for services. 231-2648. — 2x11

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CORRECTION

In our "Musicians of Madison" ad in Section III of this paper, Memorex cassette tape prices should read:

C-60 — \$1.95
C-90 — \$2.65

We apologize for this error.

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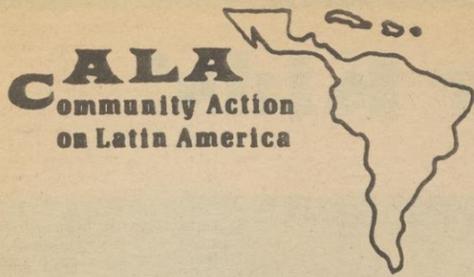
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the Madison Area Committee on Southern Africa

Formed in 1969, the Madison Area Committee on Southern Africa (MACSA) is an organization of individuals in the Madison community who are concerned with publicizing the conditions of colonial, imperialist and racial oppression in Southern Africa, to offer material assistance to those peoples who are fighting against the oppression which daily confronts them, and to press for elimination of U.S. governmental and corporate support of the repressive white minority regimes in the Southern African states.

We recognize the necessity in all of our work to relate the conditions of oppression in Southern Africa to those of our own society. We see our activities as inherently anti-imperialist; we view the world capitalist economy as an integrated network through which systematic exploitation of peoples both here and abroad is promoted and perpetuated.

In focusing on a geographically defined portion of that network—Southern Africa—within which the practice of liberation groups is directed toward the elimination of imperialist relations, we understand that our support activities contribute to a worldwide struggle to undermine and negate the dominance of capital.

WE HAVE DIRECTED our attention specifically toward Southern Africa because it is strategically located in the world imperialist system, because the conditions of oppression are particularly acute there, and because we feel it essential to support those movements, emergent within the context of oppression, whose struggle includes the building of new, socialist institutions.

Early in the year we offered our assistance (primarily in the form of speakers and newspaper articles) to the Madison Young World Development group whose walk raised approximately \$18,000 for FRELIMO's (Mozambique Liberation Front) Mozambique Institute in Tanzania. Also during the fall we carried through a fund-raising campaign which raised over \$1200 for FRELIMO and MPLA (Popular Movement for the Liberation of Angola), a portion of which was channeled through the Liberation Support Movement of Vancouver for the purchase of medical supplies for the Angolan struggle.

MACSA is divided into four committees with specifically defined tasks: *(1) the Political

Education Committee, which is responsible for the newsletter, for channeling information into the local media, organizing speaking engagements, etc. *(2) the An-Fund Raising Committee, which coordinates fund-raising campaigns for liberation movements;

*(3) the Anti-Corporate Committee, which is planning action against a locally-based corporation with ties in South Africa; and *(4) the Trouble-Shooting Committee, which takes care of matters not covered by any of the other committees.

In March of 1971, a group of students, professors and clergy met at Cornell University to discuss alternatives to Latin American policy study in the mainstream of academia. Out of this consultation was born the idea for four regional centers which would work toward the goal of "reversing the patterns of U.S. domination of Latin America and of Hispanic peoples through inquiry/research, information dissemination, and political action using the combined resources of university, community, radical action, and religious groups.

As one of the four regional centers, Community Action on Latin America has undertaken the task of trying to put the subject of U.S.-Latin American relations into a context that a wide public can relate to and understand. Our main activities in this regard are centered around the publication of a monthly newsletter, the development of a Latin America speakers bureau, the sponsoring of major conferences such as the recent Madison Conference on Chile and developing ties with local community groups who share common values and goals.

CALA is a collective of students, workers and clergy who have come together to work around a variety of projects both at the national and local level. Most of the work of CALA is carried through by special subcommittees. Beginning this fall the following subcommittees will be operational:

NEWSLETTER SUBCOMMITTEE—collecting information on U.S.-Latin American relations and interpreting the significance of various events for a wide audience.

DEVELOPMENT CONFERENCE SUBCOMMITTEE—CALA, in conjunction with United Ministries on Higher Education is planning a spring conference on "Alternate Modes of Development in the Western Hemisphere" which will be focusing on the cases of Brazil, Peru, Cuba, Chile and Puerto Rico. At the same time, CALA will be contributing to a study guide of the same title, also in conjunction with UMHE.

YANQUI DOLLAR RESEARCH PROJECT—In an attempt to involve university students in power structure research that could be done in conjunction with professors in certain courses CALA is distributing detailed outlines of a national research project that centers around studying the role of selected U.S. corporations in Latin America.

WISCONSIN-CHILE COPPER PROJECT—In conjunction with Wisconsin Public Interest Research Group (WISPIRG), CALA will be setting up a program to involve students in researching the structure of the copper industry for academic credit. When Chile nationalized its copper mines in 1971 many American companies began reorienting their operations toward the United States. Wisconsin is considered a location with potentially large reserves of copper.

NON-INTERVENTION IN CHILE (NICH) SUBCOMMITTEE—Formed at the close of the Madison Conference on Chile, NICH is a national network of people who agreed to do support work for Chile and carry on a broader educational campaign about U.S. intervention in the Chilean process.

LATIN AMERICAN FILM SUBCOMMITTEE—In an attempt to acquaint Northamerican audiences with the currents of revolutionary change underway in Latin America CALA has sponsored three film festivals which bring to Madison the best examples of revolutionary cinema from Latin America.

CALA needs many more people to contribute to the overall program and to keep the work of the subcommittees going.

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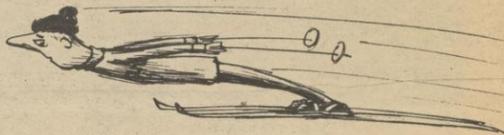
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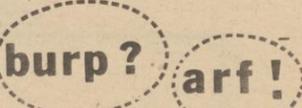
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thoreau

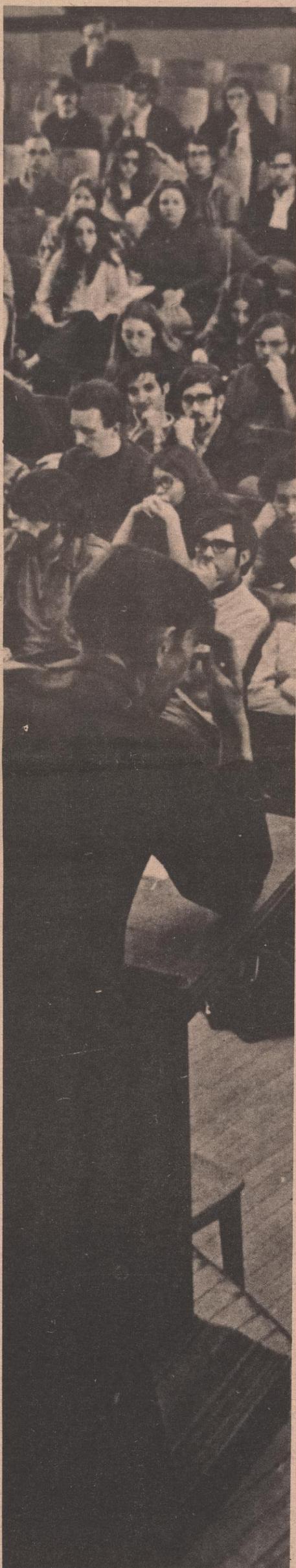
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W.S.A. COURSE EVALUATION

THE
DAILY
CARDINAL

Section IV

FALL ORIENTATION ISSUE, AUGUST 11, 1972

After the first semester WSA course evaluation was published, we at WSA had to judge the relative merits of the project. We sampled opinions from students, faculty and administrators. The course evaluation was useful to departments in tenure decisions and to the faculty in finding weaknesses in their teaching skills. It was also helpful in providing information on which students could base their course selections. Although most people believed that the WSA course evaluation was a worthwhile venture, they felt that it should be developed more fully in the future. While working on the second semester course evaluation, we attempted to improve it and to alleviate its weaknesses. In many areas, improvements were made but in others, despite our efforts, the same problems appeared. On the following pages, you will find the results of our work. As students you will have to judge the worth of the project. If you believe that printed course evaluations of this type are useful or have potential, convey this belief to the people in WSA or, even better, work on the project in the future. Unless this is done, course evaluations designed for the students use will cease at the U.W. A student run, student controlled course evaluation is not possible without the support from the student community. So far, that support has been minimal and many of the weaknesses on the WSA course evaluation are due to this problem. One problem with the WSA course evaluation is the small number of courses evaluated. This is due to a lack of resources as well as a lack of manpower. Because of this, we again stressed the large introductory courses although we tried to include more smaller, upper level courses this time. Many more courses should have been evaluated. We were hampered not only by a lack of people, but also by opposition from some professors and from some departments. We were hampered even more by students who agreed to run evaluations or write up courses and then failed to fulfill their commitments.

In an effort to provide more information, the data for this course evaluation was compiled from a number of different sources. The write-ups of the economics and sociology departments were taken from evaluations conducted by those particular departments. A number of courses have evaluations that were compiled last semester and are being reprinted. The bulk of the write-ups were done this semester using a new WSA questionnaire. The questionnaire, like last semesters, included questions which could provide statistical data on particular qualities as well as open ended questions which allowed students freedom to express their comments concerning the course. The data was then written up in paragraph form to make it easier to digest and was combined with a course description prepared by individual professors.

This is the questionnaire used this semester:

WSA Course Evaluation Form

Course Number Lecture Number
Expected Grade in Course Year in School

- I. Professor, lecture and the course as a whole
Please circle the most correct answer. Answer only questions that apply. At the end of each section is a space for written comments or suggestions.
- To what extent were the professor's lectures well organized? a. Very unorganized b. Unorganized c. Organized d. Very organized
 - To what degree did the professor encourage independent thinking? a. Strongly discouraged it b. Discouraged it c. Encouraged it d. Strongly encouraged it.
 - How would you rate your professor's knowledge of course material? a. Very unsatisfactory b. Unsatisfactory c. Satisfactory d. Very satisfactory
 - Did the professor readily acknowledge those areas in which he was adequately prepared or competent to discuss fully?
Yes No
 - How satisfactory were the lectures with respect to learning course material? a. Very unsatisfactory b. Satisfactory c. Satisfactory d. Very satisfactory
 - Of the lectures you attended, what percentage were interesting and thought provoking? a. about 25% or less b. About 50% c. About 75% d. Almost all of them
 - How would you rate the competency of your professor in expressing and conveying his ideas? a. Very unsatisfactory b. Unsatisfactory c. Satisfactory d. Very satisfactory
 - Would you recommend this professor to a friend? Yes No
 - Compared to other courses that you have taken at this University, was this course a. Much harder b. Harder c. Average d. Much easier
 - To which students were most of the lectures directed?
a. Below average b. Average c. Above average
 - On the whole, what was the pace at which material was presented? a. Too slowly b. About right c. Too rapidly
 - To what degree are you satisfied with the extent this course has increased your ability to think, criticize and create?
a. Very unsatisfied b. Unsatisfied c. Satisfied c. Very Satisfied

ANSWER ONLY QUESTIONS THAT APPLY. AT THE END OF EACH SECTION IS A SPACE FOR WRITTEN COMMENTS OR SUGGESTIONS.

- What is your overall impression of the lectures and the professor and the course as a whole? You can elaborate on the above answers or discuss a new idea.
- Work load and grades
- Compared to the amount of credit you received for this course, how fair is the total amount of work which is required? a. Very unfair b. Unfair c. Fair d. Very fair
- How successful do you feel the tests given were in measuring what you have learned of the course material?
a. Very unsuccessful b. Unsuccessful c. Successful d. Very successful
- How helpful were the exams in furthering your understanding of all subject matter? a. Very unhelpful b. Unhelpful c. Helpful d. Very helpful
- What percentage of assigned material (reading and written work) were important to gaining an understanding of course material? a. Less than 15% b. 15-40% c. 40-60% d. 60-85% e. More than 85%
- Do you feel the methods used to determine your final grade are fair? Yes No
- What is your overall impression of required material, workloads, tests or grades?

III. TA and Section

- Do you have a TA? Yes No
- Did you TA speak clear, understandable English? Yes No
- How would you rate your TA's knowledge of course material?
a. Very unsatisfactory b. Unsatisfactory c. Satisfactory d. Very satisfactory
- How sufficient and helpful to you were the comments and/or criticisms on your written work (exams, papers, etc.)?
a. Very unsatisfactory b. Unsatisfactory c. Satisfactory d. Very satisfactory
- Do you feel your TA helped significantly to increase your understanding of the course material? Yes No
- How satisfied were you with the contribution that the quiz section made to the course? a. Very unsatisfied b. Unsatisfied c. Satisfied d. Very satisfied
- Do you feel that your TA increased your ability to think, criticize and create? Yes No
- If you had a lab, how satisfied were you with the contribution that the lab made to the course? a. Very unsatisfied b. Unsatisfied c. Satisfied d. Very satisfied
- What was your overall impression of the section for this course and your TA? You can expand on the above questions or make additional comments.

Although a course evaluation can help a student make a more rational course selection, it is not a perfect instrument. Results from a questionnaire such as this cannot be considered absolute. An evaluation, also, cannot take into consideration the personal needs and likes of individual students. Seldom do all the students in a course take an evaluation and attention should be given to the percentage of students in a course who filled out the questionnaire.

We hope that this course evaluation will help you and we also hope that you will help work on it in the future. If you are interested, contact Mark Janiuk at the WSA office, Room 511 Memorial Union or call 262-1081.

Thank you,

Mark Janiuk, Co-Chairman
Linda Bytof, Co-Chairman

Special thanks go to:

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Sherri Pamperin
Roslynn Washington

Prof. Britt: Afro-American 155, Lecture 1

PROFESSOR'S STATEMENT: This course explores the literary manifestations of the assumptions black and white American writers hold toward members of the opposite race. Class discussion focuses on the evolution of contending stereotypes.

The required reading includes: James Baldwin's *Giovanni's Room*, Charles W. Chesnut's *The Colonel's Dream*, Stephen Crane's *"The Monster"*, William Demby's *Beetlecreek*, Thomas Dixon's *The Clansman*, William Faulkner's *Light in August*, William Melvin Kelly's *Dem*, Herman Melville's *Benito Cereno*, Harriet Beecher Stowe's *Uncle Tom's Cabin*, Mark Twain's *Huck Finn*, Richard Wright's *Eight Men*, and Richard Wright's *Uncle Tom's Children*. There are four assignments that have equal weight in determining the grade: a six weeks exam, a 6-8 page term paper, an

hour final, and a four part option. This includes a choice of the following: a 6-8 page research paper, an in class hour exam, a take home exam, or a 15 minute oral report.

Professor Calloway: Afro-American 206, Lecture 1

PROFESSOR'S STATEMENT: This course explores the biological background, inheritance, genetic makeup, disease patterns, death rates, adaptations, psychological problems, and cultural inter-relationships of these factors on Afroamericans. Grades are based on a midterm exam, a final exam, and term papers.

STUDENT EVALUATION: 758 Enrolled, 150 Taking Evaluation

Students in Dr. Calloway's course considered it to be a good general overview of the many problems, controversies, and facts connected with race, while focusing mainly on Black Americans. 70% thought Dr. Calloway to be an organized lecturer with 85% agreeing that he was very knowledgeable in his field. A strong majority felt the Professor encouraged independent thinking and was competent in expressing his ideas. The pace of the course was rated about right by 87% of those questioned and too slow by 13%. None of the students felt that Dr. Calloway presented material too rapidly; 87% felt the pace was about right. 15% thought most of the lectures were directed to below average students while 85% felt the material was directed to average students.

While 93% said they would recommend this course to a friend, 36% were unsatisfied with the extent to which the course increased their ability to criticize and reason. Opinion was evenly divided as to the question of how many lectures were interesting and thought provoking. 45% considered Calloway's class to be average in difficulty, as compared to other courses at the University, while 50% felt it to be easier.

Compared to the credits given, few students felt the work load to be unfair. 80% thought the methods used to determine the final grade were fair, but 52% said the exams were not helpful in furthering understanding of subject matter. 45% of those questioned thought the tests were successful in measuring knowledge of learned material, 30% considered tests to be unsuccessful in this aspect, and 20% replied that tests were very unsuccessful in measuring their knowledge.

All students had a discussion section, and 80% were satisfied with their TA's knowledge of course material. 60% felt the TA helped them to gain a better understanding of the course and half of the students agreed that the TA increased their ability to think, criticize, and create. 50% disagreed on this point.

Students commented that Dr. Calloway was a professor who gave interesting, entertaining lectures, and maintained a good rapport with his students. Frequently cited was the fact that the course work load was easy with no required reading. On the negative side, students frequently said that material covered in discussion groups tended to be unconnected with that of lectures, giving the course an incoherent nature. Other often stated comments were that the course was oversimplified, not objective, and over-enrollment made for poor class attitude.

Professor Glick: Anthropology 100, Lecture 3

PROFESSOR'S STATEMENT: We are not going to cover "all" of anthropology in this course, but with reasonable effort you should be able to come away with a good idea of what anthropologists know, and would like to know, about human societies and human behavior. The course is divided into three sections, each concerned with a problem of "human nature", especially as viewed from evolutionary and cross-cultural perspectives. We'll take up such matters as human evolution, the significance of culture as a human possession, cities vs. a more "natural" way of life, differences between women and men, and analysis of violence and warfare. The second section of the course will be devoted to a detailed account of my study of a single people, the Gimi of the New Guinea Highlands. My intention during these few weeks is to give you a picture of how people very different from ourselves live and behave--and to show also that, despite the vast cultural differences, they are very much like us in the essential mental and behavioral characteristics that all human beings share. During the third and final section of the course, we'll try to relate anthropological findings to some key problems in the contemporary world. We may range widely here, but I'll try to focus on three major issues: "development" and "modernization", ethnic diversity and ethnic conflict in nations, and problems associated with control of population growth.

More than fifteen books, mostly paperbacks, are available in the bookstore on the shelf for this course. Choose as many as you like and can afford. You may want to buy only one or two now, and others later when you've learned more and gotten your bearings in anthropology.

There will be no formal exams. Instead you are expected to turn in four statements about what you are learning in this course. Each should be about 3-4 pages, typed if possible. Each statement should summarize your experience in the course up to that point: how your knowledge and ideas have been developing, new questions that still need more thought, connections with other interests, and so on. In addition to these four statements a brief discussion (4-6 pages, typed if possible) of one topic or problem, will be due. This is not a full-scale paper, only a discussion summarizing your reading and conclusions, with special reference to how cultural factors bear on the problem under consideration.

STUDENT EVALUATION: 80 Enrolled, 52 Taking Evaluation

Professor Glick's Anthropology 100 course was a unique ex-

perience for most of the students. The approach used by the Professor was casual and informative, which students found very stimulating. Independent thinking was strongly encouraged (80% of the students reported this) by Professor Glick, and this was accomplished by allowing students to pick their own reading topics. No formal tests were given as students were to hand in monthly reading diaries. 94% of the students agreed that this method of evaluation was both good and fair.

Because students did not have to take careful notes during lectures, they were able to sit back and listen to the professor's material. Most students (68%) agreed that the lectures were very well organized. 89% of the students felt that lectures were both very interesting and thought provoking. Questions were always answered and the professor encouraged students to participate as much as possible. Everyone agreed that Professor Glick was competent in expressing and conveying his ideas. (79% said that he was very satisfactory and 21% said that he was satisfactory.)

Lectures were directed towards the average student, as 90% of the students reported. No one felt the material was presented too rapidly, while 77% reported the pace was about right and 14% said the lectures moved too slowly. The work load was about average for most of the students (58%), while 20% said that it was harder than most courses and the same number said the work was easier. An overwhelming majority of the class was satisfied with the course (52% satisfied, 38% very satisfied), and 100% of the students would recommend Professor Glick to their friends.

The TA for the course, Steve Brusck, was felt to be very knowledgeable in Anthropology (98%). 54% of the students were satisfied with the help and criticisms Steve gave in class and on papers. 28% were very satisfied with his help, and 18% were not satisfied. Quiz sections contributed to the learning experience of over 77% of the class. The same number felt that the TA increased the thinking and creative processes started in lectures. 80% reported that the TA significantly increased the understanding of course material and that quiz sections were very worthwhile.

Professors Osborne, Bennett, and Leutenegger: Anthropology 105 Lecture 1

PROFESSORS' STATEMENT: Introduction to Human Biology is a basic course designed to introduce the student to the principles of genetics, evolution, human paleontology, and population genetics. Approximately one-third of the course is devoted to a survey of our present knowledge of fossil man, from early fossil primate material through Neanderthal and Cro-Magnon. The second third is an introductory but in-depth approach to modern living populations and their variation, human growth, and basic genetic principles including twin and family studies of heritability. The third and final part of the course deals with the fundamentals of quantitative inheritance; population and species definitions, and basic approaches to population genetics and evolutionary theory.

The required readings include: Pilbeam's *Ascent of Man*, and Volpe's *Understanding Evolution*.

Usually we have two hour quizzes and a final, with a percentage distribution of 30-30-40. In addition, a term paper may be written for extra credit. Our examinations are normally of a combined subjective-objective nature.

This course is taught by three of us in roughly equal proportions. We feel that the use of slides, films, and the associated Anthropology 201 laboratories give the student a unique opportunity to survey the biological properties of man.

Prof. Elmendorf: Anthropology 200, Lecture 1

This evaluation is reprinted from the Semester I Course Evaluation as WSA did not evaluate the course in Semester II.

PROFESSOR'S STATEMENT: The basic theme is cultural behavior in man; its varieties, and its common or general features. The course covers most of the principal topics in cultural anthropology, including cultural change, effects of cultural systems on the individual, and change in cultural systems.

The assigned texts include: Roger M. Keesing's *New Perspectives in Cultural Anthropology*; N.A. Chagnon's *Yanomamo, The Fierce People*; Robert K. Denton's *The Semoi, a Non-violent People of Malaya*; and E.A. Hoebel's *The Cheyennes, Indians of the Great Plains*.

Course grades will be based on 6 week and twelve week quizzes (100 points each), on work in discussion section (100 points), on term reports (200 points), and on the final examination (200 points).

STUDENT EVALUATION:

Anthropology 200 is generally a well organized and interesting course. After having gone over the student evaluations, most of the comments were that the information is extremely useful and enlightening; however, most thought it is presented in too simplified a manner. The lectures are often too repetitive, although the professor seems inspired in his work, and obviously has a solid knowledge of the material.

About 50% of the students felt that the quiz section was not at all necessary. It was not related to the lectures and students did not seem too interested in the material presented. On the other hand the other half of the class felt that it was very helpful, and brought the course together.

Students are allowed to choose paper topics, however the work load is decided by the professor. Most found the grading to be fair. Almost 85% felt that the homework and reading assignments were too excessive; however, they were not too difficult to comprehend.

Generally, about 70% of the students would have taken this

course again, and would recommend it to others, but with a different professor.

Prof. Lewis: Anthropology 200, Lecture 2

This evaluation is reprinted from the Semester I Course Evaluation as WSA did not evaluate the course in Semester II.

PROFESSOR'S STATEMENT: This course is an introduction to the concerns, approaches, and methods of the cultural anthropologist, including consideration of several specific cultures as well as more general ethnographic comparison.

Required texts include the following: Bock's *Modern Cultural Anthropology*; Spradley and McCurdy *Conformity and Conflict*; Chagnon's *Yanomano: The Fierce People*, Boissevain's *Hal-Farrug: A Village in Malta*, Gearing's *Face of the Fox*.

Grades are based on the following: 6 week take-home exam, 12 week paper, final take home exam.

STUDENT EVALUATION: 75 Enrolled, 46 Taking Evaluation

The students of Anthropology 200 generally noted Professor Lewis as being a well organized, well prepared, and knowledgeable lecturer. However, many students questioned his ability to express his ideas clearly. About half the students found his lectures uninteresting because of this. The course itself was generally thought to be a valuable learning experience.

Most of the students (70%) stated that Professor Lewis was usually well organized while only 11% felt he was generally unorganized. About 87% of the students thought that the professor was well prepared and no one thought him to be usually unprepared. Everyone acknowledged that he knows his field well. The students were divided on how well he expressed his ideas. 53% believed he expressed himself well, while 47% stated that he often had problems expressing his ideas. Again, most of the students (77%) thought Professor Lewis spoke on a level that was well oriented for beginning Anthropology students in that he did not assume too much prior knowledge. Having had 12 weeks of classes, 70% of the Anthropology students are satisfied with the course, and would have taken the course knowing what they do now.

Discussion sections were generally not as well liked as the lecture, although 60% of the students thought it was valuable in that it contributed to the overall understanding of material presented in the course. Students generally found a good balance between the presentation of new and old material in the sections. Half the students said that there was a great deal of opportunity for students discussion of topics, the other half stated that students discussion of topics in section should be given more encouragement. Students often found discussion sections boring, but informative.

90% of the students believed that they had a voice in choosing paper topics, while only 33% said that they had a voice in deciding work loads. 70% thought the papers were an effective evaluation of knowledge of course material.

A mere 17% thought homework and reading were excessive, and only 3% felt homework and reading were too difficult. The general opinion seemed to be that the workload was fair, but the textbook was unnecessarily boring. 77% of the students would recommend the course.

Prof. Stoltman: Anthropology 202, Lecture 1

This evaluation is reprinted from the Semester I Course Evaluation as WSA did not evaluate the course in Semester II.

PROFESSOR'S STATEMENT: This is a survey course, required of Anthropology majors, designed to introduce beginning students to the methodology and findings of prehistoric archaeology. Topics covered include new archaeological data are recovered, analyzed, and interpreted and a selective survey of world prehistory from the appearance of tool-making hominids up to the threshold of the world's earliest literate civilizations.

Required readings include: Hole and Heizer's *An Introduction to Prehistoric Archaeology*; Clark and Piggott's *Prehistoric Societies*; Daniel's *The First Civilizations*; and Cornwall's *The World of the Ancient Man*.

Grades are based on the following point system: a take-home midterm exam (essay, 20 points or 2/6 of the grade), a take-home final exam (essay, 30 points or 3/6 of the grade), and Lab performance and participation (with written exercises and at least one lab quiz, 10 points or 1/6 of the grade).

STUDENT EVALUATION

The students in Professor Stoltman's Anthropology 202 lecture considered it to be a very good class. Although there were some complaints, the professor, the labs, the reading and the exams were all rated highly.

The students overwhelmingly expressed their belief that Professor Stoltman is an excellent lecturer. Almost all the students felt that he was well organized and prepared; also he has a solid knowledge of the subject. Over 94% stated that the professor usually expressed his ideas clearly; although some of the students complained that at times, he talks too fast. Generally, the students found Professor Stoltman to be an interesting and enthusiastic lecturer. Many students did complain though, that a 75 minute lecture is too long.

The exams and papers were considered adequate by most of the students. Some students complained that the exam questions and the paper topics were too ambiguous. The students also stated that the tests and papers should have more comments from the grader before they are returned.

Most of the students believed that the course was a valuable learning experience and roughly 70% would recommend it.

Most of the students were pleased with the labs and the discussion sections. Many students commented that they should be held on a weekly basis instead of once every two weeks. There were some complaints, but these centered mainly on the abilities of the individual T.A.'s.

The required books were thought to be interesting and worthwhile. Almost 75% felt that the reading was not excessive. Many commented that at times, the reading became difficult.

Professors Osborne, Bennett, and Leutenegger: Anthropology 205, Lecture 1

PROFESSORS' STATEMENT: This course represents a broad survey of the social and biological aspects of human populations. A rather long portion is devoted to the clarification of some meanings of the various racial classifications, both from the biological and social points of view. In this context, we survey the biological mechanisms involved in human geographical variation; the relationships between genetically controlled and other diseases to specific human populations; the dynamics of intermixture and its effects on human groups, and modern theories of race formation. The last third of the course is involved with basic ideas on human evolution, especially as regards the fossil evidence. Finally, several lectures are oriented primarily to differences between human populations in their adaptive physiologies.

The required books for the course are: Garm's *Human Races*, Revised edition, and Osborne's *The Biological and Social Meaning of Race*.

There are three one hour examinations of combined subjective-objective orientation, and one term paper. Each examination and the term paper is given equal credit (1/4 each).

The course is taught in team fashion. An attempt is made to combine lectures with movies, slides, and practical examples where appropriate. Our experience this semester indicates that we enroll a large cross-section of students in the university (160 students with 33 different majors, ranging from engineering to agriculture to art to liberal arts to the hard sciences).

Professor Elmendorf: Anthropology 319, Lecture 1

PROFESSOR'S STATEMENT: This course is a survey of principal anthropological regions of Oceania: Australia, Melanesia, Micronesia, Polynesia. The emphasis is on the nature of native cultures and on modern cultural change, with a secondary treatment of archaeological and linguistic problems. The course will also deal with the contributions of anthropological research in Oceania to anthropological method and theory.

The required reading consists of two assigned texts: Harding and Wallace, *Cultures of the Pacific and Vayda Peoples and cultures of the Pacific*. These are mainly source books and there is some supplementary reading in other source books on reserve.

There are three in class exams, a 5-week, a 10-week, and a 15-week. Each covers a five week period of lectures and assigned reading. The final exam is an essay (research report) on a topic worked out by student and instructor. Weighting for the final grade: in class exams, 20% each; final exam, 40%.

A syllabus, a schedule of lectures and assignments, supplementary reading lists, diagrams, maps, etc. are distributed to the class.

Professor Lutz: Astronomy 100, Lectures 1 and 2

PROFESSOR'S STATEMENT: This course is a qualitative survey of several topics of current research interest in modern astronomy. About half of the course covers the sun and the solar system; the other half covers the stars and the galaxies. There is considerable discussion of stellar evolution and cosmology.

The required texts are: Wyatt's *Principles of Astronomy*, and Astrov's *The Universe*.

The grade is based on two 1 hour tests (20% each), a two hour final (40%), and about six 10 minute quizzes in discussion section (20%). There is an optional term paper.

Professor Allen: Botany 100, Lecture 1

PROFESSOR'S STATEMENT: This course seeks perspective on the plant kingdom. Factual particulars are minimized to those needed to develop botanical and evolutionary ideas. Origins of life: floating vs. fixed plants; aquatic vs. landplants; sporing vs. seeding plants; why the flowering and fruiting plant?

"The books that deal with general botany have grown so tediously compendious, so canalized in circuitous fertility, so thoroughly dull and dulling thorough, that I have no hesitation in offering this survey, understandable, I hope, and therefore open to experiment, provable and progressive."

The required reading includes E.J.H. Corner's *Life of Plants* and parts of Darwin's *Origin of Species*.

There are two types of tests: 1) two very easy, short answer tests to see who is inadequate on the simplest factual fundamentals. These must be passed to get better than a D in the course. They are essentially qualifiers to the other exam types. There are many make-ups on these tests. 2) Demanding synthetic essays, orals, take homes and papers, some required, some optional. The best grades here count most. Required 6 weeks, 12 weeks and final. The variety of exam structure allows most students to excel in his best medium.

STUDENT EVALUATION: 347 Enrolled, 195 Taking Evaluation

The students of Professor Allen's Botany 100 class generally considered him to be a brilliant botanist and enthusiastic educator. 66% of the students rated his knowledge of material as very satisfactory, 33% rated it satisfactory. Most people approved of his new, less structured approach to the study of botany, which stressed comprehension instead of memorization. Allen wanted the students to get a broad perspective of the field and 48% of the students agreed that he strongly encouraged independent thinking. 4% said he encouraged it and 3% said he discouraged it. Most students commented on the enthusiastic

manner and the great knowledge of the professor. Many said that this course was one of their most enjoyable classes and 76% said that they would recommend him to a friend.

However, disagreements arose over the merits and structure of his lectures. While 54% said the lectures were organized, 13% very organized, 20% said they were unorganized, and 13% very unorganized. Many commented that there seems to be a serious lack of unity and structure. Often the professor went too fast and became too technical and confusing for the introductory class. Students commented that often he assumed too much understanding on the part of the students. Some found his lectures difficult and over their heads.

35% of the class thought the lectures were directed to the above average student while 65% thought they were directed to the average student. 52% found the lectures satisfactory, 21% very satisfactory, 18% unsatisfactory, and 9% very unsatisfactory with respect to learning course material. 39% found the lecture material was presented too rapidly, 55% about right, and 3% too slowly. Most students enjoyed Professor Allen's rather expressive way of conveying his ideas; 33% found it very satisfactory, 48% satisfactory, 18% unsatisfactory, and 8% very unsatisfactory.

70% thought the amount of credit received and the work load was fair, 24% very fair, and 5% unfair. The class was almost evenly divided on the question of required readings. Some people commented on the easy reading and work load and thought there should be more required readings. Others thought that the book read was difficult and lacked continuity, and they felt a basic text was necessary to back up these readings.

55% of the students felt the tests given were successful in measuring what they had learned in the course, 15% felt they were very successful, 19% unsuccessful, and 11% very unsuccessful. Students commented favorably about his make-up exams which could be taken to bring up a bad score. 88% thought that the methods used to determine their final grades were fair, 12% thought they were unfair.

40% of the students found the demonstration lab to be very satisfactory, 15% satisfactory, 35% unsatisfactory, and 10% very unsatisfactory. Some said they didn't feel it to be well integrated with the lectures and a waste of time, while many others remarked that the lab was the most valuable part of the course. 75% agreed that the TA's were very helpful in increasing their understanding of course material. Many commented that they were knowledgeable and always willing to help.

Prof. Evert: Botany 130, Lecture 1

PROFESSOR'S STATEMENT: This course explores plant science stressing evolutionary sequences in structure and function through succeeding levels of organization. Recent advances in biology are also discussed. Field trips were scheduled for the semester.

The final grade is based on two lecture exams, two laboratory exams, several quizzes, and a final exam.

STUDENT EVALUATION: 208 Enrolled, 135 Taking Evaluation

The majority of Professor Evert's Botany class felt that the lectures were very organized (61%), and 30% said they were organized. Overwhelmingly, 97% would recommend him to a friend. Also, 87% felt that he readily acknowledged those areas in which he was not prepared to speak. Most of the students said that he encouraged independent thinking (69%), while only 14% said that he did not. Nearly 85% indicated that his knowledge of the course material was very satisfactory, while 13% felt it was satisfactory. Most (64%) said that his competency in expressing and conveying ideas was very satisfactory, while 27% said it was satisfactory. Most of the class felt that the professor satisfactorily increased the class's ability to think, criticize, and create (60%), while 19% felt he did so very satisfactorily.

The work load was considered to be fair by 64% of the class, but unfair by 18%. Nearly half the class (48%) indicated the exams were helpful in furthering understanding of the subject matter. The great majority felt that the methods used to determine the final grades were fair (88%).

The class was nearly unanimous in indicating that Dr. Evert was an extremely enthusiastic lecturer, who put forth a great effort to make sure that everyone understood the lecture. Many students felt that he had a very good sense of humor, and made a science course very interesting. However, several students did feel that too much material was presented much too quickly, and that the exams in general were much too detailed and assumed too much prior knowledge.

Over half the class (54%) said that the TA's knowledge of the course material was satisfactory, and 24% said it was very satisfactory. The great majority felt that the TA helped significantly (88%) to increase their understanding of the course material. The class was divided as to whether or not the quiz section contributed anything to the course or not: 10% said its contribution was very unsatisfactory, 28% said it was unsatisfactory, 37% indicated it was satisfactory, while 15% said it was very satisfactory. The TA increased the ability to think, criticize, and create for 62% of the class, and did not for 28%.

In general, the class felt the TA was helpful in explaining the course material, but that the TA did not always meet with the professor, and there was not always agreement between the lectures and the labs, in terms of what topic was to be covered.

Professors Adams, Anderson, Beals, and Cottam: Botany 460

PROFESSOR'S STATEMENT: Botany 460, General Ecology, covers biological ecology, with emphasis on the underlying principles

that determine the nature of ecosystems. Major emphasis is on biotic communities on a geographical base, with minor emphasis on problems involved in the conservation of renewable resources. Laboratory covers selected problems including adaptation to the water factor, sampling, competition, response of animals to gradients, and territorial behavior. Four afternoon field trips are required. The usual format is two hours of lab and one hour of discussion, except that when the field trips are scheduled. The field trips last four hours and there is no discussion that week.

The text for the course is Smith's *Ecology and Field Biology*. There is a six weeks exam and a final based primarily on lecture material. The twelve weeks exam is based on the laboratory work. Final grades are based 2/3 on performance on lecture exams, and 1/3 on laboratory work. The laboratory grade is based on two lab reports (the specific lab exercise to be written up to be determined by the student) and the lab exam.

Prof. Feske: Chemistry 108, Lecture 1

PROFESSOR'S STATEMENT: This course is intended for students who will probably take only one semester of college chemistry. It stresses basic concepts of chemical behavior, chemical equilibrium, acid-base theory, nuclear chemistry, and organic chemistry. Special topics of interest are included as time permits.

A text is received, but emphasis is placed on lecture material.

The final grade is based on three 1-hour exams, the final exam, at least six quizzes given by the T.A. in discussion, and laboratory performance.

Prof. Cornwell: Chemistry 110, Lecture 1

PROFESSOR'S STATEMENT: The course will explore the following areas: chemical equilibrium, principles of chemical analysis, electrochemistry, chemistry of transition metal complexes, spectroscopy, molecular structure, and thermodynamics. In laboratory, experiments illustrate a variety of analytical methods, usually involving determination of an unknown constituent.

The required texts include: Skoog & West's *Fundamentals of Analytical Chemistry*, and Brown's *General Chemistry*.

The final grade is based on four 1-hour exams and a final exam.

STUDENT EVALUATION: 63 Enrolled, 45 Taking Evaluation

Students in Professor Cornwell's class considered the course to be harder than previously taken courses; 57% felt it was much harder, 37% felt it was harder, and 62% of the class felt the lectures were directed at the above average student. However, the students found him to be organized (66%), well versed in the course material (78%), and one who encouraged independent thought (62% of the students said he encouraged independent thought and 31% said he strongly encouraged it). However, there was mixed reaction among the students as to the learning value of his lectures with 35% indicating dissatisfaction and 55% satisfaction with them. Closely related to this is the fact that 44% of Professor Cornwell's students found less than 25% of his lectures interesting and another 29% of his students found 50% of the lectures interesting. 35% of the students gave Prof. Cornwell an unsatisfactory rating in his ability to express and convey ideas and 55% gave him a satisfactory rating. For 55% of the students, the material was presented at a satisfactory pace, while 37% felt the material was covered too rapidly.

A vast majority of the students considered the workload unfair in comparison to credit given with 53% rating the workload very unfair and 33% rating it unfair; however, 47% of the students felt that over 85% of the assigned work was important to gaining an understanding of course material, and 22% of the students rated 60-85% of the course work as important. 31% of the students rated Prof. Cornwell's tests as unsuccessful in measuring what was learned, 42% rated them as successful and 18% as very unsuccessful. They split similarly in rating the tests as to their helpfulness in furthering understanding of course material.

Chemistry 110 is a T.A. course, however, the students did not view the T.A.'s as much help; 67% said the T.A.'s did little to increase understanding of the course material and there was a likewise response regarding the ability of the T.A. to enhance thought and creativity. There is also a required lab in Chemistry 110 with the majority of students indicating satisfaction with it. All in all there appears to have been a general ambivalence on the part of Prof. Cornwell's students towards Chemistry 110 with an even split as to whether to recommend the course to a friend. In view of the comments received, it would seem the course is best suited for the serious chemistry student who is willing to devote much time on course material.

Prof. Whiteside: Chemistry 343, Lecture 1

PROFESSOR'S STATEMENT: This course covers chemistry of simple hydrocarbons, bonding theory, spectroscopy, stereochemistry, then the chemistry of some functional groups. Emphasis is placed on appreciation of the 3-dimensional structure of molecules, and their reactivity and physical properties.

The required text is Roberts, Stewart, and Caservo's *Organic Chemistry*.

There are four 1-hour exams and a final. Exams cover material in a cumulative fashion emphasizing more recent lectures. Grades are determined by accumulated points on the last three exams and the final.

STUDENT EVALUATION: 249 Enrolled, 144 Taking Evaluation

50% of the students in Professor Whitesides' Chemistry course felt that he was organized; 37% felt that he was unorganized, 60% of the students felt the professor encouraged independent thinking. 58% felt the professor had satisfactory knowledge of the course material. 46% said that the lectures were satisfactory in teaching the course material, but 35% felt the lectures were unsatisfactory. Over 70% said that 50% or less of the lectures were thought provoking and interesting. About 40% of the class rated the professor's competency in conveying information as unsatisfactory. 65% of the students would not recommend this professor to a friend, and over 80% felt that this course was harder to much harder than other courses at the University.

Many students commented that the professor used too high of a level of vocabulary, that there was too little communication between professor and students, and that the professor knew his material, but could not present it well. It was also commented that the exams were difficult, the test book was poor, and a discussion section should be established.

Over 60% felt that the tests were unsuccessful to very unsuccessful in measuring what they had learned. However, most of the students felt that the assigned material was important and beneficial.

Prof. Zimmerman: Chemistry 343, Lecture 2

PROFESSOR'S STATEMENT: Chemistry 343 is a coverage of beginning organic chemistry and yet brings the student from no knowledge in organic chemistry to a point of sophistication. The structures and reactions of the more common types of organic compounds is covered. Rather than sheer memorization, emphasis is put on reaction mechanisms allowing the modern organic chemist to predict the course of reactions he has encountered as well as reactions he hasn't seen yet. There is a thorough introduction to the concepts involved in understanding organic molecules and reactivity. Emphasis is put on the most recent approaches in describing the basic reactions of organic chemistry. Thus, the student is exposed to and familiarized with molecular orbital theory, spectral methods of structure elucidation, "electron pushing", etc.

The required text is Organic Chemistry; Methane to Macromolecules, by Roberts, Stewart and Caserio.

The present lecturer gives weekly quizzes with a sufficient number being dropped that all need not be taken. Additionally, there is a mid-semester examination and a final examination.

There is an optional Saturday morning additional meeting with coverage of additional topics in some depth. For interested students, there is an honors project available.

Prof. Reich: Chemistry 345, Lecture 1

PROFESSOR'S STATEMENT: This course is an organic chemistry course. It stresses the chemistry of carbonyl compounds, amines, and aromatic compounds.

The required text is Roberts & Caserio's Basic Principles of Organic Chemistry.

The final grade is based on four 1-hour exams and the final.

STUDENT EVALUATION: 105 Enrolled, 77 Taking Evaluation

The students in Professor Reich's class generally thought that he has a well organized lecture and covers a lot of material, often too fast. 48% thought that he was well organized, 20% very well organized, and 17% unorganized. 60% of the students felt he encouraged independent thinking, 15% strongly encouraged it, and 7% did not encourage it. All rated Professor Reich as very knowledgeable; 26% thought he knew his material well and 64% very well. 78% said the professor readily acknowledged the areas in which he was not competent. 52% of the students thought the lectures were relevant to the course material, and 27% thought they weren't. 30% of the class thought about half of his lectures were interesting, 30% thought three-fourths of them were interesting, and 10% thought almost all of them were interesting. Almost half of the class (48%) said that the professor expressed himself pretty well, while 40% said that he did not. The class was evenly divided as to whether they would recommend him to a friend; 50% said yes and 40% said no. About half of the students regarded the course harder than usual, while 30% felt it easier. Most thought he directed the course to average or above average students (42% and 35% respectively). 50% stated that he presented his material too rapidly, while 36% said that the pace was about right.

40% of the students thought the work load was too heavy, 36% thought it was fair, and 14% thought it too light. About half of the class felt the tests measured their knowledge of the material, while 30% did not think so. 68% of the students regarded the grading as fair while 10% regarded it as unfair.

Prof. Nelson: Chemistry 345, Lecture 2

PROFESSOR'S STATEMENT: This is an intermediate organic chemistry course which stresses the study of carbonyl compounds, sugars, proteins, nitrogen compounds, and aromatics

The required text is Roberts & Caserio Basic Principles of Organic Chemistry, but a different text will be used next year.

The final grade is based on four 1-hour exams and a final. Only the best of three of the hour exams are used.

Prof. Kotch: Chemistry 345, Lecture 3

PROFESSOR'S STATEMENT: The course covers aldehydes and ketones; carboxylic acids and derivatives; optical isomerism; carbohydrates; organic nitrogen compounds; amino acids, peptides, proteins; aromatic compounds and electrophilic aromatic substitution. Emphasis is on syntheses, mechanisms, and reactions.

The required text is Roberts and Caserio's Basic Principles of Organic Chemistry.

Four one hour exams, each worth 16%, and a final exam which is worth 36%, are used to determine the final grade.

Optional discussion sections are conducted by the professor twice each week.

STUDENT EVALUATION: 199 Enrolled, 145 Taking Evaluation

The students generally felt that Dr. Kotch was an excellent lecturer who was best appreciated when a guest lecturer took his place. Many felt he was concerned about his students and that the course was geared toward non-Chemistry majors. However, it was felt that he often emphasized grades too much. Generally, it was stated that he was fair and honest with his students and most felt that he optional discussion sections run by Dr. Kotch were very helpful.

74% of the students said he was very organized and 64% thought he encouraged independent thinking. His very satisfactory knowledge of the course was indicated by 76% of the students yet he readily acknowledged those areas in which he was not prepared to discuss. 69% stated that lectures were very satisfactory with respect to learning the course material while 22% said it was satisfactory. Over 95% said Dr. Kotch was satisfactory in expressing his ideas and 93% of the students would recommend him to a friend. 75% felt the course was harder than most at the University, but 78% said it was directed toward the average student. 83% felt the pace was about right for the course.

Compared to the amount of credit received for the course, 8.4% stated it was very unfair, 32% said it was unfair, 53% stated it was fair, and 4.9% said it was very fair. 86% of the students in his lecture felt the tests were successful in measuring the amount of material learned, but quite a few stated that it was strictly memorization and that the exams should include questions that take more thinking. 96% of the students said that final grade determination was fair. The course is three (3) lectures per week with two (2) optional discussion sections with the professor. TA's are available for help, but do not run sections.

Prof. Whitlock: Chemistry 345, Lecture 4

PROFESSOR'S STATEMENT: This is an organic chemistry course.

The required text is Roberts, Smith & Caserio's Organic Chemistry.

There are four 1-hour exams (15% each) and a final (40%).

Prof. Skloot: Com. Arts 130, Lecture 1

This evaluation is reprinted from the Semester I Course Evaluation as WSA did not evaluate the course in Semester II.

STUDENT EVALUATION

Prof. Skloot was considered by his students to be an excellent teacher who was both interesting and enjoyable. His enthusiasm for the material was quite evident as was his knowledge of the material. His use of visual aids was also commended by most of the students. Over 95% felt that Prof. Skloot was well organized and well prepared. 89% stated that he usually was able to express his ideas clearly while 10% said that he "sometimes" was able to do this. Most (85%) agreed that the professor did not assume too much prior knowledge of the material.

There was a great difference of opinion concerning the value of the discussion sections. Roughly 30% believed that the sections did not contribute to their overall understanding of the course material. Much depended on which T.A. a student received and on what a student expected to get out of the section. The most common complaint was that the discussion section was not relevant to or necessary for the course as a whole.

The required reading was considered well chosen and worthwhile. Roughly 90% of the students felt that the reading was neither excessive or too difficult.

There is only one test in this course and that is the final. Part of the final grade is based on a series of play reviews. Although most students considered these reviews to be a valuable learning experience, they questioned how well the reviews measured their knowledge of the course material.

Over 90% considered the course to be a valuable learning experience. Knowing what they know now, 95% of the students would have signed up for the course and 90% would recommend it.

Prof. Tolch: Comm Arts 130, Lecture 2

This evaluation is reprinted from the Semester I Course Evaluation as WSA did not evaluate the course in Semester II.

PROFESSOR'S STATEMENT: The main purpose of the course is to provide experiences in theatre and drama which will help the student to understand and enjoy theatre. Attendance is required to a wide variety of theatrical events ranging from Greek drama to modern dance. Considerable emphasis is given to the reading, discussion, and survey of dramatic literature. There is no attempt to organize the course in a traditional manner. Since audience participation in current theatrical events is stressed, the happenstance scheduling of these events dictates to a large measure what and when the class

experience will be. It is assumed the students does not have a strong background in theatre and drama, hence it is introductory or basic in level of difficulty. This is not a performance course although students who wish are strongly encouraged to do so.

The texts that are required include: *Experimental Theatre, An Invitation to the Theatre, Masterpieces of the Drama* and two plays by Albee.

Grades are determined by a point system announced before the end of the second week of classes. There are papers and a final examination at the regular time as part of the point system.

STUDENT EVALUATION

The students in Professor Tolch's lecture stated that he is extremely interested in students. The lectures are somewhat informal, and this creates a relaxed atmosphere. Most students indicated that the overall course organization is loosely structured but generally the lectures are organized. They expressed a desire to have lectures on a more sophisticated level since at times they tend to be oversimplified and tedious. The students indicated that the guest lecturers are extremely beneficial and interesting.

A majority of students said that they had a voice in choosing paper topics (87% yes, 9% no, 4% no comment); and in deciding work loads (57% yes, 34% no, 9% no comment). A large majority approved of the homework. 72% felt it was not excessive and 93% felt it was not too difficult.

Attitudes toward lecture showed that 70% thought there was a good balance between theory and practical examples and 14% did not, 16% made no comment. 74% felt that the professor usually did not assume too much prior knowledge, with 16% saying sometimes, 5% usually and 15% made no comment. 78% of the students indicated that the professor has a solid knowledge of the subject.

Most of the students (73%) indicated that the discussion section contributed to the overall understanding of the course, 18% indicated that it did not. 71% indicated that there was a large opportunity for students to discuss topics.

A large majority of students (70%) indicated that knowing what they do now, they would still have taken the course from this professor. Recommendations for this course for another person were: 59% yes, 30% no, and 11% no comment.

Prof. Mortensen: Communication Arts 160, Lecture 1

PROFESSOR'S STATEMENT: This non-performance course studies the nature of normal human communication. Multi-media presentations, observational studies, discussions, field experiments, readings and class demonstrations are all employed as aids in developing a better understanding of the complex psychological and social forces at work in various forms of communicative experience. The course is divided into three units: 1) INTRAPERSONAL COMMUNICATION: self concept, information processing, attitudes and values, impression formation, studies of source credibility, trust, social power and personal similarity, 2) INTERPERSONAL COMMUNICATION: models, verbal messages, nonverbal communication, metacommunication, feedback, environmental influences, channels, media and networks, 3) COMMUNICATION AND SOCIAL INFLUENCE: technological, manipulative, ritualistic, sensitivity, and cultural notions of influence. Weekly lab sessions are designed to make the student better able to interpret the communicative behavior of himself and others.

The required readings include: Mortensen's *Communication: The Study of Human Interaction*, Gergen's *The Concept of Self*, and Condon's *Semantics and Communication*.

A field study in communication is assigned. It is to be an observational study of some type of communicative behavior in real life settings. Students are also required to participate in lab sessions weekly. These are designed to provide an opportunity to experience leading concepts in communication theory.

The course utilizes a variety of testing forms. One is objective, another subjective, and another is creative. Emphasis is placed on creative application of basic concepts. The grade curve parallels university norms.

STUDENT EVALUATION: 471 Enrolled, 350 Taking Evaluation

90% of the students in Professor Mortenson's speech class considered his lectures to be well organized, with 83% agreeing that Mortenson's knowledge of course material was highly satisfactory. Of those that completed the questionnaire, 93% felt that the professor encouraged independent thinking and 65% replied that he was ready to acknowledge those areas in which he wasn't prepared to discuss fully. 65% rated Mortenson as satisfactory in expressing his ideas, while 70% of the students said they would recommend the course to a friend. The pace of the course was considered to be about right by 80% of the students, with 85% feeling that most lectures were directed to the average student. The course was considered average in difficulty by 75%, harder by 15%, and easier by 10%.

In regard to the required work load, 85% felt it to be fair, with opinion evenly divided as to whether the tests were successful in measuring learned material. 60% of the students felt the exams were not helpful in furthering understanding of subject matter; 30% thought exams to be helpful as learning devices.

All students had a TA, and 90% agreed that their TA's knowledge of course material was satisfactory. 55% said that their

TA's helped significantly to increase understanding of course material, and 45% felt that the TA was not helpful in this area. 60% of Mortenson's students agreed that the quiz section was worthwhile, and 20% were dissatisfied with the contribution the quiz section made to the course.

Prof. Sherman: Communication Arts 250, Lecture 1

This evaluation is reprinted from the Semester I Course Evaluation as WSA did not evaluate the course in Semester II.

PROFESSOR'S STATEMENT: The purpose of Communication Arts 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.

Required readings include: Nicholas Johnson's *How to Talk Back to Your Television Set*; Harold Mendelsohn's *Mass Entertainment*; Dan Nimmo's *The Political Persuaders*; Fred W. Friendly's *Due to Circumstances Beyond our Control*; Melvin L. DeFleur's *Theories of Mass Communication*; and Pauline Kael's *Raising Kane*.

There is a six weeks and a final examination which combine essay questions and objective short answer questions. There are two projects required which are designed to involve students in various phases of the media.

STUDENT EVALUATION

Virtually all students found the professor well organized, well prepared and having a solid knowledge of his subject. Most felt he expressed his ideas clearly and did not assume too much prior knowledge. The great majority found the course a valuable learning experience. Most found the lectures the most entertaining they had ever had and praised the use of multi-media. Some felt there was too much entertainment, however, and that this got in the way of the material. Most felt the entertaining style greatly improved the learning process. About half the students thought the discussions were unnecessary. Students had a voice in choosing paper topics but did not have a voice in deciding work loads. Most found the requirements: two tests, one paper, one creative project; fair, enjoyable, and a good measure of knowledge. Most did not feel the homework and reading was excessive or too difficult. Many found the reading dull and thought better texts should be selected. The great majority would take the course over and would recommend it.

Prof. Haberman: Communication Arts 270, Lecture 1

PROFESSOR'S STATEMENT: This non-performance course is a survey of the great speakers who have contributed to the shaping of our western civilization and of some of the speeches which embody their thought and practice. Students read speeches of such spokesmen of western civilization as Pericles, Cicero, Demosthenes, Jesus, Elizabeth I, Shakespeare, Burke, Chatham, O'Connell, Jefferson, Webster, Lincoln, Booker T. Washington, Churchill, Mussolini, Hitler, Franklin D. Roosevelt, and John F. Kennedy. There are lectures, utilizing multimedia presentation with a variety of auditory and visual materials, on theory and practice in the Greek, Roman, Hebraic, British, French, and American traditions; on individual speakers and speeches; on selected movements such as civil rights and women's recognition. This course may be counted toward completion of the humanities requirement in the general B.A. curriculum.

There are three examinations, non-cumulative and equally weighted for the final grade, or the three exams and an optional paper, equally weighted.

The required readings are Copeland and Lamm's *The World's Great Speeches*, and Peterson's *A Treasury of the World's Great Speeches*.

Prof. Lawson: Communication Arts 457, Lecture 1

PROFESSOR'S STATEMENT: The media do not exist or grow up in a vacuum. The value and beliefs upon which the society is founded affect the institutions and agencies that are developed to do the work of the society in acting out these values and beliefs. The structure and policies of these agencies interact in a symbiotic way with the media which affects the content of what the audience attends to. The discussions of this class will be directed toward discovering the interrelationships of these institutions and agencies, including the media, and the values and beliefs of the society. The purpose of the course is to provide experience in predicting the function, type and content of the media given a good idea of the social environment, and vice versa.

Each student will be expected to read carefully the two texts for the course, watch and critically analyze radio and television programs, recordings, film, etc., with special attention paid to the relationship of these programs, films and recordings to the structure of the media and their socially assigned functions. This analysis will be undertaken in the smaller discussion sections as well as in the papers.

The texts for the course are: Bem's *Beliefs, Attitudes, and Human Affairs*, and Rivers, Peterson and Jensen's *The Mass Media and Modern Society*.

The student has the option of taking 3 exams or writing 3 papers to obtain his final grade.

STUDENT EVALUATION: 91 Enrolled, 42 Taking Evaluation

On virtually every question there was a rather wide range of responses and also a rather sizeable majority of favorable responses. Representative here are the responses to the general questions on whether you would recommend this course to a friend (66.7% yes, 33.3% no) and whether you are satisfied with the extent to which this course increased your ability to think, criticize, and create (7.3% were unsatisfied, 29.3% unsatisfied, 53.7% satisfied, and 17.1% very satisfied). The comments in general seemed a little more harsh than the tabulated responses to the standardized questions would indicate; usually some aspect of the professor's methods or style was definitely criticized, but again this would usually be followed by an over-all evaluation that was favorable. By far, the most commonly criticized aspect of the professor's method dealt with the fast pace at which the material was presented (none said it was too slow, 43.9% said it was about right, 56.1% said it was too fast). Probably related to this were the responses regarding the students to which most of the lectures were directed (none said it was to below average students, 60% said average, and 40% to the above average students). All the other questions regarding the professor and his lectures show a more favorable response than the two questions just mentioned, as the following tabulations indicate. 22.5% of the students thought lectures were very organized; 50% thought them organized; 20% thought them unorganized; and the rest thought them very unorganized. On his encouragement of independent thinking, 30.8% felt he strongly encouraged it; 59% felt he encouraged it, 5.1% felt he discouraged it, and 5.1% felt he strongly discouraged it. The students all felt that the professor's knowledge of course material was at least satisfactory, and of those, 71.5% felt it was very satisfactory. Most of the students thought the lectures were satisfactory with respect to learning course material—9.8% very satisfactory, 53.7% satisfactory; but 29% thought they were unsatisfactory and 7.3% thought them very unsatisfactory. Very few students thought the professor was not competent in expressing and conveying his ideas—only 2.5% thought this competency very unsatisfactory and 15% unsatisfactory; the rest rated his competency either satisfactory or very satisfactory. (65%—17.5%)

On the matter of work load and grades, a very large majority (88.6%) thought the methods used to determine the final grade were fair, and a similarly large majority thought the amount of credit received fair for the total work required (6.7% said very fair, 71.5% fair, 11% unfair). On the more specific matter of exams, the majority of responses was again favorable, but it was a much smaller majority: 2.9% thought the tests very unsuccessful, in measuring what was learned in the course, 42.9% thought them unsuccessful, 48.6% successful, and 5.7% very successful. 44.7% thought the exams were unhelpful in understanding the subject matter, 47.4% of them helpful, 7.9% very helpful. Comments revealed that students often thought the exams too unrelated to lectures and generally difficult to study for. Comments also revealed a much more favorable reaction to the written assignments which were an available option to the exams.

On each question regarding TA's and the discussion sections for the course, there was a rather sizeable majority of favorable responses. 42.8% of the students felt that the TA's knowledge of the course material was very satisfactory, 54.8% thought it satisfactory, and only 2.4% thought it was very unsatisfactory. On rating the helpfulness of comments on written work, 14.3% found them very satisfactory, 52.4% found them satisfactory, 26.2% found them unsatisfactory, and only 7.1% found them very unsatisfactory. 65% of the students felt the TA had helped significantly to increase understanding of course material and the rest did not. Most students were satisfied with the contribution the quiz section made to the course—14.8% very much so, 50% satisfied, but 28.6% were unsatisfied and 6.7% were very unsatisfied. 64.2% of the students felt that their TA had increased their ability to think, criticize, and create; the rest did not feel this way. The comments revealed a wide variety of opinions on TA's and the discussion sections. TA Kerry Frumkin, in particular, received some fine compliments from the students.

Prof. Hoffer: Communication Arts 550, Lecture 1

PROFESSOR'S STATEMENT: *Elements of Broadcasting is an introduction to the US broadcasting industry and program analysis. Lecture sessions include (1) communicators, (2) channels (3) content (4) audience considerations, (5) introduction to broadcast regulation and (6) goals, functions and "effects" in broadcasting. There are two lectures per week; laboratory sections meet for 110 minutes, once per week.*

The required reading includes: Sydney Head's Broadcasting in America, and Lichty, L. W. and J. Ripley's American Broadcasting: Readings, and Lichty, L. W. and J. Ripley's American Broadcasting: Assignments.

Typically, there are two exams in lecture and additionally unannounced tests. The 6 weeks exam is usually a take-home test; the twelve weeks exam is typically given in class, occasionally on an open book basis. Laboratory sections involve a written assignment each week. Students accumulate points based on weekly written and oral work and exam results.

STUDENT EVALUATION: 104 Enrolled, 44 Taking Evaluation

The students who took the evaluation were, very consistently, very harsh in their evaluation of Professor Hoffer and this course—a fact which becomes even more clear by reading their comments (questions 13 and 18) than by tabulating their responses to the standardized questions. Thus, 88.6% would not recommend this professor to a friend. Work load and grades were the top-

ics evoking the most bitter complaints. Students complained of the quantity of assigned material and also of its quality (busy work and trivia were used often in their comments). Thus, 62% thought the amount of work required very unfair, 28.6% unfair. They complained with equal bitterness about the harshness of grading, especially, and of the weakness of exams in testing meaningful, more-than-superficial learning. On the question of the success of tests in measuring what was learned of the course material, 34.9% said very unsuccessful, 39.5% said unsuccessful, 16.3% said successful, 9.3% said very successful. On the question of how helpful the exams were in furthering understanding of subject matter, 31% said very unhelpful, 31% said unhelpful, 33.3% helpful, 4.7% very helpful. Probably for these reasons, especially, which have been mentioned thus far, this course compared to other courses taken at this university was judged much harder by 45.5% and harder by 40.9% while only 11.6% said it was easier.

About the lectures, students consistently criticized the over use of statistics and other factual data and the lack of emphasis and meaningful interpretation of data essential to getting ideas across. In this context of the lectures there were again complaints of simply too much material, of the insignificance of much material, and of repetition and disorganization of lectures. Thus, the competency of the professor in expressing and conveying his ideas was rated by 27.2% as very unsatisfactory, 41% unsatisfactory, 27.2% satisfactory, and 4.5% very satisfactory. A majority of 53.7% said the pace at which the material was presented was too rapid, 29.2% said about right, 17.1% said too slow, and 18.2% said the lectures were very unorganized, 40.9% said unorganized, 40.9% organized, and none thought them very organized. On how satisfactory the lectures were with respect to learning course material, 32% said very unsatisfactory, 33.4% unsatisfactory, 33.2% satisfactory, and 2.4% very satisfactory.

On the remaining questions, which turned out to be questions, which turned out to be questions on which students showed more diversity of opinion than on most of those already referred to, the results were as follows. Only 2.4% of his students felt that Professor Hoffer strongly encouraged independent thinking, 31.9% felt he encouraged it, 51.2% felt he discouraged it and the rest felt he strongly discouraged it. Around 60% of the students believed that the professor's knowledge of the course material was satisfactory, 23.2% felt it was very satisfactory, but the rest felt that it was unsatisfactory. More than half (53.5%) believed that the professor readily acknowledged areas in which he was not competent. Most students (70.9%) felt that the lectures were directed to the average students; 26.8% toward the above average students; only 2.4% felt they were directed to the below average students. Only 2.5% were very satisfied with the extent to which the course had increased their ability to think, criticize and create; 34.1% were satisfied, and the rest were split between unsatisfied and very unsatisfied.

A solid majority of students were favorable towards TA Kois in every question relevant to his performance in the course. In the most favorable set of responses, for example, no less than 90% thought that the TA had helped significantly to increase understanding of the course material. Again, on the question of the TA's knowledge of course material, 70% thought it satisfactory and 30% very satisfactory. The results on the other questions are as follow: all students felt that TA Kois spoke clear English. 60% felt that the TA's comments on written work were satisfactory and the rest found them very satisfactory. 22.2% of the students were very satisfied with the contribution that the quiz section made to the course; the same number were unsatisfied and the rest—over half of all students were satisfied. 70% felt that their TA increased their ability to think, criticize and create, but the rest did not.

In their comments, students often complimented the TA for his ability to explain and clarify the course material. As with other groups of students enrolled in this course, a large majority expressed dissatisfaction with the lab portion of the course.

Some consistency in the majority opinion of dissatisfaction with TA Banks and the sections led by him is shown in the responses to questions #24 and #25 where dissatisfaction, of varying degrees, predominates over satisfaction by the ratio of roughly 60-40 (or 3-2): that is, 62.5% felt that the TA had not helped significantly to increase understanding of the course material, 37% said he had; 12.5% were very unsatisfied and 50% unsatisfied with the contribution that the quiz section made to the course, while only 37.5% again were satisfied. Then again, some general diversity of opinion is shown by the 50-50 split on whether the TA had increased the students ability to think, criticize, and create. Responses to the other questions were as follows: In rating their TA's knowledge of course material, 25% thought it was unsatisfactory; 62.5% thought it was satisfactory, and the rest thought it very satisfactory. 12.5% of the students thought the TA's comments on written work was very unsatisfactory; 37.5% found it unsatisfactory, and the rest (50%) found it satisfactory. Aside from just a few generally critical remarks, the most notable thing about the students' comments of TA Banks was the frequent absence of such comments.

As with the other groups of students enrolled in this course the large majority here too were dissatisfied with the lab portion of the course: 28.6% were very unsatisfied, 57.2% were unsatisfied, and the rest, only 14.6% were satisfied with the lab.

Prof. Shriberg: Communicative Disorders 210, Lecture 1

PROFESSOR'S STATEMENT: *This course is an introduction to communicative disorders. It is a sophomore level survey of the physiological and psychological basis for speech, hearing, and language disorders, including knowledge of normal and disordered speech and language functioning and treatment. Course includes lectures, movies, guest speakers and case observations to promote under-*

standing of all above.

The required text is Van Riper's *Speech Correction*. There are 3 exams, including the final, and a paper. Each is worth 25% of the final grade.

Prof. Saxman: Communicative Disorders 210, Lecture 3

PROFESSOR'S STATEMENT: This course is a survey of disordered communication in children and adults. The initial portion of the course is an attempt to provide sufficient background in normal speech and language processes to better understanding of disordered speech and language. The latter portion of the course uses guest speakers to acquaint students with specific types of communicative disorders.

The required text is Van Riper's *Speech Correction*. The final grade is based on three exams.

STUDENT EVALUATION: 92 Enrolled, 50 Taking Evaluation

Professor Saxman's lecture in Communication Disorders was considered to be good or very good by most of the students. The professor was also considered to be a fair grader. More than 80% of the students in this lecture would recommend him to their friends. The lectures were organized (76% thought so) and a majority of the students found he encouraged independent thinking (78%). The professor's knowledge of course material was regarded as satisfactory (24%) or very satisfactory (70%). Every student felt that he readily acknowledged areas in which he was not adequately prepared or competent to discuss fully. Most found the professor competent in conveying his ideas (82%) while only 50% of his lectures were thought to be interesting and thought provoking.

Compared to the other courses in the university, 37% thought that this course was average, and 44% thought it was easier. Most (87%) considered the course as one directed mainly to the average student, 12% found the pace of material presentation too slow, 76% thought it was about right and 12% found it proceeded too rapidly. 59% were satisfied with the extent this course had increased the students' ability to think, criticize, and create, 18% were very satisfied, and the rest were dissatisfied.

Compared to the amount of credits received for this course, the work load was considered to be unfair by 6%, fair by 50%, and very fair by 44%. 41% thought that the tests were not successful in measuring their knowledge or course material, while 59% disagreed. 37% believed the exams to be unhelpful in furthering understanding of the subject matter and 63% found them helpful. On the whole, every student agreed that the methods used to determine their final grade were fair. The overall impression of the required material, work loads, tests, and grades was good with an easy work load, fair grading, and interesting lectures. A common criticism, however, had been made against the tests of involving too many facts and trivia.

Prof. Chapman: Communicative Disorders 440, Lecture 1

PROFESSOR'S STATEMENT: The major topics to be covered in this course include: (1) a review of how the normal child learns to talk; (2) the language problems associated with different variant groups; (3) assessment procedures for testing language structure and function; and (4) remedial language programs currently in use.

The focus is to be an applied one; the course is intended for those students who will go on to work with children or adults from the variant populations. In discussing the course material, we will consider issues directly relevant to decisions which must be made in the classroom and clinic: (1) what constitutes a language problem? (2) how can the language problem of an individual be assessed? (3) what constitute principled reasons for selection and sequencing the content of a remediation program? and (4) what teaching techniques are available?

The goals of the course are two: (1) to make available to the student specific information on language acquisition, assessment, and remediation that will be important in classroom and clinic application (the choice of course content was made primarily on this basis); (2) to offer the student an opportunity to think independently, critically, and creatively about the issues to be faced in the classroom and clinic (the choice of course assignments was made primarily on this basis).

Three take-home exams will be assigned during the course; a week will be allowed for completing each one. The lowest of the three grades will be dropped in computing the final grade. A student observes two language therapy sessions at the Elm Drive Speech and Hearing Clinic during the semester. In place of a final exam, a student is asked to develop a final project. This project should represent their own original development of resource materials which will be useful in their expected job setting.

The final grade is an average of the two highest exam grades and the final project grade.

The required texts are: Berry's *Language Disorders of Children* and Cohen and Stern's *Observing and Recording the Behavior of Young Children*.

Professors Saiz, Bjornson, Jacobson, Klotz, Kunst, Lasine, and Scholz: Comparative Literature 208, Lecture 1

PROFESSORS' STATEMENTS: Comparative Literature 208 is a general introduction to Western Literature from the Renaissance to the present. Texts for consideration in lectures are chosen on the basis of literary quality and inherent interest; an attempt is made to vary the reading according to genre, linguistic and cultural tradition, and historical period. The purpose of the course is to acquaint the students with a variety of important literary works in the Western tradition and to teach the student

how to respond to literary texts in a thoughtful, critical and meaningful way. 45 lectures are offered. Students are expected to attend about 30 of their own choice.

No single text is required of all students. Students are expected to read the texts being discussed in the 30 lectures they choose to attend. Texts will vary from semester to semester but those on the syllabus this semester include *Lazarillo de Tormes*; Fielding's *Joseph Andrews*; Voltaire's *Candide*; Shakespeare's *Hamlet*; poetry of Wordsworth and Blake; Goethe's *Faust*; Dostoevsky's *Crime and Punishment*; Kafka's short stories; Brecht's *Galileo*; Ibsen's *Ghosts*; and Camus' *The Fall*.

Grading is done by the faculty member and leader of the students' project or discussion group. In some cases papers and/or exams are required. Some groups submit a single, final project. In many cases, quality of participation in discussion sections is taken into account. Details depend on the specific group in which the student is enrolled.

Comparative Literature 208 is designed to provide greater freedom of choice to the students enrolled, with closer faculty/student contact than is usual in an introductory course. The fact that more lectures are offered than students are required to attend makes it possible for each student to choose individually which lectures and texts he/she finds most interesting and stimulating. Students also sign up for a discussion section or a project group in conjunction with the lectures. Each of these groups are designed for the more independent student and allows him/her to pursue a particular topic in some depth. The discussion groups are oriented to the consideration of selected texts from the lecture series in a more traditional manner.

The present structure of Comparative Literature 208 will be modified somewhat next year.

Prof. Bjornson: Comparative Literature 324, Lecture 1

PROFESSOR'S STATEMENT: This course is a study of contemporary fiction with particular emphasis on novels written since 1960. The readings vary from semester to semester. During the present semester, the course has focused upon selected readings in recent European fiction, the relationship between cinematographic and novelistic forms, and the emergent prose traditions of Africa and South America.

The required reading includes: Solzhenitsyn's *The First Circle*, Bulgakov's *The Master and Margarita*, Frisch's *I'm Not Stiller*, Lind's *Landscape in Concrete*, Robbe-Grillet's *The Voyageur*, Barthelme's *City Life*, Rulfo's *Pedro Paramo*, Fuentes's *Change of Skin*, Marquez's *One Hundred Years of Solitude*, Tutuola's *Palm-Wine Drinkard*, Achebe's *Arrow of God*, Soyinka's *The Interpreters*, Laye's *Radiance of the King*, short stories by Cortazar and Borges, film showings of *Last Year at Marienbad*, and "Blow-Up".

Each student has the option of choosing one of three tracks; each track would be graded differently. The tracks are: 1) Taking two examinations and turning in notes for each lecture attended; 2) Writing two short critical papers and one longer comparative paper; and 3) Formulating a meaningful project related to the subject and developing it in consultation with the instructor.

STUDENT EVALUATION: 85 Enrolled, 24 Taking Evaluation

Students in the course, Comparative Literature 324 considered the professor outstanding. 66% of the students taking the evaluation considered his lectures very well organized, and 24% considered that they were organized. 67% felt that the professor strongly encouraged the students to think, and 28% felt he encouraged them to think. 87% thought that the professor's knowledge of course material was very satisfactory, and 15% considered it satisfactory. 78% considered the professor competent and adequately prepared. 65% felt that the lectures with respect to learning course materials were very satisfactory, and 35% felt that they were satisfactory. 70% thought the course was interesting and thought provoking, and 30% felt that 75% of his lectures were interesting. 85% felt the professor usually expressed his ideas very satisfactorily and 15% felt he expressed them satisfactorily. Almost all of the students would recommend him to a friend. 65% thought that the course was average in comparison with other courses they had taken, and 35% felt the course was harder. 88% thought that the professor directed the course to the average student. Concerning the question of the pace at which materials were presented to the class, students split into two groups: 50% felt that the pace was about right and 50% felt the material was presented too rapidly.

Compared with the amount of credit they received for the course, 75% thought the grades they received to be fair, and 20% thought them to be very fair. 55% felt that the tests given were successful in measuring what the students had learned, 25% felt that they were unsuccessful, and 15% felt they were very successful. 55% of the students felt that 60-85% of the assigned material was important to gaining understanding of the course matter, and 20% of the students felt 15-40% was important. 85% considered that the methods used to determine their final grades were fair.

Comments from the students: The professor is very intelligent and competent in his field; many students thought that the course was one of the best they have taken. However, some considered that the course has too much assigned reading and that the class was too large.

Prof. Cryer: Computer Science 212, Lecture 1

PROFESSOR'S STATEMENT: This course explores files, binary arithmetic, solution of equations, matrix computations, solution of differential equations, linear programming, and optimization.

The required readings include selected chapters of Hamming's

Introduction to Applied Numerical Analysis.

The final grade is based on three open book exams which are given during the 6th week, the 12th week, and the 16th week (50%) and four programming assignments (50%).

STUDENT EVALUATION: 170 Enrolled, 127 Taking Evaluation

Professor Cryer's lectures were considered to be very well organized by 20% of the class, while 70% felt that he was adequately organized. 60% said he encouraged independent thinking and 20% felt that he discouraged such thinking. Professor Cryer's knowledge of the course material was felt to be very satisfactory by 20% and satisfactory by 70% and unsatisfactory by the remaining 10%. Most (80%) of the students said that the professor did acknowledge his lack of competence or preparation in areas he was not familiar with. 10% of the students taking the evaluation felt the lectures were unsatisfactory with respect to learning the material, while 90% felt that they were satisfactory. Of the lectures attended, 50% of the students thought that 25% or less of the lectures were interesting and thought provoking, 20% thought that at least 50% were, and 10% felt that all the lectures were. In his expression and conveyance of his ideas, the professor was believed to be satisfactory by 60% of the students, unsatisfactory by 30%, and very unsatisfactory by 10%. 50% of the students said they would recommend this professor to a friend.

The course was felt to be harder than average by 20% of the students and easier by 20%, while 40% thought it to be average. The lectures were said to be directed toward average students by 90% of those answering the evaluation and toward above average students by 10%. The pace of the course was considered just right by 60%, too fast by 30%, and too slow by 10%.

It was generally felt that the course did provide a lot to learn but did little for stimulating thinking. Cryer's use of informal language apparently made lectures more interesting, but material was considered to be too often boring.

The work load in the course was said to be fair by 60% of the students, and unfair by 20%. Tests in terms of measuring what one has learned were considered to be successful by 40%, unsuccessful by 40%, and very unsuccessful by 10% of the students. As to how helpful the tests were in furthering understanding of the subject material 60% felt that they were unhelpful while 40% said that they were helpful. 30% said that 40-60% of the assigned material was important to gaining an understanding of the course while 30% said that 60-85% was important. Methods to determine the final grades were considered fair by 70% of the students. Some students felt that they put in more time than necessary for a two (2) credit course, and that the exams were fair but required more memorization than not. The book was considered useless by some, but programs done were considered very helpful.

The TA's knowledge of the material was considered to be satisfactory by 50% of the students while 20% said that he was very satisfactory. The exams and homework were considered to be satisfactory by 40% of the people, very satisfactory by 10%, and 50% abstained from answering. 30% of the students felt that the TA did stimulate thinking and criticism and 70% abstained.

Prof. Hine: Computer Science 304, Lectures 1 and 2

PROFESSOR'S STATEMENT: This course is an introduction to the architecture of small computers, instruction and data representation. Assembly language programming and several relevant applications to computer systems are stressed.

The required readings include: Knuth's The Art Of Computer Programming, Vol. 1, and several handouts.

Contemporary Trends 202

This course is an overview of the People's Republic of China which looks at China's historical, social, and cultural past, as well as these topics of modern China. Lectures are presented by speakers from on campus and by professors from other universities.

A final exam, with two four sentence short answers and an essay, is 50% of the final grade. A 10 page paper on a topic dealing with some aspect of China, chosen by the students, makes up the other 50% of the final grade.

The course is designed to give students, primarily seniors, an overview of a current subject of interest. The course is offered only in the Spring and the subject changes every semester.

Contemporary Trends 203

This course consists of 15 member independent seminars on areas of specific contemporary interest. Each of the sections is taught by a volunteer professor who meets weekly for two hours with interested students. Classes are usually held in the evenings or late afternoons and students receive two academic credits. The required readings are assigned by the individual seminars. Exams are very rare. Research papers or projects are generally the main requirement and provide the major criteria for grading. Class participation and attendance also figure into the final grades.

Prof. Granick: Economics 101, Lecture 1

Student Evaluation: 271 Enrolled, 111 Taking Evaluation

This evaluation was taken by the Economics Department and was given to WSA for publication.

The resulting sample (41% responded to the questionnaire)

taught by Professor Granick was made up of 46 freshman, 34 sophomores, 19 juniors, and 10 seniors. Generally, Professor Granick and the course got negative reactions. 51% of the students would not recommend this course to a friend, and 33% would. 77% would never recommend the instructor, and 11% would.

The students criticized Granick's lectures; 57% felt they were not useful. Most of the class did feel he had average command of the material and 47% gave him much credit for responsiveness to questions, but he failed to stimulate interest in 73% of the students. He had average (46%) and below average (30%) enthusiasm, and average organization.

Professor Granick's grading standards were average, however the students found his course and the material too difficult (49%), with an average (56%) amount of work demanded. His exams, too, were rated average by the majority (58%). 24% found the exams to be good measures of material knowledge, but the course generally was not considered to be a positive learning experience. 61% gave it below average rating. More students than not felt it did not increase their ability to think, criticize or create.

Prof. Kassalow: Economics 101, Lecture 2

STUDENT EVALUATION: 360 Enrolled, 227 Taking Evaluation

This evaluation was taken by the Economics Department and was given to WSA for publication.

Of the total enrollment in Economics 101, lecture 2, taught by Instructor Kassalow, 63% of the students responded to the questionnaire. This sample was made up of 76 freshmen, 67 sophomores, 46 juniors, 33 seniors and 2 graduate students.

The general response to Instructor Kassalow was varied, but leaned towards a very positive reaction. 36% would recommend the instructor to a friend, and 29% would do so highly, however, 18% definitely would not. The course itself had the same rating.

More students than not found the lectures to be useful, with 11% feeling the lectures were very useful. Most of the students (79%) recognized their instructor's good command of the course material, but far less thought he had enough enthusiasm. Opinions very much varied here. 12% denied him zing and 40% accredited him with zest! The students also felt he had average organization - with an equal amount of positive and negative comments on it. Prof. Kassalow must have found it hard to stimulate this course, for 32% felt he lacked the ability to stimulate them, and 28% felt he did so and well.

The assignments and readings were better, though. 60% of the class felt he assigned a fair amount of work. 15% felt it was demanding, but 25% felt it was better than in most other courses. The class was evenly divided in its views on the difficulty of the course. 28% found the grading standards too hard. 15% found it to be better than other courses. Prof. Kassalow's exams were thought not to cover or measure knowledge given by the course, and the students felt the exams did not encourage reasoning nor creativity (about 29%). However, on the whole, Prof. Kassalow received average and a hit above average ratings for this course. As a learning experience 35% of the students saw him and the course as average and 34% above average, and 14% very much better, while 16% felt it was not satisfactory.

Prof. Brubaker: Economics 103, Lecture 1

STUDENT EVALUATION: 302 Enrolled, 138 Taking Evaluation

This evaluation was taken by the Economics Department and was given to WSA for publication.

The evaluations for Economics 103 taught by Professor Brubaker, were made by 46% of the total enrollment and contained 68 freshmen, 42 sophomores, 17 juniors, 7 seniors, and 1 graduate student. On the whole, Instructor Brubaker's evaluation was below average. 39% would never recommend this course to a friend and 63% would not recommend this instructor. However, 4% would recommend both.

54% of the students felt Professor Brubaker had an average command of his material, but they found his presentation poor. Both his organization and the usefulness of lectures were rated worse by 38% and much worse by 18% than that of other teachers. His enthusiasm was average and most students (65%) stated that he failed to stimulate their interest. The readings and assignments were good and 23% felt they were better than most. His exams failed to measure the students' knowledge and course material. 74% gave Brubaker an average in grading standards. 42% felt that the course on the whole was too difficult, while 16% felt it was easier than their other courses. The work load was rated average by 57%, but 28% felt it was too demanding for the amount of credit for the course.

39% felt that as a learning experience, the course was average, 31% rated it as above average, and 26% rated it as below average.

Prof. Hansen: Economics 104, Lecture 1

STUDENT EVALUATION: 292 Enrolled, 141 Taking Evaluation

This evaluation was taken by the Economics Department and was given to WSA for publication.

Of the total enrollment in Economics 104, 48% responded to the questionnaire. The resulting sample consisted of 26 freshmen, 68 sophomores, 22 juniors, 17 seniors, and 3 graduate students. The response to Instructor Hansen was generally favorable.

86% would recommend Professor Hansen to a friend, only 6% would not; and 55% would recommend the course and 16% would highly recommend it. Most of the students felt that the lectures were useful (65%) and 19% said they were very useful. They all thought Professor Hansen had good or excellent command of the course material. His enthusiasm was greatly acclaimed, as almost every student appreciated his responsiveness of questions, his ability to encourage discussion and 62% felt he stimulated interest much better than most other professors.

Professor Hansen's organization was seen as average (49%) to good (38%) and his assignments and readings were rated very well, (96% better or much better than average). His exams however, were somewhat criticized. The students did think the tests were truly a good measure of the knowledge they were given, however 16% felt this not to be so. Similarly, they felt that the exams in most cases encouraged thinking, criticism, and creating, yet 12% felt they did not, and 50% rated his exams as average.

Professor Hansen was considered to be a difficult teacher. His students mainly saw him as an average grader, but 20% rated him worse than their other teachers, whereas 29% felt he was more difficult than others and 21% felt he was better than others. The class was divided evenly in their feelings on the amount of work expected from them; although there was some indication (26%) that it was too heavy.

As a learning experience, the students found this course more than satisfactory, and 13% stated that Professor Hansen was much better than most courses and teachers.

Prof. Nichols: Economics 104, Lecture 2

STUDENT EVALUATION: 261 Enrolled, 155 Taking Evaluation

This evaluation was taken by the Economics Department and was given to WSA for publication.

The class was mixed with freshmen, sophomores, and seniors although nearly one half of those answering the questionnaire were sophomores. Professor Nichols received fairly high ratings. 86% said they would recommend him to a friend while 64% felt they would also recommend the course and 19% said they would not. Lectures were determined to be better or much better than average by over half the class. An additional third found them to be of average usefulness. Professor Nichols' command of the course material was found to be excellent by 31%, better than average by 44% and average by 25%. 73% felt that he was very enthusiastic about his subject matter. Only 2% rated him as unsatisfactory in comparison to other professors. His ability to stimulate interest in the course through lectures was also viewed positively by 59% of the class. 45% felt that the readings were above average and 45% said they were average. Overall course organization was felt to be much better than average according to 13%, better according to 35% and about the same by 46%.

Examinations were viewed with mixed feelings. While 26% said they did a good job of measuring knowledge, 27% thought they were somewhat inadequate. 42% felt they were average. On another question 45% said the exams encouraged the use of reason very well, while 44% thought that they were about the same as other courses. 69% found the grading standard to be the same as other courses; 23% found it harder.

Half the class found the grading to be of average difficulty. 13% felt the grading was less difficult, and 38% thought it was more difficult. 59% found the amount of work required to be about right, while 27% thought there was too much work.

53% of the class felt that Professor Nichols' class was very worthwhile as a learning experience. 39% rated it as average, and 6% rated it as below average.

Prof. Hodges: Economics 110, Lecture 1

STUDENT EVALUATION: 80 Enrolled, 45 Taking Evaluation

This evaluation was taken by the Economics Department and was given to WSA for publication.

The questionnaire was answered by an equal number of sophomores, juniors and seniors and their reaction to Prof. Hodges was for the most part favorable. 60% said they would recommend him to a friend, while only 34% said they would recommend the course. His enthusiasm was rated very highly by almost three fourths of the class, a negligible percentage comparing him poorly to other professors.

60% of the class felt the lectures were very useful. At the same time, however, 34% found them to be only of average (or less) usefulness. The best responses were given to the professor's grasp of the course material; 38% felt he was much better than average by 40%, and superior by 20%. Only 7% felt the organization to be of less than average caliber. His ability to stimulate interest in the course through lectures was felt to be average by 40%, worse than average by 11% and much worse by 7%.

Readings were said to be very useful by 18% and better than average by 29%. 33% found them to be average in usefulness.

The examination procedures were also given good marks. Almost half the class (48%) felt the exams did a good job of measuring knowledge. On another question, 45% felt the exams encouraged the reasoning process very well, while 42% thought they were average. The grading standard was said to be average by 76%; 10% felt it was easier and another 15%, harder than other courses. In difficulty, 45% felt it was worse or much worse while 36% thought it was average. Most students found the amount of work to be average, but 30% felt there was more than the average amount. 45% found the class to be a very

positive learning experience, while 22% felt it to be average and 24% slightly worse than average.

Professor Weiss: Economics 301, Lecture 1

STUDENT EVALUATION: 28 Enrolled, 12 Taking Evaluation

This evaluation was taken by the Economics Department and was given to WSA for publication.

43% of the total enrollment in Economics 301 responded to the questionnaire. The resulting sample consisted of 7 juniors, 3 seniors and 2 graduate students.

The student's reaction to Instructor Weiss was generally unfavorable, as 42% of them would not recommend him to a friend. 33% said they would not recommend the course to a friend and 42% would recommend it. Professor Weiss' lectures were not rated as very useful, and only 25% said he had command of the material. 75% of the students did feel that he had a great deal of enthusiasm, but 85% said his organization was mediocre. The readings and assignments were thought to be better by 58% and worse than average by 17%. The response was divided equally (17% better and 17% worse) on his ability to get students to think, criticize and create. The professor was easily accessible during good office hours.

Instructor Weiss was considered a tough teacher, with 72% of the students rating his grading standard as average to below average and 83% stating that he was too difficult. A vast majority stated that Weiss' exams were difficult. 75% stated that the exams didn't measure their knowledge of the subject, and 74% said the exams did not encourage reason. 16% felt they were satisfactory.

Generally, the students found the work load too demanding, as 33% said the amount of work was more than average and only 17% found it to be average in comparison with their other work. Somewhat inconsistent with the rest of the questionnaire, the students commented that the course was a good learning experience! 58% felt it was average, but 17% found it to be better than average, and 17% stated that it was much better than the average learning experience.

Prof. Clark: English 205, Lecture 1

PROFESSOR'S STATEMENT: *This course is a chronological survey based on a selection of representative works of English literature from the Early Period into the Victorian Age. Emphasis will be on the texts as literature and as reflections of the changing intellectual and cultural milieu.*

Individual reading selections have been selected to represent: short story, drama, poetry, and the novel; epic (heroic and comic), satire, travelogue, gothic developments, poetic drama, dramatic poetry; the continuing but increasing interest and focus on the individual man as the centre of importance.

There are two one hour exams, and a final exam. The one hour exams have short answer identifications, brief essays, and one or two longer essays. The first hour of the final exam is like a one hour exam with the second hour being comprehensive.

Examinations are developed to give approximately equal time (value) to the students' three areas of responsibility: 1/3 lecture materials, 1/3 readings, 1/3 quiz sections.

Prof. Hinden: English 209, Lecture 1

PROFESSOR'S STATEMENT: *This course is an analysis of Modernism based on close readings of important representative works of twentieth century British and American poetry, fiction, and drama.*

The required books for the course are: John O. Perry's Backgrounds to Modern Literature, Joseph Conrad's Great Short Works, James Joyce's Dubliners, Ernest Hemingway's The Sun Also Rises, William Faulkner's Go Down Moses, Ralph Ellison's Invisible Man, Samuel Beckett's Waiting for Godot, William Carlos Williams' Selected Poems, Eugene O'Neill's Three Plays, T.S. Eliot's Selected Poems, and W.B. Yeats's Selected Poems and Two Plays.

The final grade is based on a 6 weeks exam, a term paper, and a final examination.

STUDENT EVALUATION: 459 Enrolled, 164 Taking Evaluation

All of the students answering the evaluation in Professor Hinden's 20th Century Literature class thought that he conveyed his ideas satisfactorily or very satisfactorily and 98% said they would recommend him to a friend. Almost 90% of the students thought the professor's lectures were well or very well organized, and 98% felt that he encouraged or strongly encouraged independent thinking.

On the whole, students seemed to like Professor Hinden tremendously. Almost all the students gave him the highest possible ratings on the questionnaire, and those that didn't often admitted that it was English that they didn't like. Many students felt that he brought warmth into a large lecture class.

Most of the students (70%) thought that the course was about as hard as other courses at the university, that the lectures were directed to the average student (76%), and that the material was presented at about the right pace (60%). The students also felt that Professor Hinden had a very satisfactory or satisfactory knowledge of course material (100%), and that he readily acknowledged areas in which he was not competent (95%). Also, 60% of the students felt that almost all the lectures were interesting and thought provoking.

The work load consisted of reading thirteen books or plays, besides doing a take home six weeks exam, a twelve weeks term paper, and a take home final. About 76% of the students thought

the work load was fair, and about 60% felt the tests were successful in measuring what was learned in the course. About 75% of the students felt the methods used to determine final grades were fair.

The main complaint that students had about the course were the discussion sections. There were a number of TA's, and the discussion sections seemed to range from very good to very poor depending on the TA. About 50% of the students felt that the TA significantly helped in increasing understanding of course material, that the quiz section was worthwhile, and that the TA increased their ability to think.

Prof. Pratt: English 209, Lecture 2

PROFESSOR'S STATEMENT: *English 209 is a course in Contemporary British and American Literature in its historical context. In my section I stress works by blacks and women as well as by the usual "standard" authors—thus including Wright and Lessing, for example, with Joyce and Auden. I also stress each student's ability to write intelligently and creatively on the works read, and give low grades for mere "parroting" etc.*

The required reading includes: Charles Chesnut's The Marrow of Tradition, Kate Chopin's The Awakening, James Joyce's A Portrait of The Artist as a Young Man, Dean Mack's Modern Poetry, Richard Wright's The Outsider, Doris Lessing's The Golden Notebook, Le Roi Jones's The Dead Lecturer, and Sylvia Plath's Ariel.

The final grade is based on one paper on fiction, one test on fiction, and a final exam including poetry.

STUDENT EVALUATION: 188 Enrolled, 110 Taking Evaluation

Professor Pratt's English Literature course was generally felt to be an interesting one, although somewhat vague. 43% of the class felt that only 25% or less of the lectures were interesting in themselves, while 24% felt that half of the lectures were thought-provoking. Half of the students believed that the lectures were organized, 28% felt that they were very organized, while 13% felt they were unorganized. Over half (55%) believed that the professor encouraged independent thinking, and 38% felt that she strongly encouraged it. The majority of the students (60%) felt that the professor's knowledge of the course material was very satisfactory, and 46% said that they were satisfactory.

The class was divided regarding the professor's competency in expressing and conveying her ideas: 47% said her ability was satisfactory, 27% said her ability was very satisfactory, while 20% felt it was unsatisfactory. Also, in the area of recommending the professor, the class was in disagreement: 53% would recommend her to a friend, while 45% would not do so. Most of the class said that they were satisfied with the extent to which the course increased their ability to think, criticize and create (38%), while 29% said that they were unsatisfied.

The class indicated that the professor did present interesting points of view, especially those of minority groups, but most felt that she expected too much background knowledge and spoke too abstractly at times. Many students also felt that too much material was presented too rapidly, although the majority liked the content of the assigned readings.

The great majority of the class (73%) felt that the amount of required work was fair, considering the credits awarded for the course. Over half (54%) believed that the tests were successful in measuring what was learned from the course material. In addition, most students (68%) felt that the methods used to determine the final grades were fair. Over 50% felt more than 85% of the assigned readings were important to understand the course material, and 13% said that 60-85% of them were needed.

Most of the class felt that the TA's knowledge of the course material was thorough: 48% said they were very satisfied and 43% said they were satisfied. Over 73% said that the TA helped significantly in increasing the understanding of the course material, and 20% felt the TA did not help. There was a difference of opinion regarding the contribution of the quiz section in general: 18% said they were very much unsatisfied, 14% were unsatisfied, 36% were satisfied, and 20% were very satisfied. Many students indicated that the TA spent a great deal of time and effort making comments on their papers, which greatly helped for future assignments.

Prof. Gimmestad: English 211, Lecture 3

PROFESSOR'S STATEMENT: *This course is an introduction to American Literature. The course considers about seven nineteenth-century writers within the context of ideas and attitudes which have influenced the American literary tradition. (A consideration of selections from a few Puritan writers and some characteristic ideas emerging during the eighteenth century provide part of that context.) An understanding of these authors and of the cultural and literary context within which they wrote provides a framework for a student's individual study, through a paper, of one twentieth-century writer.*

The required readings for the course are: Miller's The American Puritans: Their Prose and Poetry, Hawthorne's The Scarlet Letter, Emerson's Selections from Ralph Waldo Emerson, Twain's Huckleberry Finn: Text, Sources and Criticism, Whitman's Leaves of Grass: Selections, Thoreau's Variation Walden and Variations Civil Disobedience, Melville's Billy Budd, Sailor, and Four Short Novels, and Dickinson's Final Harvest: Emily Dickinson's Poems.

There are two exams: a one hour exam at the six weeks mark and a final two hour exam. Grades are determined from students' performances on the two exams and the paper and on their participation in class discussion.

STUDENT EVALUATION: 148 Enrolled, 77 Taking Evaluation

Students in Professor Gimmestad's Literature course were basically satisfied with the course. Most of the students (60%) felt that the lectures were organized while 25% said that they were very organized. Only 10% said they were unorganized. The majority of the students (62%) felt that the professor encouraged independent thinking, 26% felt that she strongly encouraged it, while 9% felt that she discouraged it. Compared to other courses, the professor's knowledge of the course material was rated very satisfactory by 63% of the class, and rated satisfactory by 36%. With respect to how satisfactory the lectures were in relating to how well the course material was learned, most students (55%) felt the lectures were satisfactory, 22% felt they were unsatisfactory, and 18% felt they were very satisfactory. The professor's competence in expressing and conveying ideas was rated satisfactory by 56% of the class, very satisfactory by 30% and unsatisfactory by 10%. Over 62% of the students would recommend this course to a friend. Compared to other courses, 66% of the class felt that this course was average in difficulty, 20% felt it was harder, and 12% felt it was easier. The majority of the students (62%) believed the pace was about right, while 32% felt it was too fast. A little over half (55%) felt the course increased their ability to think, criticize, and create.

The majority of the class felt the work load was fair (78%), compared to the amount of credit received, while most (57%) felt that the tests measured what they had learned. The class was divided as to whether the exams were helpful in furthering any understanding of the subject matter: 47% felt they were helpful, while 43% felt that they weren't. Most of the class (54%) said that the methods used to determine the final grade were fair, while 26% felt they were not.

Many of the students indicated that although the professor was very interesting, and tried to get them involved in the course, the lectures were often boring due to the fact that they were often merely an extension of the assigned readings. However, the overwhelming majority did feel that the readings assigned were very relevant to the course.

Most of the students (68%) felt that the TA helped significantly to increase their understanding of the course material, and most also felt (64%) the TA increased their ability to think, criticize, and create. However, 38% were satisfied with the contribution the quiz section made to the course, 28% were unsatisfied, and 12% were very unsatisfied.

Prof. Slights: English 218, Lectures 2 and 3

PROFESSOR'S STATEMENT: *In this course the major emphasis is on the reading and discussing of 15 plays from the second half of Shakespeare's dramatic career. More class time is spent on the major tragedies (Hamlet, Lea) and the late romances (Tempest) than on minor plays. A variety of critical approaches to characterization, imagery patterns, dramatic structure, theme, etc. are suggested. Talkative students can (usually) get the instructor to hear them out; quiet students are allowed to remain that way.*

The required readings are fifteen (15) plays of Shakespeare. In the English majors' section some critical works are recommended, but they are not required reading.

A mid-term exam (some short answer questions, and also essay questions are circulated before hand for the in class exam), a choice of writing either a final exam similar to the mid-term or a 5-7 page paper (either a straight interpretative essay or a research paper). Three short papers (2 pages on the student choice of the assigned topics) are optional. In deciding on final grades, I look with a more critical eye on work done later in the course, since it presumably reflects more fully what students have learned in the course.

Prof. Knowles: English 418, Lecture 4

PROFESSOR'S STATEMENT: *This is the second semester of a year course in Shakespeare's plays; the first semester (417) deals with the plays before 1600 (mainly history plays and comedies) and the second semester covers the plays after 1600 (tragedies, problem comedies, and late romances). Either semester may be taken by itself, without the other. In 418, four major representative plays (e.g., Julius Ceasar, Troilus and Cressida, Measure for Measure, Macbeth, and Winter's Tale). The intent is both to give some kind of historical survey of this half of Shakespeare's career and to read a few plays in sufficient depth to appreciate the complexity of Shakespeare's art.*

The required readings are nine representative plays (see above) and a few selected readings in Shakespeare's sources.

There are two in class hour exams, a two hour in class comprehensive final, and two brief out of class critical exercises. The grades are based on the student's knowledge and understanding of Shakespeare's plays as far as that can be divined from exams, working papers, class discussion, conferences, etc.

The course is a demanding one. The amounts of work are considerable and continual, in the belief that Shakespeare both needs and is worth the effort (students seem generally to agree). The instructor's first loyalties are to Shakespeare.

Prof. Miller: Geography 341, Lecture 1

PROFESSOR'S STATEMENT: *The course was divided into two parts: lecture and discussion. Lecture was devoted to an examination of some abstract ideas important in the study of cities, such as central place theory and urban land use theory. Models of urban processes were also considered. Here the focus was on the system dynamics work of Forrester and intra-urban migration.*

The discussion revolved around a consideration of some contemporary urban problems, particularly Urban Renewal and Model

Cities, fiscal problems and transportation. Three brief papers were written on these topics by students.

The required texts for the course are Larry Bourne's Internal Structure of the City, James Wilson's The Metropolitan Enigma, and Harry Richardson's Elements of Regional Economics.

There are two exams. One is during the 8th week (30%) and the other is during the 15th week (40%). The other 30% of the final grade is based on discussion work.

Prof. Gomez-Ibanez: Geography 350, Lecture 1

STUDENT EVALUATION: 94 Enrolled, 72 Taking Evaluation

The students in Professor Gomez-Ibanez's lecture in Geography found him knowledgeable (79%) and competent (89%) in expressing and conveying his ideas. Half of the students would recommend this course to a friend while the other half would not. The students also split into two halves on the question of lecture organization; 50% thought that they were disorganized, and 50% held the contrary to be true. 16% of the students said that the professor strongly encouraged independent thinking and 79% said he encouraged it. The professor was found by most (94%) to be readily acknowledging the areas beyond his competency. Of the lectures interesting and thought provocative, 25% thought that 75% of the lectures were so, and another 25% thought that almost all of them were so.

Compared to the other courses in the university, 32% of the students found this course to be harder, 47% thought it was average, while 21% considered it to be easier. 12% found the lectures directed to the above average student, 82% found them to be directed to the average student, while the rest (6%) considered them directed to the below average student. 83% of the students thought the pace of instruction was about right, and most (93%) were satisfied with the extent this course has increased their ability to think, criticize and create. Compared to the credits received for this course, the workload was considered to be very unfair or unfair by 32%, and fair by 68%. 44% thought the tests given were unsuccessful in measuring what they have learned, while 56% thought them to be successful. More than 70% of the students found the exams helpful in furthering their understanding of the subject matter, while 23% held the contrary viewpoint. The students in general found the assigned readings to be extremely useful and important. About 80% of the students considered the methods to determine their final grades to be fair.

The course had a TA. Most found him to be good or excellent. An overall impression of the course was that although the workload was heavy, the good readings, stimulating guest lecturers, and occasional field trips rendered the course worthwhile.

Prof. Maher: Geology 100, Lecture 1

PROFESSOR'S STATEMENT: Geology looks at the earth of today to discover the earth of the past. It deals with atoms and universes, volcanoes and earthquakes, floods and landslides, water and ice, and with time from microseconds to eons. The study ranges through space and time to summarize what we and our ancestors have learned about the planet. This liberal arts course emphasizes how we have reached conclusions about the earth rather than an encyclopedic list of the "facts" themselves.

Grades are curved and based on a 6 and a 12 weeks essay exams (50%), discussion and lab (25%), and a multiple choice final exam (25%).

STUDENT EVALUATION: 155 Enrolled, 84 Taking Evaluation

Students of Professor Maher's Geology course considered him to be a very good educator; over 75% would recommend him to a friend. Around 70% of the students believed that the professor's knowledge of the course material was very satisfactory, and 30% found it satisfactory. Most of the students (70%) felt that the professor readily acknowledged areas in which he was not competent. Most of the students thought the lectures were organized (70%). 20% said they were very organized while 10% said they were unorganized. 70% thought the professor encouraged independent thinking while the other 30% was divided between strongly encouraging it and strongly discouraging it. Over 60% stated that the lectures were satisfactory with respect to learning course material. 20% said they were very satisfactory.

50% of the students thought the professor's ability to express his ideas was satisfactory while 30% felt it was very satisfactory. Compared to other courses, this course was considered average by 50%, harder by 20%, and easier by 15%. 75% of the students felt the course was directed to the average student, while 15% thought it was directed to the above average student. The pace of the course was considered too fast by 30% of the class, but 65% of them thought the course was about right. Compared to the amount of credit students received for the course, most (90%) felt that the amount of work that was required was fair, while 10% felt it was very fair. Determination of the final grade was considered to be fair by 83% and unfair by 17%. The exams were considered successful in measuring what students had learned of the course material by 50%, unsuccessful by 25%, very unsuccessful by 15%, and very successful by 10%. 45% of the students felt that the exams were helpful, 40% felt they were unhelpful, and 5% each felt they were very unsuccessful, very successful, and no answer, in aiding in understanding after the exams.

Repeated comments from the class were: that the professor had extra slide presentations that made the class more interesting; that the professor tried to make the class more personal with attempts at discussions and that he was open and friendly.

He was described as being interested in the course, enthusiastic, and interesting.

Prof. Medaris: Geology 100, Lecture 2

PROFESSOR'S STATEMENT: This course is a survey of the physical and historical aspects of the earth, including minerals, rocks, land forms, structural geology, plate tectonics, fossils, and the geological time scale.

The text for the course is Stokes and Judson's Introduction to Geology. There are also assignments made in the lab manual.

There are two one hour exams and a final exam. Each counts towards 25% of the final grade. The other 25% is based on discussion and lab.

Prof. Guidotti: Geology 101, Lecture 1

PROFESSOR'S STATEMENT: This course is a study of the general principles of Physical Geology. The text assignments cover the whole spectrum whereas the lectures tend to focus on a few topics I consider to be especially important principles or areas: Rocks and Minerals, Geologic Time, Maps and Structures, and The large scale earth structure.

The text for this course is Physical Geology by Foster. There are two one hour exams and the final in the course.

Prof. Laudon: Geology 101, Lecture 2

PROFESSOR'S STATEMENT: Geology 101 is designed as a cultural course to acquaint the student with the role that minerals, rocks, petroleum, and water resources play in their every day lives. It gives the student appreciation of three billion years of history that has shaped the earth on which they live. Perhaps of greatest importance, it is designed to acquaint the student with the fossil evidence for the evolution of life that has culminated with man.

There are three exams plus a final exam. Final grade is based 1/5 on laboratory, 1/5 on quiz, and 3/5 on lecture.

STUDENT EVALUATION: 200 Enrolled, 105 Taking Evaluation

Geology 101 with Dr. Laudon is a very popular course. 92% of his students felt they would recommend the course to a friend while only 8% said they would not. This enthusiasm for the course is reflected in the fact that half the class thought almost all the lectures were interesting, 30% thought 75% were interesting, 14% said about half were interesting, and only 6% thought 25% or less were interesting. Most of his students rated the lectures as being either very organized (46%) or organized (41%), while the remainder (13%) said they found the lectures unorganized. The vast majority of students (85%) found the professor to be very satisfactory in his knowledge of the course material, but they were divided when they rated his ability to convey his ideas. 50% said he was very satisfactory in doing this, 38% said he was satisfactory, and 7% said he was either unsatisfactory or very unsatisfactory in conveying his ideas.

In comparison to other courses at the University, 10% rated this course as much harder than most, 41% rated it harder, and 42% said it was of average difficulty. Most students (86%) said the course was directed to the average student at about the right pace (77%), while 14% believed it was directed to the above average student and went too rapidly (23%).

The majority of students (74% and 19%) agreed that for the amount of credit received for the course, the total work was either fair or very fair. Only 6% thought it was unfair. A substantial minority (16% and 30%), however, thought that the tests given were either very unsuccessful or unsuccessful in measuring their knowledge of the material; 49% were satisfied. The percentages were about the same as in the preceding question when students were asked if the exams furthered their understanding of the material. All in all, 76% said the methods for grade determination were fair, while 19% felt they were unfair.

Apparently the weakest part of the course was the part run by the TA's, and then it depended on what TA the student had. The majority (77%) of students felt their TA helped in the learning of the course material, but by the range of comments there are several assistants who need to improve their style.

Dr. Laudon is extremely well liked and respected by the students. Their comments on his course were primarily favorable—many said the course was the best or one of the best they had ever taken. The use of slides to illustrate the material was especially interesting and helpful.

Prof. Dott: Geology 102, Lecture 1

PROFESSOR'S STATEMENT: Geologic Evolution of the Earth places the materials learned in the first geology course in a historical context. It stresses throughout the two-way interaction of the evolution of the organic and physical realms of the earth, thus underscoring the ecologic dependencies of organisms throughout time. The approach followed emphasizes concepts and "how do we know" more than the enormous body of "what we do know". The course is required for geology majors, and is often taken as supplemental background for biology, anthropology, climatology and oceanography. The laboratory is optional (except for geology majors). It provides experience in identification and interpretation of fossils, sedimentary rocks, and also introductions to special types of maps and other devices used by geologists to infer geologic history. An all day Saturday field trip is required.

The text for the course is Dott and Batten's *Evolution of the Earth*.

There are three one hour exams based upon lectures and text (4, 8, and 12 weeks). These exams are mixtures of short essay questions, completion of diagrams, and some short answer and matching questions. The final exam is a mixture of essay questions and machine-graded multiple choice questions. All four exams count equally. Averages for the discussion sections and laboratory are also counted equally with the lecture exams in determining final grades. Approximately 5 or 6 short quizzes are given in discussion sections during the semester primarily to help the student prepare for lecture exams. Two quizzes are given in the laboratory during the semester.

Although required for geology majors, the course is geared to a more general audience. It is my conviction that the history of the physical earth and of life provides many valuable "messages" for any educated person no matter what his special field of interest. Such a study provides important new outlooks on time for the layman, and also of the inevitability of change through time. But all change in nature is evolutionary, which is a concept with enormous implications to man.

Prof. Bentley: Geology 130, Lecture 1

PROFESSOR'S STATEMENT: The course is a survey of the chemical and physical characteristics of ocean water, ocean current systems, waves and tides. The nature of the ocean floor; biology of the oceans; man's use of the oceans. The emphasis is on obtaining an understanding of the processes which control the physical and biological behavior of the ocean and the underlying earth.

The required reading include Weyl's *Oceanography* and the *Scientific American's The Ocean*.

There are three one hour exams and a final. The final grade is based on the final, the two best one hour exams, and on work in quiz sections.

Prof. Berkhofer: History 101, Lecture 2

PROFESSOR'S STATEMENT: The course attempts through lectures and discussions to trace the changing ideals that Americans espoused for what their society should be and their views of what they were and could be from the early 1600's to after the Civil War. In conjunction with these "actors' views" of the past, we offer the "observer's construction" of the same past "reality" and then compare the size of the gap between the past and present understandings of the past. In other words, the course proceeds upon the assumption that the two main components of social reality explaining man's actions, whether in past or the present, are ideology and the social structure.

The required books for the course include: John M. Blum's *The National Experience*, Kenneth Lockridge's *A New England Town*, Charles Sydnor's *American Revolutionaries in the Making*, Robert Berkhofer's *The American Revolution*, Richard Hofstadter's *The American Political Tradition*, Louis Filler and Allen Guttman's *The Removal of the Cherokee Nation*, and William Goetsmann's *When The Eagle Screamed*.

Depending on who conducts the section, there are two or three examinations and a paper. Grades are based upon written work and participation in discussion.

Prof. Lindstrom: History 102, Lecture 1

STUDENT EVALUATION: 90 Enrolled, 62 Taking Evaluation

The students in Professor Lindstrom's History 102 course considered her to be a good professor with a strong sense of humor, which made her lectures interesting. 94% of the students were satisfied with her knowledge of course material and 88% considered her competent in expressing and conveying her ideas. 77% said she had readily acknowledged those areas which were beyond her competency. 59% found her lectures organized and 29% found them very organized. 93% found her helpful in encouraging independent thinking. Every student was satisfied with the lectures with respect to learning course material.

Compared to other courses, the students found that the course was directed primarily to the average student (94%); 19% considered the course to be much harder than other courses, 50% thought it was average, and 25% thought it was easier. 63% felt the pace of instruction was about right while 37% thought it was too rapid. 19% were very dissatisfied with the extent this course has increased their ability to think, criticize, and create, 56% were satisfied, and 19% were very satisfied. Compared to the amount of credit received for this course, 30% considered the workload to be unfair, 60% found it to be fair, and 10% said it was very fair. 40% felt that the tests given were not successful in measuring their knowledge of the materials, while the rest felt the contrary. Half (55%) of the students felt that 40-60% of the assigned materials were important and useful. 95% considered the methods employed to determine their final grades were fair.

The course had a TA. 73% were satisfied with the TA's knowledge of the material. Most (over 80%) found the TA helpful and thought provocative. A general impression of the lecture was that it was interesting, the workload was a little heavy but still fair, and the professor was good. A common feeling among the students was that the tests demanded much factual information while the grading was a little too harsh.

Prof. Coffman: History 102, Lecture 2

PROFESSOR'S STATEMENT: This course is a survey of American history since 1865. I tend to emphasize social and political aspects.

I also go into military and diplomatic topics.

The required readings include: Current, Williams, and Freidel's *American History: A Survey Vol. II*; DuBois's *The Souls of Black Folk*; Neihardt's *Black Elk Speaks*; Hay's *The Response to Industrialism 1885-1914*; Conklin's *The New Deal*; LaFeber's *America, Russia, and the Cold War 1945-1966*; and *I'll Take my Stand*.

There is a six week exam, a final exam, and an optional twelve weeks exam. The six weeks exam counts for 35% of the final grade, the final exam for 45% and discussion sections for 20%. If the optional twelve weeks exam is taken, it is combined equally with the six weeks exam for 35% of the grade.

STUDENT EVALUATION: 178 Enrolled, 105 Taking Evaluation

Professor Coffman was seen to be a very good educator by the students in his American History course. Many of his students noted that his lectures were very interesting and filled with anecdotes which aided in their learning. 96% of his students said they would recommend him to a friend. 62% of his class saw him as an organized lecturer, 30% felt that he was very organized, 5% thought he was very unorganized, and 3% thought he was unorganized. 12% of his students felt he strongly encouraged independent thinking, 83% thought that he encouraged it, and 5% felt he discouraged it. 82% of the class thought that his knowledge of the course material was very satisfactory and 18% said it was satisfactory. No one in the class felt that he did not adequately know the course material. Yet he was seen as willing to admit that he did not have enough knowledge of the topic if the situation was presented, according to 98% of his students. 90% of the students found the lectures helpful and relevant in learning the course material. 34% of the students found almost all of his lectures thought provoking and interesting, 37% said about 75% were, 19% said about 50% were, and 10% felt that less than 25% were. 99% of the class felt that Professor Coffman satisfactorily expressed and conveyed his ideas.

94% of the class said the course was aimed at the average student, and the remaining 6% felt it was aimed at the above average student. 21% felt that the course was harder than other courses, 66% thought that it was average, and 12% thought it was easier than the average course. 91% of the class thought the pace of the course was about right, 5% thought it was too fast, and 4% thought it was too slow. 85% of the class thought that the course had improved their ability to think, criticize, and create, while 15% felt that it had not. 85% thought that the grading was fair for the amount of credit given for the course, 4% thought it was unfair, 3% thought it was very unfair, and 8% thought it was very fair.

The majority of the students felt that the discussion sections were helpful and contributed to their understanding of the course material.

Prof. Rothstein: History 102, Lecture 3

PROFESSOR'S STATEMENT: This course is a survey of U.S. History since 1865. Emphasis is placed on social and economic factors.

The required readings include: Blum's *The National Experience*; Conkin's *The New Deal*; LaFeber's *America, Russia, and the Cold War*; Levin's *Woodrow Wilson and World Politics*; Sinclair's *The Jungle*; and Weinstein and Gatell's *The Segregation Era, 1863-1954*.

The final grade is based on a one hour required exam, a one hour optional exam, a two hour final exam, and work done in discussion sections. This includes one short paper. The exams are 25% identifications and 75% broad essay.

STUDENT EVALUATION: 186 Enrolled, 101 Taking Evaluation

Opinion was generally favorable toward Professor Rothstein's section of American History. 45% considered the lectures well organized, and 48% very well organized. 80% felt the professor encouraged independent thinking, 10% felt he strongly encouraged it, 7% discouraged it, and 2% strongly discouraged it. 93% considered the professor's knowledge of course material very satisfactory. 46% felt the lectures were satisfactory for imparting course material, and another 46% felt they were very satisfactory. Compared to other courses 26% considered it easier, 68% average in difficulty, and 5% harder. 71% felt the material was presented at about the right pace, and 28% felt it was presented too fast. Over 84% of the students would recommend the course to a friend.

Compared to the amount of credit received for the course, 75% felt the work load was about right, and 18% felt that it was very fair. 50% felt the exams were helpful in furthering understanding of course material and 29% felt they were unhelpful. About 80% regarded the method of grade determination as fair.

Opinions toward the TA, however, were less favorable. 65% felt the TA did not increase ability to think, criticize, and create. 68% rated the TA's knowledge of course material as being satisfactory and 52% felt the TA did not contribute significantly to understanding course material. 58% were unsatisfied or very unsatisfied with the contribution of the quiz section.

Prof. Barker: History 115, Lecture 1

PROFESSOR'S STATEMENT: History 115 is intended to provide an introduction to the Western World during the period from the crumbling of the Mediterranean-based Roman Empire to the emergence of the "modern" order of nation-states and authoritarian governments, primarily focused in Western Europe, by the 16th century. The course is designed to survey all major aspects and

spheres of activity in this period, with an emphasis on the basic framework of political history and the development of institutions and society, but with related consideration of achievements in the realms of thought, letters, and the arts. It is hoped that the student will emerge not only with a clear view of what went on during this period, but also with a better perspective on it as a transitional and formative phase in the development of Western civilization.

The required readings include: Hoyt's *Europe in the Middle Ages*, Tierney's *The Middle Ages, I: Sources of Medieval History*, and a large number of shorter individual readings as assigned.

There are two one hour exams in the 6th and 12th weeks, and a two hour final. The later grades, especially the final exam, are given the greatest weight, as against the earlier ones; while special weight is also given to the teaching assistant's estimate of performance in the discussion section. An option is open to all students to substitute for the 12 week exam a term paper. When taken, this option provides a particularly meaningful grade to be taken into account for the final mark.

The professor endeavors to make himself available through informal gatherings at intervals, and through specially arranged evening sessions at his home for those particularly interested in exploring further some aspects of medieval music, beyond what is touched upon in the course.

STUDENT EVALUATION: 135 Enrolled, 80 Taking Evaluation

Students in Professor Barker's class regarded him as a good lecturer. 65% thought he gave a very organized lecture; 28% felt they were adequately organized. 60% said he encouraged independent thinking, while 10% said he discouraged it. Most (80%) said he was very knowledgeable and 15% said he was knowledgeable of the subject matter. Most (66%) said that he readily acknowledged places where he was incompetent while 10% said that he didn't and 24% abstained from answering. Over half (52%) found his lectures satisfactory, 30% found them very satisfactory, and 12% found they were not satisfactory. Opinion was divided as to what portion of his lectures were interesting and thought provoking; 26% said only 25% of them were interesting, 28% said 50% of them were, 18% said 75% of them were, and 28% said that almost all of them were. Half (48%) found him very competent in expressing his ideas, 38% found him to be adequately competent, and 2% said he was not competent. 65% of the students would recommend this professor to a friend and 35% would not.

Half (44%) thought the course was harder than other courses in the university, 40% said it was easier, and 14% said it was much harder. 65% of the students regarded the course as directed toward the average student and 35% said it was directed to the above average student. Most (70%) said the material was presented too rapidly and 30% felt the pace was about right. 55% of the students were satisfied with the knowledge they gained from the course and 38% felt they didn't learn very much.

Half of the students thought the amount of work was fair with respect to the credits given, 30% thought there was too much work and 12% said there was much too much work required. 42% thought that the tests did not give a true measure of their knowledge, but 38% felt they were fair. 12% said the tests were very unsuccessful as an indicator of their knowledge of course material. 42% said that 40-60% of the material was relevant to the course material, and 22% said that 60-85% was relevant, and 22% said that almost all of the material was relevant and useful. 60% said the grades were fair and 26% said they were not.

46% rated the TA's knowledge as good and 52% said that his knowledge of course material was very good. 65% claimed the comments on their work were useful and 20% said they were very useful. About 10% said they were not useful. 65% said the TA helped them to understand the course and 35% said that he did not. Over half (55%) were satisfied with the part the quiz section played in the course and 35% were not satisfied. 50% said the TA had increased their ability to think and 42% said that he hadn't.

Prof. Anglim: History 119, Lecture 1

PROFESSOR'S STATEMENT: This course explores the social, economic, intellectual, and political history of Europe, 1500-1815. In fact, emphasis is mostly on Western Europe (not Eastern), and the course concentrates on three broad problems: the Renaissance and the Reformation, the "general crisis" of the seventeenth century, and the French Revolution. Lectures are intended to provide basic information and analysis. The readings have two purposes: to permit the student to work as an historian directly with primary sources; and to raise some of the historical problems involved in the analysis of the period 1500-1815.

The required readings include: Erasmus's *The Praise of Folly*, Thomas More's *The Utopia*, Luther's *On Christian Liberty*, Calvin's "On Christian Liberty" and "On Civil Government", Trevor Aston's *Crisis in Europe, 1560-1660*, Isser Woloch's *The Peasantry in the Old Regime*, Voltaire's *Candide*, Rousseau's *The Social Contract*, and G. Rude's *Robespierre*.

Students may write two 3-5 page papers and a take home final or one paper, a mid-term exam, and a take home final. These three exercises are weighted about equally, with some allowance made for improvement over the term and/or conscientious participation in discussion sections.

STUDENT EVALUATION: 110 Enrolled, 35 Taking Evaluation

While an overwhelming majority (80%) of the students present at the time of the evaluation felt they would recommend Professor Anglim to a friend, there was a fairly wide distribution of feel-

ings about her ability to stimulate student interest. Around 38% of the students felt 75% or more of the lectures were interesting, 26% said about 50% were interesting, and 31% thought less than 25% were interesting. 72% thought the professor had a very satisfactory command of her field; the remaining students said she was satisfactory in this area. Most (74%) felt her lectures were sufficiently organized, and 66% thought she was able to express her ideas at least satisfactorily, while another 20% thought she was very satisfactory. The remaining 13% felt she was either unsatisfactory or very unsatisfactory in the manner in which she conveyed her ideas.

In comparison with other courses at the university, 71% rated this course as average in difficulty, 17% rates it easier than most courses, and 7% rated it harder. Between 65% and 71% of the students said the course was directed at the average student at about the right pace of presentation, 6-9% thought it went too slowly and was aimed at the below average student, and 10-17% believed the material was presented too rapidly and was directed to the better students.

The majority of students (65% and 29%) agreed that for the amount of credit received for the course, the total work load was either fair or very fair. Only 6% thought it was unfair. No tests had been given at the time of the evaluation, but of those who took the evaluation question, 54% considered the papers they had written as helpful to their understanding of the course, 10% said they were very helpful, 17% thought the papers had not helped, and 2.8% said they were very unhelpful. All students but one said the grading methods were fair.

Several students expressed their belief that Professor Anglim was very concerned with the students' well-being. The vast majority of the comments were centered around the style of the lectures--many said the material was interesting but the professor's presentation left a lot to be desired.

Prof. Clover: History 305, Lecture 1

PROFESSOR'S STATEMENT: The rise of Barbarian Europe surveys the history of the Eurasian Steppe from ca. 2500 B.C. to ca. 100 B.C.; Barbarian Europe and the rise of Celtic culture from ca. 2500 B.C. to ca. 50 B.C.; the replacement of the Celts by the Germans in Europe north of the Alps from ca. 100 B.C. to about A.D. 370; the Eurasian Steppe from ca. 100 B.C. to the third and fourth centuries A.D.; and the Rise of Barbarian Europe, i.e. the establishment of Germanic kingdoms in the Western Mediterranean, caused by the intrusion of the Eurasian Huns into Eastern Europe beginning about A.D. 370. The course focuses on the movements of peoples and, when the sources permit, on the way of life of the barbarians.

The required reading includes: E.A. Thompson's *The Early Germans*, J.B. Bury's *The Invasion of Europe by the Barbarians*, B.P. Lozinsky's *The Original Homeland of the Parthians*, S. Pig-gott's *Ancient Europe*, E.D. Phillips' *The Royal Hordes: Nomad Peoples of the Steppes*, Tacitus' *The Agricola and the Germania*, Herodotus' *The Histories*, Caesar's *The Conquest of Gaul*, and C. D. Gordon's *The Age of Attila*.

The final grade is determined by one six weeks examination; a twelve weeks examination and a final examination OR a final paper, the first draft of which is submitted in the twelfth week of the term, the second draft being the final paper.

Prof. Seward: History 391, Lecture 1

PROFESSOR'S STATEMENT: This course explores the age of Jefferson and Jackson. Stress is placed on the establishment of the national government, the growth of democracy, the nature of party development, westward expansion, economic change, slavery, and social reform.

The required books include: Noble E. Cunningham's *The Early Republic, 1789-1828*, Frank O. Gatell and John M. McFaul's *Jack-sonian America, 1815-1840*, William W. Freehling's *Prelude to Civil War: The Nullification Controversy in South Carolina, 1816-1836*, Eugene Genovese's *The Political Economy of Slavery*, Richard Hofstadter's *The Idea of a Party System*, Aileen Kraditor's *Means and Ends in American Abolitionism*, Marvin Meyers' *The Jacksonian Persuasion*, and James S. Young, *The Washington Community*.

The final grade is based on a final examination and a mid-term or optional paper.

Prof. Coffman: History 398, Lecture 1

PROFESSOR'S STATEMENT: This course is a survey of American Military History from colonial period to the present. My emphasis is in the army. I go into such topics as civil-military relations, the development of the military establishment and the conduct of various wars.

The required books for the course are: Willis' *Arms and Men*, Huntington's *The Soldier and the State*, Gray's *The Warriors*, Cotton's *The American Heritage Short History of the Civil War*, Morison's *Men, Machines and Modern Times*, Eisenhower's *At Ease*, and Hooper's *The Limits of Intervention*. They are all paperbacks.

The final grade is based on a final examination (45%), a six weeks exam (35%), and work in discussion sections (20%). There is an optional twelve week exam which is averaged with the six weeks exam for the 35%. The exams are a combination of essay and short answers.

STUDENT EVALUATION: 175 Enrolled, 105 Taking Evaluation

The great majority of students in History 398 felt that Professor Coffman was a very good educator; 90% of the students rated his knowledge of the material as being very satisfactory, 61% felt the lectures were organized (31% felt they were very well organized), and 67% felt the professor was very competent

in expressing his ideas. Only 1% felt he was not competent in this area. 95% of the students would recommend him to a friend. It was felt by 73% of the students that the professor encouraged independent thinking while only 6% felt that he discouraged it. Compared to other courses, 64% felt this course was of average difficulty, while 24% thought it was harder and 9% thought it was easier. The lectures were rated by 45% as being satisfactory with respect to learning class material, by 44% as being very satisfactory, and by 10% as being unsatisfactory. At the same time, 54% felt that almost all the lectures were interesting and thought provoking, 29% found this to be true of 75% of the lectures, and 3% found this to be true of 25% or less of the lectures.

Compared to the amount of credit received for the course, 69% felt the work load was fair, 12% felt it unfair, and 4% felt it very unfair. Most of the students (59%) felt the exams were successful in measuring what they had learned in the course, while 26% felt they were unsuccessful and 4% felt they were very unsuccessful. In furthering the understanding of subject matter, 57% felt the exams were helpful while 31% felt they were unhelpful.

Most students felt that Professor Coffman was extremely competent, interesting, and humorous, although many felt that parts of his exams were irrelevant. Also, many students felt that the outside reading and book reports were an overload, although they generally felt the required reading to be worthwhile.

Most students (53%) were satisfied with the contribution their quiz section made to the class, while 25% were unsatisfied and 5% were very unsatisfied. It was felt by 74% of the students that the TA helped to increase their understanding of the course material and by 57% of the students that the TA increased their ability to think, criticize, and create.

Prof. Lindberg: History of Science 201, Lecture 1

PROFESSOR'S STATEMENT: This course is concerned, essentially, with the transformation in Western man's view of nature between Antiquity and Isaac Newton. Readings and lectures cover scientific ideas and institutions in Antiquity and the Middle Ages and conclude with the scientific revolution of the 16th and 17th centuries.

The required reading includes: Marie Boas's *The Scientific Renaissance*, Thomas Kuhn's *The Structure of Scientific Revolutions*, Stephen Toulmin and June Goodfield's *The Fabric of the Heavens*, and Richard S. Westfall's *The Construction of Modern Science*.

The final grade is based on two hour exams plus a final. Normally there is also a short essay assigned in the discussion sections.

STUDENT EVALUATION: 142 Enrolled, 92 Taking Evaluation

Most of Professor Lindberg's students seemed to be very satisfied with the course. 72% found his lectures very well organized, 12% generally organized, and 14% unorganized. 82% felt that he encouraged or strongly encouraged independent thinking. 74% of the class found the professor's knowledge of the course material very satisfactory, with 22% saying it was satisfactory. 99% indicated that he acknowledged areas where he was not competent or prepared. 92% of the students thought the lectures were satisfactory with respect to learning course material, with 66% of those calling the lectures very satisfactory. 54% found almost all of the lectures interesting and thought provoking, while another 31% found this true of about 75% of the lectures. 97% polled rated Professor Lindberg as satisfactory to very satisfactory in expressing and conveying his ideas. 36% found the course harder than average, while 53% called it average in comparison to other UW courses. 16% of the students felt that most lectures were directed to the above average student, but 82% found them to be directed to the average student. 95% thought the pace of the course was about right. 96% of the students indicated that the amount of work required compared to the amount of credit offered for the course was fair or very fair, while 71% found the tests successful in measuring what they had learned from the course.

99% of the students taking the evaluation would recommend this professor to a friend.

Prof. Hilts: History of Science 202, Lecture 1

STUDENT EVALUATION: 94 Enrolled, 63 Taking Evaluation

In general, the students in Professor Hilts' History of Science course considered him to be a good educator; 76% would recommend him to a friend while 23% would not. He was felt to be well or very well organized by 90% of the class and 85% felt he encouraged independent thinking. 97% of the students taking the evaluation thought the professor had satisfactory or very satisfactory knowledge of course material. With respect to learning course material, 87% thought the lectures were satisfactory or very satisfactory, while 13% thought they were unsatisfactory. 65% of the class believed Professor Hilts readily acknowledged those areas in which he was not prepared or competent to discuss fully while 17% felt he did not acknowledge these areas and 18% abstained from answering. Of the lectures attended, 25% of the students felt 25% or less of the lectures were interesting and thought provoking, 35% felt 50% of them were, 16% felt 75% were, and 23% felt almost all of the lectures were interesting. 87% of the class thought the professor competent (70%) or very competent (17%) in expressing and conveying his ideas, while 13% felt otherwise.

Compared to other courses taken at the university, 44% felt this course was average in difficulty, 29% felt it was

easier, and 22% felt it was much easier. 82% of the class thought the lectures were directed to the average student while 17% thought they were directed to the above average student, and 92% felt the pace of material presentation was about right. 75% of the students were satisfied with the extent to which this course increased their ability to think, criticize, and create, while 25% were dissatisfied. The only criticism of lectures was that they often tended to be boring and dry.

Compared to the amount of credit received for the course, almost the entire class felt the work load was fair or very fair. 94% felt the tests were successful in measuring what was learned of course material, while 73% felt the tests were helpful in furthering understanding of subject matter and 27% felt they were unhelpful in this respect. Almost 100% of the class felt the methods used to determine their final grades were fair as were the tests in the course.

All of the students taking the evaluation felt their TA's spoke clear understandable English and they were all satisfied or very satisfied with the TA's knowledge of course material. 80% were satisfied with the comments on written work while 16% were dissatisfied. A similar percentage felt the TA's helped significantly to increase understanding of course material while 82% were satisfied with the contribution the quiz section made to the course. Again, 80% of the students felt the TA's increased their ability to think, criticize, and create. Generally, the impression of discussion sections and TA's was favorable.

Prof. Siegel: History of Science 202, Lecture 2

PROFESSOR'S STATEMENT: The general topic is the history of science from the seventeenth century to the twentieth century, but a complete survey is not attempted. Instead, selected themes are developed in some depth, covering the time period as follows: I. The Scientific Revolution of the 17th century and 18th century consequences (6 weeks), II. The 19th century: Evolutionary Biology and Conservation of Energy (6 weeks), and III. The Scientific Revolution of the 20th century (3-4 weeks). The range of general concerns includes the following: the biographical context of scientific endeavor; the historical problem of continuity and change in the development of science; the philosophical problem of the nature of knowledge; and the concrete examples of the varieties of scientific endeavor which history furnishes.

The required readings are: Arthur Koestler's *The Watershed*, E.N. du C. Andrade's *Sir Isaac Newton*, Thomas Kuhn's *The Structure of Scientific Revolutions*, Loren Eiseley's *Darwin's Century*, Charles Darwin's *Origin of Species*, and Barbara Cline's *Men Who Made a New Physics*.

Components of the final grade are as follows: a one hour 6 weeks exam (22%), a one hour 12 weeks exam (22%), a short paper (11%), and a two hour final exam (45%). The exams are essay exams with 15 minutes allotted (approximately) to each essay answer. Recall of details is thus called for only insofar as it supports general understanding. The student selects, for example, three out of six questions to answer.

STUDENT EVALUATION: 95 Enrolled, 58 Taking Evaluation

Professor Siegel's lectures were considered to be well organized by 60% of the class while 35% felt that he was adequately organized. 55% said that he strongly encouraged independent thinking, 20% said he somewhat encouraged it, and 10% felt that he discouraged it. Professor Siegel's knowledge of the course material was felt to be very satisfactory by 70% and satisfactory by 30%. Most (80%) of the students said that the professor did acknowledge his lack of competence or preparation in areas that he was not familiar with. 10% of the students taking the evaluation felt that the lectures were unsatisfactory with respect to learning the material while 50% felt that it was satisfactory and 40% very satisfactory. Of the lectures attended by students, 10% felt that 25% or less were interesting and thought provoking, 60% thought that at least 50% were and 20% felt that all the lectures were. In his expression and conveyance of his ideas the professor was believed to be satisfactory by 40% of the students, unsatisfactory by 5% and very satisfactory by 55%. 80% of the students would recommend him to a friend.

The course was felt to be harder than average by 10% of the students and easier by 55%, while 30% felt it to be average. The lectures were said to be directed toward average students by 85% of those taking the evaluation and toward above average students by 10%. The pace of the course was considered just right by 75%, too fast by 10%.

Some students felt that Professor Siegel was a little redundant and sometimes boring, but the material was considered very well organized for lecture presentation. He is concerned about the students.

The work load in the course was said to be fair by 65%, very fair by 15%, and unfair by 15%. Tests in terms of measuring what one has learned were considered to be successful by 80% of the students and unsuccessful by 18%. As to how helpful the tests were in furthering understanding of the subject material, 65% said they were helpful while 35% felt that they were unhelpful. 20% said that 40-60% of the assigned material was important to gaining an understanding of the course material while 30% said that 60-85% was important, 27% said that more than 85% was important and only 15% said that 15-40% was important. Methods to determine the final grade were considered fair by 85% of the students. 75% of the students thought that this course had increased their ability to think, criticize and create.

The TA's knowledge of the course material was considered to be satisfactory by 90% of the students while 10% said that he was unsatisfactory. Comments on exams and homework were considered to be satisfactory by 80% of the people and very satisfactory by 15%. 75% of the students felt that the TA did stimulate thinking and criticism and 20% felt that he did not

Prof. Beyer: Indian Studies 251STUDENT EVALUATION: 75 Enrolled, 28 Taking Evaluation

Professor Beyer was considered to be a good educator; 85% of the students taking the evaluation would recommend him to a friend. 46% of the class felt that his lectures were well organized, 46% organized, and 7% unorganized, while 100% thought he encouraged or strongly encouraged independent thinking. 85% indicated that Professor Beyer's knowledge of course material was very satisfactory and 10% felt it was satisfactory. However, 85% of the students thought that the professor readily acknowledged areas in which he was not adequately prepared or competent. 88% felt that lectures were either satisfactory or very satisfactory with respect to learning course material. Of the lectures attended, 46% of the class felt that almost all of the lectures were interesting and thought provoking, 28% thought 75% of them were, and 18% thought 50% were. 79% indicated that the professor was very competent in expressing and conveying his ideas, while 18% felt he was competent.

Compared to other courses at the university, this course was considered average by 85% of the students. Half of the class felt the course was directed to the above average student while 46% felt it was directed to the average student. The pace of material presentation was considered about right by 68%, and too fast by 18%. 60% of the students were satisfied with the extent this course increased their ability to think, criticize, and create, and 28% were very satisfied. Students, in general, felt Professor Beyer to be a very stimulating lecturer. The only criticism of the course was that the professor often concentrated too heavily on the religious aspect of Indian culture.

90% of the students taking the evaluation felt that the amount of work required compared to the number of credits received for the course, was fair or very fair, the rest abstained from answering. Opinion was divided on the percentage of assigned material that was important to gaining an understanding of course material: 32% felt more than 85% was important, 3% felt 60-85% was important, 18% felt 40-60% was important, 10% felt 15-40% was important, 10% felt less than 15% was, and 25% abstained. Almost 80% of the students (the other 20% did not answer) found the methods used to determine final grades fair. Grades were based on papers; there were no tests given in the course. Many students commented favorably on the freedom and flexibility of the course.

Prof. Clark: Journalism 201, Lecture 1

PROFESSOR'S STATEMENT: *We examine the structure and function of the mass media, look at their origins, and list some of the controls which are exercised over them. We approach the media pretty much from the standpoint of the consumer, but we try to encourage the student to look for reasons why content is shaped as it is.*

This semester we had two examinations: a mid-term, counting 25% of the final grade, and a final counting 35%. We allot 15% of the grade to the discussion section, and the remaining 25% is devoted to an individual project (not a term paper).

STUDENT EVALUATION: 179 Enrolled, 85 Taking Evaluation

Students in Professor Clark's Journalism course considered him to be a good educator; over 85% would recommend him to a friend. 60% of the students believed that the professor's knowledge of the course material was very satisfactory and the others thought it was satisfactory. The professor readily acknowledged the areas in which he was not competent. Most of the class (90%) felt that Professor Clark's lectures were organized, while about 10% felt that they weren't. 20% of the students felt that the professor strongly encouraged independent thinking, and the rest of the class felt that he encouraged it. 70% felt that the lectures were satisfactory with respect to learning course material while 25% said they were unsatisfactory and 5% said they were very unsatisfactory. 15% of the students thought that the professor's ability to express his ideas was very satisfactory and 75% felt that it was satisfactory. Compared to other courses this course was considered harder by 5%, average by 65%, and easier by 30%. 85% of the students felt that the course was directed to the average student, about 5% felt that it was for the above average student, and 10% for the below average student. The pace of the course was considered to be about right by 70% of the class, too slow by 25%, and too fast by 5%.

Compared to the amount of credit students received for the course, 75% felt that the amount of work required was fair, while 5% felt it was unfair and 20% felt it was very fair. 90% of the students thought that the methods to determine the final grades were fair. The exams were considered successful in measuring what students had learned of the course material by 60% of the students and the others felt that they were not successful. 60% of the class felt that the exams were helpful in furthering their understanding of the subject matter, while the rest felt that they were not helpful.

Professors Hawkes and Fosdick: Journalism 207, Lecture 1

PROFESSOR'S STATEMENTS: *While no attempt is made to teach mechanical skills, Journalism 207 does give the student an opportunity to develop the fundamental techniques necessary to assume his or her position in an organization within the print media. Emphasis is on an orientation into the graphic arts field and appreciation of the field as fundamental in publishing.*

The text for the first half of the course is Turnbull and Baird's The Graphics of Communication. There is a eight weeks mid-term test. Grades are combined with the second half of the course taught by Professor Fosdick.

The purpose of the second half of the course is to help the student develop his "eye" for meaningful pictures, his empathy or "feel" for the visual elements of subjects and events, and his appreciations and understanding of the language of photography. Study and practice in the fundamental techniques of picture productions and selection are included in this second half of the course.

The required readings for this part of the course include: Rhode and McCall's Introduction to Photography, along with various instructor prepared mimeographed material that is provided in class and laboratory sessions.

There is one final examination over readings and lectures given for the second half of the course. For lab work, an initial picture assignment (roll of film exposed and developed, contact sheet and one enlargement) is graded, as is a later picture project (group of pictures on one theme or story, minimum of five pictures plus layout or presentation). The second half grade is averaged with the first half grade from Professor Hawkes to determine the final grade in the course.

In this course, the student's grade depends on his learning to do (operate a camera, develop film), and his understanding (reflected in class discussion and examination) of the concepts of photography and visual communication.

Prof. Preston: Journalism 246, Lectures 1 and 2

PROFESSOR'S STATEMENT: *This course explores the principles of advertising. It is a general survey, including such topics as techniques of executing ads, techniques of developing appeals (psychological approaches, etc.), history, economic background, relationship to other marketing efforts, legal regulation and self regulation, research methods, organizational structure of advertising industry, social and cultural problems, etc. Emphasis is on comparing advertiser viewpoints and consumer viewpoints.*

The required readings include: Martin Mayer's Madison Avenue U.S.A., Jerry Della Femina's From Those Wonderful Folks Who Brought You Pearl Harbor, and Maurice Mandell's Advertising.

The final grade is usually based on a six weeks (30%), a twelve weeks (30%), and a final (40%). However, there is considerable flexibility in the grading.

LECTURE 1STUDENT EVALUATION: 97 Enrolled, 60 Taking Evaluation

Students in Professor Preston's Journalism course considered him to be a very good educator; over 95% of the class would recommend him to a friend. Around 70% of the students believed that the professor's knowledge of the course material was very satisfactory, the rest thought it was satisfactory. The professor readily acknowledged areas in which he was not competent. There was a 50-50 split between those who claimed that the professor's lectures were organized and those who said they were very organized. Over 85% of the students stated that the professor encouraged independent thinking and 15% thought he encouraged it strongly. The students felt that the lectures were satisfactory (about 60%) and very satisfactory with respect to learning course material. They thought that the professor's ability to express his ideas was satisfactory (70%) and very satisfactory. Compared to other courses about 15% claimed that this course was harder, 60% said that it was average in difficulty, and 25% thought it was easier. 85% of the students felt the course was directed to the average students and 15% thought it was directed to the above average students. The pace of the course was considered to be about right by most of the students (about 85%), too slow by 10%, and too fast by 5%. Most of the students (over 95%) were satisfied with the content of the course with respect to the amount it has increased their ability to think, criticize, and create.

Compared to the amount of credit students received for the course, most (about 70%) felt that the amount of work required was fair, 25% thought it was very fair, and only 5% thought it was unfair. 90% of the students thought that the methods used to determine their final grades were fair. The exams were considered successful by 70%, very successful by 10%, unsuccessful by 15%, and very unsuccessful by 5% in measuring what students had learned of the course material. 70% of the students felt that the exams were helpful in furthering their understanding of the subject matter, while 30% felt that they were unhelpful.

LECTURE 2STUDENT EVALUATION: 93 Enrolled, 57 Taking Evaluation

Students in the course Journalism 246 considered the professor to be a good educator. 60% considered that the professor's lectures were very organized and 30% thought they were organized. 90% felt that the professor had encouraged them to think independently, and 10% felt that he discouraged it. 85% were very satisfied with the professor's knowledge of the course material, and 15% felt that his knowledge was satisfactory. 85% felt that the professor was very competent and adequately prepared to teach the course. 45% felt they were very satisfied with the lectures in regard to learning course material, 50% felt satisfied, and 5% felt unsatisfied. 75% of the class considered that the competence of the professor in expressing and conveying his ideas was satisfactory, and 25% thought it was very satisfactory. 80% of the students would recommend this professor to a friend and 20% would not.

Compared with the other courses at the university, 75% felt that the course was average in difficulty, 15% considered it harder, 5% felt it was easier, and 5% said that it was much easier. 75% felt that the professor directed the course to the average student while 25% felt he directed it to the above average student. 95% thought that the pace at which the material was pre-

sented was about right. 85% thought that this course had increased their ability to think, criticize, and create. 75% of the students felt that the work required compared to the amount of credit received was fair, while 17% thought it was very fair, and 8% considered it unfair. 50% of the class felt that the exams were not helpful to gaining an understanding of the subject matter and 50% felt that they were helpful. 45% considered that 40-60% of the assigned material was important to gaining an understanding of the course, and 40% thought that 60-85% was important. 10% felt that 85% or more was important and only 5% considered that 15-40% was important. Almost everyone felt that the methods used to determine their final grades were fair.

Prof. Street: Linguistics 200, Lecture 1

PROFESSOR'S STATEMENT: This course is a survey of theoretical and practical aspects of descriptive, historical and comparative linguistics; interrelationships between linguistics and other disciplines.

The texts for the course are: Bolinger's Aspects of Language, and Alyshemeni and Taub's Working with aspects of Language.

The final grade is based on the two one hour exams, a final exam, assorted brief papers, exercises, and classroom discussion.

STUDENT EVALUATION: 33 Enrolled, 18 Taking Evaluation

Of the total number of students enrolled in Linguistics 200, 55% responded to the questionnaire. The resulting sample consisted of 8 freshman, 4 sophomores and 4 seniors. There was no discussion section.

Students' reactions to Professor Street was generally favorable, the majority (78%) said that they would recommend him to a friend. His knowledge of the course material was rated as satisfactory by about 80%. He readily acknowledges those areas in which he is not competent. 55% felt that he was successful in expressing and conveying his ideas, 33% felt he was very successful. 78% felt he encouraged independent thinking, while 11% felt he discouraged it.

89% felt that more than half the lectures were interesting and thought-provoking, with 28% replying that almost all of them were. Lectures were said to be well organized by 67% and very well organized by 22%. All felt that the lectures helped them to learn the course material. Two thirds felt lectures were directed to average students, while the rest felt they were directed to above average students. The majority (83%) felt that the pace at which the material was presented was about right. Some students commented that Professor Street seemed interested in the course material and this added to his lectures.

Compared to amount of credits received for the course (5), most (61%) felt that the total amount of work required was fair, 27% felt that it was very fair. A third felt that 40-60% of the assigned work was important in understanding course material, while about half felt that more than 60% was. Responses to whether exams were successful in measuring what they had learned and helpful in furthering their understanding of course material were generally mixed. However, many students commented that the exams were a problem with the course, feeling they were either too long or with too short a time limit. Yet most (60%) expected a grade above a C and about three quarters of them felt that the methods used to determine their final grade were fair. When compared with other courses, Linguistics 200 was rated average by 44% and harder by about 40%.

Many students commented that the course and the professor were interesting and stimulating. A little more than half were satisfied with the extent to which the course had increased their ability to think, criticize and create, while about 30% were very satisfied.

Prof. Sihler: Linguistics 320, Lecture 1

PROFESSOR'S STATEMENT: This is a descriptive linguistics course. The required texts are: Liles' An Introductory Transformational Grammar, Gleason's Introduction to Descriptive Linguistics, and Bolinger's Aspects of Language.

The final grade is based on a six weeks exam, two 2 page papers, a 10 page paper, and a final exam.

STUDENT EVALUATION: 25 Enrolled, 18 Taking Evaluation

The great majority of Professor Sihler's linguistics course taking the evaluation (89%) felt that he encouraged independent thinking. Half of the class said that the lectures were organized while 33% said they were unorganized. Most of the students (72%) said that the professor's knowledge of the course material was very satisfactory, while 28% felt it was satisfactory. The class was divided regarding how interesting the lectures were: 33% said 25% or less of the lectures were thought provoking, 11% felt they were interesting half of the time, 28% felt that 75% of the lectures were good, while 22% said that almost all of them were good.

Almost half of the class (44%) expressed the feeling that the professor satisfactorily expressed and conveyed his ideas. Most (61%) would recommend him to a friend. There was less agreement as to whether or not the course increased the student's ability to think, criticize, and create: 17% were very unsatisfied, 28% were unsatisfied, 33% were satisfied, and 11% were very satisfied.

The students in the class indicated that although the professor was very interested in his subject and was often an enthusiastic lecturer, he was at times too vague in his presentations and sometimes confused the students. The work load was

felt to be very fair, but the assignments were given out too late in the semester.

Most students however, (78%) said that exams were helpful in furthering understanding of the subject matter of the course, while only 17% felt that they were not. Nearly 89% of the class said the methods used to determine the final grades were fair.

Prof. Robson: Linguistics 320, Lectures 2 and 3

PROFESSOR'S STATEMENT: The course is an introduction to linguistics. It covers the two major approaches (=theories) to language in America, solving language problems within each approach, and contrasting the approaches.

There are 3 exams during the semester. Together they count toward 1/3 of the final grade. The other 2/3 is based on pop quizzes given throughout the semester.

Prof. Gunji: Math 211, Lecture 1

PROFESSOR'S STATEMENT: This is a basic course in calculus. Topics covered during the semester include: limits, continuity, differentiation and integration.

The final grade is based on a six weeks exam, a 12 weeks exam, and a final and performance in discussion sections.

STUDENT EVALUATION: 204 Enrolled, 133 Taking Evaluation

The lecture class felt that Professor Gunji's lectures were quite well organized. 66% felt that they were "organized" and 24% felt that they were "very organized". 82% of the class said that the professor encouraged independent thinking. A total of 96% indicated that the professor's knowledge of the course material was satisfactory and very satisfactory combined. The class was just about equally split on all four points as to whether or not the lectures were interesting and thought provoking. As far as the professor's way of expressing his ideas, 58% indicated that it was satisfactory and 24% indicated that it was very satisfactory. Compared to other courses taken at this university 52% said it was average and 30% said it was harder. 74% of the class felt that the lectures were directed toward students who were average. 76% of the class also thought that the pace of the course was about right.

The major gripes encountered on question #13 were that Professor Gunji lectured from the time the bell rang to the time the lecture was over and there was little humor, etc. He was too much like a machine. Some students felt that too much of the lecture time was devoted to proving theorems rather than showing a practical application of them. In general, however, they felt that it was as good as could be expected for a math course.

78% of the class felt that the amount of credit received for the amount of work was fair and an additional 18% felt that it was very fair. 64% of the class felt that the tests were successful and very successful combined in helping their understanding of subject matter, while 16% felt that the tests were unhelpful. 82% of the class felt that the methods used in determining their final grades were fair.

The general feeling of the lecture class about required material, workloads, tests, and grades was that they were fair.

Everyone had a TA and 84% of the class indicated that their TA spoke clear and understandable English. 98% of the students indicated that they felt that their TA's knowledge of course material was satisfactory and very satisfactory combined. 68% felt that their TA helped significantly to increase their understanding of the course material, while 32% did not. 40% of the lecture class were very satisfied with the contribution made by the quiz section, while the other 60% of the class were split evenly on the other three choices. 52% of the class felt that their TA increased their ability to think, criticize, and create, 42% did not, and the rest were undecided. Most people felt that their TA was instrumental and helpful in their learning and understanding of course material. A fraction of the class said that they would have wished to have the professor lead a quiz section.

Prof. Nagle: Math 221, Lecture 1

PROFESSOR'S STATEMENT: This is the first semester of the basic calculus sequence, and the object is to introduce students to both the differential and integral calculus. Subjects covered include: functions and graphs, limits continuity, differentiation and applications, integration and applications. The basic emphasis is on ability to solve problems, but some theoretical material is also covered.

The required text is Calculus and Analytic Geometry by George Thomas.

There are two one hour exams and one two hour final exam. Final grade is based on the results of the exams, modified by students performance in section.

Prof. Isaacs: Math 221, Lecture 2

PROFESSOR'S STATEMENT: This is an introductory course in calculus, designed especially for people who will go on to take more advanced math courses. The emphasis is on learning techniques with understanding of the principles upon which they are based.

The required text is Thomas's Calculus and Analytic Geometry.

In this course, 80% of the final grade is based on a six weeks exam and a final. The remaining 20% is based on work done in quiz section.

STUDENT EVALUATION: 147 Enrolled, 87 Taking Evaluation

Professor Isaacs seemed very well respected among his students. 87% of those taking the evaluation found his lectures organized or very organized. A full 98% felt that he encour-

aged independent thinking. 91% thought the professor's knowledge of course material was very good, and the professor apparently readily acknowledged areas in which he was not adequately prepared or competent. 94% of the class felt that the lectures were satisfactory to very satisfactory with respect to learning course material.

79% of the students felt that the lectures were directed toward the average student, with 76% finding the pace of the course about right. 68% found the total amount of work fair for the number of credits received, 24% found it very fair. 28% of the class felt that tests given were unsuccessful in measuring what they had learned, while 66% found them satisfactory. 60% thought that more than 85% of assigned material was important for gaining understanding course material.

A total of 98% of all students taking the evaluation would recommend Professor Isaacs to a friend, which was supplemented by comments on the ability of the professor to make calculus fun and interesting.

Prof. Kuelbs: Math 221, Lecture 2

This semester Professor Kuelbs taught Math 222, Lecture 2 which is a sequel to Math 221. We are printing the evaluation from his Math 221 course taken first semester 1971-72 since we don't have an evaluation from this semester.

PROFESSOR'S STATEMENT, MATH 221:

The course covers the following subjects: limits, continuity differentiation of algebraic functions, applications of differentiation (maximum-minimum problems, related rates, mean value theories), definite integrals, application of the definite integral and special functions.

Problems are assigned regularly and students are sometimes given explicit reading assignments from the text.

There are three exams (one hour each) plus a Final exam.

PROFESSOR'S STATEMENT, MATH 222:

The purpose of this course is to extend the students' techniques of differentiation and integration and to introduce the student to indicate series, polynomial approximations, polar coordinates, two and three dimensional vectors, parametric representation of curves, and arc length.

The final grade is based on two one hour exams, a final and five to seven short quizzes.

STUDENT EVALUATION: 260 Enrolled, 188 Taking Evaluation

Professor Kuelbs was rated by a majority of his students as being well organized and well prepared, with solid knowledge of his subject. However, most students responding felt that he sometimes did not express himself clearly. When asked the question of whether the professor assumed too much previous knowledge, the students were almost equally divided.

Discussion sections were said to entail much review, presenting at least some opportunity for student discussion of problems. Forty percent rated the discussions as presenting a great deal of opportunity for student participation. 70% felt that the discussion groups contributed to their understanding of the course.

The amount of homework was not decided by the students, however, it was rated neither excessive (70%) nor too difficult (60%).

The course was considered a valuable learning experience by half of the respondents, who said that although they would have taken this course knowing what they do now, they would not have taken another course by the same professor. (60%).

The students were divided evenly when asked whether they would recommend this course.

Prof. Buck: Math 221, Lecture 4

This semester Professor Buck taught Math 222, Lecture 4 which is a sequel to Math 221. We are printing the evaluation from his Math 221 course taken first semester 1971-72 since we don't have an evaluation from this semester.

PROFESSOR'S STATEMENT, MATH 221:

Introduction to calculus includes: the study of functions of one variable, the operations of differentiation and integration, and applications to the study of motion, optimization, design.

Viewpoint: Intuitive and developmental.

Final grades are determined by final exam plus semester work, with appropriate weights, and considerations given to those who improve during the semester. There are six weeks, 12 weeks, and quizzes in discussion sections.

STUDENT EVALUATION

Students evaluated professor Buck as generally being a well organized and well prepared lecturer. All of the students thought that he had a solid knowledge of his subject. This was reflected by the fact that most of his students found the course a valuable learning experience.

Most of the students (90%) stated that Professor Buck was usually well organized and only 1% believed that he was usually not well organized. The remaining students thought that he was only sometimes well organized. Almost all the students (96%) thought he was usually well prepared. A small number of people (8%) found Professor Buck hard to understand. About half (47%) thought the professor sometimes expressed his ideas clearly and 33% thought he usually was

understandable. One half of his students thought that he sometimes assumed too much prior knowledge, and 14% believed that he usually did. Seventy percent believed that there was a good balance between theory and practical examples, and 30% thought that the course concentrated too much on theory. The majority (90%) found the course to be a valuable learning experience.

Almost all of the students (97%) stated that the discussion groups contributed to their overall understanding of the course. Discussion time was balanced between new and review material with a great deal of time left open for questions. Many students stated that the discussion section was the most beneficial factor in the course.

Although the students had little to say about the work load, only 5% stated that the homework and reading were too difficult. Most, 79% thought that the tests were fair and that the tests measured their knowledge of the material.

Knowing what they do now, 82% of the students would have taken this course, although 40% would have preferred a different professor. 80% recommend this course.

Prof. Barwise: Math 221, Lecture 6

This semester Professor Barwise taught Math 222, Lecture 5 which is a sequel to Math 221. We are printing the evaluation from his Math 221 course taken first semester 1971-72 since we don't have an evaluation from this semester.

PROFESSOR'S STATEMENT, MATH 221: *This course covers the basic material of first year calculus presented using infinitesimals instead of epsilon's and delta's.*

The text is H.J. Keisler's Elementary Calculus: An approach using Infinitesimals.

Grades are based on weekly quizzes, 2 one hour tests, and a final exam. No written homework is required.

STUDENT EVALUATION

Students find Professor Barwise a competent and brilliant math professor. The main problem is sometimes the professor knows something and tries to explain it and it remains unclear. The structure of the course seems fair to the students, with homework taking a secondary place to actual understanding. The homework is for a student's personal aid and there are no papers.

Discussion sections are used for review and new material. There is a wide range of opinion as to the actual help they provide. All students felt the course and professor were satisfactory to the point that they would recommend them to students needing the course. However, the teaching assistant was generally considered less organized and sincere compared to the professor.

Prof. Martin: Math 221, Lecture 7

This semester Professor Martin taught Math 222, Lecture 6 which is a sequel to Math 221. We are printing the evaluation from his Math 221 course taken first semester 1971-72 since we don't have an evaluation from this semester.

STUDENT EVALUATION: 25 Enrolled, 17 Taking Evaluation

Professor Martin was very highly recommended by his students. He was cited as an interesting, well prepared and organized lecturer, as well as an above average mathematician. About 90% considered the course a valuable learning experience and would recommend it.

An overwhelming majority (90%) stated that Professor Martin was well organized and well prepared. Less than 5% said that he was either unorganized or unprepared. Again, there was high consensus as to how well the professor knew his subject matter. Over 90% thought he had solid knowledge of his field, and that he expressed his ideas clearly. A frequent complaint, however, was that at times Professor Martin tended to go too fast. Additionally, the students felt that the correlation between theory and practical examples was well balanced (85%).

The discussion sections were not quite as highly recommended as the lectures. Still most did think that the discussions helped them in understanding the material. Several people noted, however, that it was often hard to distinguish between lecture and discussion. Opinions were split about 50-50 as to how much opportunity the student had to participate. Both new and review material was presented.

About 70% felt they had a voice in determining work loads, and over 90% did not feel the homework was excessive or too difficult.

If the students in this class would have known what they know now, 90% would have taken this course, and 100% would recommend it.

Prof. Hellerstein: Math 222, Lecture 1

STUDENT EVALUATION: 295 Enrolled, 211 Taking Evaluation

52% of Professor Hellerstein's lecture found him very well organized and 38% thought he was organized, as opposed to 9% who thought he was very unorganized. 70% felt he encourage independent thinking. 90% of the students taking the evaluation found the professor's knowledge of course material very satisfactory, and over 65% felt that he acknowledged areas in which he was not competent or adequately prepared. The lectures were satisfactory or very satisfactory, according to 89% of the class relative to learning course material; a similar percentage found the professor satisfactory or very satisfactory in expression and conveyance of ideas.

A full 97% of the students would recommend Professor Hellerstein to a friend. 39% found the course harder than average at

this University and 40% found the course average in difficulty, with roughly 10% at each extreme. 76% of the students indicated that the professor directed lectures toward the average student and 79% found the pace of the course about right. 73% found the work fair for the number of credits and 70% found the exams helpful in furthering understanding of course material.

In general, Professor Hellerstein's lecture seemed quite popular with most comments being very positive. The only recurring criticism was that lectures were too often held overly long after the bell.

Prof. Fadell: Math 222, Lecture 7

PROFESSOR'S STATEMENT: This course explores approximation theory (e.g. differentials, Taylor series, Newton's method); l'Hopital's rule; infinite sequences; series; power series; differential Equations using power series; Parametric equations; polar coordinates; and Vectors in 2 and 3 dimensions.

There are usually 3 hour exams and a final. Periodic assignments of a comprehensive nature are handed in for evaluation. In general, the final grade is based upon an average of the exams and the final. Classroom participation and homework can help in borderline situations. A steadily improving record usually results in a grade which reflects the student's performance at the end of the course.

Some attempt is made to get students to prove mathematical theorems on their own and make presentations at the board. At times this leads to lively discussions and can help students begin understanding the "game of mathematics".

STUDENT EVALUATION: 25 Enrolled, 20 Taking the Evaluation

Professor Fadell was well-liked by his class and 95% of those taking the evaluation would recommend him to a friend. He is a good lecturer; 90% of his class rated his lectures satisfactory or very satisfactory with respect to learning course material. 95% of his class felt his lectures to be organized or very organized, and the same percentage considered his knowledge of course material satisfactory or very satisfactory. A large majority of the students stated that the professor acknowledged those areas in which he was not adequately prepared, with many respondents indicating specifically that there was never a time when he was inadequately prepared. This professor encouraged independent thinking in his students. All of Professor Fadell's students felt that he was either competent or very competent in expressing his ideas, and 50% stated that almost all of his lectures were interesting and thought-provoking, 30% stated that about 75% were interesting, and the rest felt that 50% of his lectures were interesting. 70% of the students felt that the course was harder or much harder than other courses they had taken, with 25% stating that the course was about average and the rest stating that it was easier.

Almost all of the students felt the work load was fair and most of this work was important to gaining an understanding of course material. 36% of the students felt the tests given were successful in measuring what they had learned, 12% felt they were very successful, 24% felt they were unsuccessful, and 5% felt they were very unsuccessful. The class was evenly divided as to whether or not the exams were helpful in furthering understanding of subject matter. 75% of the class stated that the final grading was fair.

The T.A.'s knowledge of course material was unanimously rated satisfactory or very satisfactory. His comments on the written work were rated unsatisfactory or very unsatisfactory by 35% of the students, with 65% stating that they were satisfactory. 80% of the class felt the T.A. did not help significantly in the course. Only 40% of the students were satisfied with their quiz section, with 45% stating that they were unsatisfied, and 10% stating that they were very unsatisfied.

Prof. Brauer: Math 223, Lecture 1

PROFESSOR'S STATEMENT: This course is primarily concerned with: calculus of several variables, (partial differentiation with applicators, multiple integrals) and elementary differential equations (solution of first order equations, second order linear equations, linear equations with constant coefficients, their relation to applied problems).

The text is Buck and Willcox's *Calculus of Several Variables*. The final grade is based on two one hour exams, a final exam, and work in quiz section.

STUDENT EVALUATION: 126 Enrolled, 88 Taking Evaluation

Students in Professor Brauer's Calculus course considered him to be a very good lecturer; about 90% would recommend him to a friend. 72% of the students believed that the professor's knowledge of the course material was very satisfactory, 24% thought it was satisfactory, and only 4% felt that it was unsatisfactory. The professor readily acknowledged areas in which he was not competent. His lectures were organized according to most of the students and 85% thought that he encouraged independent thinking. The lectures were regarded as satisfactory with respect to learning course material by 64% of the students and very satisfactory by 28%. 84% of the students thought that at least half of the lectures they attended were interesting and thought provoking. Compared to other courses, this course was considered much harder by 4%, harder by 52%, average by 28%, easier by 14%, and much easier by 2%. However, 80% of the class thought that the lectures were directed towards an average student. The pace of the course was considered about right by 72%, too rapid by 10%, and too slow by 18%.

Compared to the amount of credit received for the course,

72% of the students felt that the amount of work required was fair while 18% thought that it was very fair. 52% of the students thought that the methods to determine the final grades were fair, the rest had no opinion on this point. The exams were helpful to 70% of the class in furthering their understanding of the subject matter. 50% felt that the tests were successful in measuring what they had learned of the course material while 40% felt otherwise.

Prof. Wilson: Math 223, Lecture 2

PROFESSOR'S STATEMENT: This is the third course in our normal calculus sequence. The material covered is multi-variable calculus and introductory differential equations. The course is a basic prerequisite to all higher level math courses. The emphasis is split between development of mathematical intuition and the ability to solve concrete problems.

The required text is *Calculus of Several Variables* by Buck and Willcox.

There are three exams. They stress problem solving but there are some very simple mathematical proofs on the exams. Final grades are based on the exams and work done in quiz sections.

STUDENT EVALUATION: 123 Enrolled, 73 Taking Evaluation

In general, students enjoyed Professor Wilson's teaching style. 47% agreed that his lectures were organized, while 21% said that he was well organized. 80% of the students polled felt Professor Wilson expressed his ideas well. About 60% said the lectures covered relevant course material, and 81% felt the pace of the course was about right. The students were evenly divided as to whether the tests measured what they had learned. 78% of the students felt their grade was determined fairly, while 20% did not feel this way. Written comments by students indicated that they had a difficult time understanding the Buck text because it was very theory-oriented. On the whole, students wished to see more examples in lecture and commented that additional homework would make the material more understandable. Over 90% felt the present work load was fair or very fair.

Prof. Akiyama: Math 223, Lecture 3

PROFESSOR'S STATEMENT: This course is a standard introductory calculus course. It stresses partial derivatives, multiple integration, and ordinary differential equations.

The final grades are based on three one hour exams and on quizzes given in sections.

STUDENT EVALUATION: 14 Enrolled, 10 Taking Evaluation

Students in Professor Akiyama's calculus course considered him a very good lecturer; 85% would recommend him to a friend. 70% were satisfied with the extent that this course has increased their ability to think, criticize, and create, 15% were very satisfied, and 15% were unsatisfied. Most of the students thought that the professor was competent in expressing and conveying his ideas and that more than half of the lectures were interesting. According to 85% of the students, Professor Akiyama was very organized in his lectures, and encouraged independent thinking. The same percentage also felt that he knew his material very well.

Compared to other courses this course was considered harder by 50%, average by 35%, and easier by 15%. 65% thought that the lectures were directed towards average students; while the rest felt that it was directed towards the above average students. The total amount of work required for this course as compared to the amount of credit received, was considered as fair by 65% and very fair by 35% of the class. Exams were helpful to 85% of the students in furthering understanding of the subject matter, and very helpful to 14%. Tests were overall rated quite successful in measuring what the students had learned of the course material. 80% thought that the method used to determine their final grades was fair, 20% thought that it was unfair.

The TA for the course helped significantly to increase the students' understanding of the course material according to all students. 70% were either satisfied or very satisfied with the contribution that the quiz section made to the course. 30% were not satisfied.

Prof. Wasow: Math 320, Lecture 1

PROFESSOR'S STATEMENT: This course is an introduction to linear algebra, including matrices, linear transformations, and eigenvalues. Emphasis is also placed on linear systems of differential equations and the numerical aspects of linear problems.

The text is Brauer, Nohel, and Schneider's *Linear Mathematics*.

There is a six weeks exam, a twelve weeks exam, a final exam, and short quizzes given by the TA's. Grades are based on the average of the three exams, adjusted on the basis of TA's opinions.

STUDENT EVALUATION: 147 Enrolled, 66 Taking Evaluation

Professor Wasow's lectures were considered to be very well organized by 20% of the class while 60% felt that he was adequately organized. 10% said that he strongly encouraged independent thinking while 90% said that he encouraged it. Professor Wasow's knowledge of the course material was felt to be very satisfactory by 20%, satisfactory by 70%, and dissatisfactory by the remaining 10% of the class. 55% of the students felt that the professor did acknowledge areas in which he was not competent or adequately prepared to discuss fully. 45% of the students taking the evalu-

Section V

Part Two

W.S.A. COURSE EVALUATION

Math. 320, Lecture 1 — continued from page 20, part I.

ation felt that the lectures were unsatisfactory with respect to learning the course material, while 55% felt they were satisfactory. Of the lectures attended, 60% of the students felt that 25% or less were interesting or thought provoking, 20% thought that at least 50% were, and 20% felt that all of them were. In his expression and conveyance of ideas the professor was believed to be satisfactory by 40% of the students, unsatisfactory by 50%, and very satisfactory by 10%. 50% of the students said that they would recommend him to a friend.

The course was felt to be harder than average by 30% of the students and easier by 10% while 60% felt it to be average. The lectures were said to be directed toward the average student by 80% of those taking the evaluation, and toward the above average student by 20%. The pace of the course was considered just right by 60%, too fast by 30%, and too slow by 10%.

Most of the comments stated that the professor did explain some things but left too much for the students to find out. Although he encouraged participation in class, little was stimulated on his part.

The work load in the course was said to be fair by 80%, very fair by 10%, and unfair by 10% of the students. Tests in terms of measuring what one had learned were considered to be successful by 70% and unsuccessful by 30%. As to how helpful the tests were in furthering understanding of the subject material 30% felt that they were unhelpful while 10% said they were very unhelpful, and 60% said they were helpful. 20% said that 40-60% of the assigned material was important to gaining an understanding of the course material while 30% said that 60-80% was, and 40% said that more than 85% was important. Methods to determine the final grades were considered fair by 60% of the students.

The TA's knowledge of the material was considered to be satisfactory by 60% of the students while 40% said that he was very satisfactory. Comments on exams and homework were considered to be satisfactory by 50%, very satisfactory by 30%, and unsatisfactory by 10% of the students. 90% of the class felt that the TA stimulated thinking and criticism and 10% felt that he did not. The TA, Ting-Gung-Yung, was considered to be excellent. He was very helpful and always stimulated discussion.

Prof. Schneider: Math 320, Lecture 2

PROFESSOR'S STATEMENT: *The subject matter is standard for this course, i.e. linear algebra and linear differential equations. However, the method of presentation is experimental. The lecturer meets the class 3 times a week and there are no quiz sections. A TA is assigned to the course and has office hours once a week. Thus, it is the students' responsibility to seek additional help and counseling.*

The text is Brauer, Nohel, and Schneider's Linear Mathematics. Final grades are based on a final and three one hour exams.

STUDENT EVALUATION: 64 Enrolled, 49 Taking Evaluation

In Professor Schneider's linear algebra course, 70% would recommend him to their friends while 30% would not. 50% were satisfied, 5% very satisfied, and 45% unsatisfied with the extent this course has increased their ability to think, criticize, and create. 65% thought that at least half of the lectures were interesting and thought provoking; 35% thought only 25% of the lectures were.

75% thought that Professor Schneider's lectures were organized, 5% very organized, 15% unorganized, and 5% very unorganized. All students said that the professor knew the course material well. As to how satisfactory were lectures with respect to learning course material, 60% said satisfactory, 15% said very satisfactory, 20% said unsatisfactory, and 5% said very unsatisfactory. The professor encouraged independent thinking according to 95% of the students.

Compared to other courses, this course was regarded as average in difficulty by 65%, harder by 35%. Half of the students thought the lectures were directed to the average students, the other half thought that they were directed to the above average students. The pace at which the material was presented was about right to half of the class, and too rapid for the remaining half.

Comments on the lectures and the professor varied. Some said it could be better, some said it was above average. Some said that the blackboard writing was not very good.

The total amount of work required in comparison to the amount of credits received for the course was treated as fair by 80%, very fair by 5%, and unfair by 15%. Exams were helpful to 60%, unhelpful to 30%, and very unhelpful to 10% in furthering the students' understanding of subject matter. To 70% of the students, tests and homework assignments were important to understand the course. 65% thought that the method used to determine their final grades were fair, and 35% felt otherwise.

Prof. Brauer: Math 320, Lecture 3H

PROFESSOR'S STATEMENT: *This course explores: linear algebra (matrix operations, algebraic equations, determinants, abstract vector spaces), and linear differential equations (general theory of systems, and systems with constant coefficients).*

The text is Brauer, Nohel, and Schneider's Linear Mathematics. The final grade is based on one or two one hour exams, the final exam, and problem sets.

STUDENT EVALUATION: 36 Enrolled, 24 Taking Evaluation

In Professor Brauer's Linear Algebra course, 70% of the students would recommend him to a friend, while 30% would not. 43% were satisfied, 14% very satisfied, and 40% unsatisfied with the extent this course had increased their ability to think, criticize, and create. 70% of the students thought that at least 50% of the lectures were interesting and thought provoking, and 30% thought that 25% of them were. All of the students thought that the professor was competent or very competent in expressing and conveying his ideas. All agreed that Professor Brauer encouraged students' independent thinking.

The lectures were regarded as organized by 70%, very organized by 10%, and unorganized by 20%. Compared to other courses, this course was regarded as average by 60%, easier by 20%, much easier by 20%. 70% thought the course was directed towards the average student, and 30% thought it was directed towards the above average student. The pace at which material was presented was about right according to 90% of the students, and too slow, according to the remaining 10%.

The students taking the evaluation did not like the course material very much; some said it was poorly designed, some said it was not too stimulating.

60% considered the total amount of work fair for the amount of credit received for the course, and 40% felt otherwise. Exams were helpful to 60% of the students and very helpful to 20% in furthering understanding of the course material. Most assignments were important to gain an understanding of the course material.

Prof. Forelli: Math 431, Lecture 4

PROFESSOR'S STATEMENT: *This course is an introduction to the theory of probability. Grades are based on a six weeks exam, a twelve weeks exam, and a final.*

STUDENT EVALUATION: 28 Enrolled, 20 Taking Evaluation

Professor Forelli's lectures were considered to be very well organized by 65% of the class while 20% felt that he was adequately organized. 25% said that he strongly discouraged independent thinking, 35% felt that he discouraged it, and 20% felt that he encouraged it. Professor Forelli's knowledge of the course material was considered to be very satisfactory by 35%, satisfactory by 50%, unsatisfactory by the remaining 15% of the class. Most (60%) of the students said that the professor did acknowledge his lack of competence or preparation in areas that he was not familiar with. 40% of the students taking the evaluation felt that the lectures were unsatisfactory with respect to learning the material, while 40% felt that they were very unsatisfactory and 10% felt that they were satisfactory. Of the lectures attended by the students, 50% felt that 25% or less were interesting and thought provoking, 45% thought that 50% were, and 5% felt that almost all of them were. In his expression and conveyance

of ideas the professor was believed to be satisfactory by 65% of the students and unsatisfactory by 35%. 40% of the students said that they would recommend him to a friend.

The course was felt to be harder than average by 60% of the students while 40% felt it to be average. The lectures were said to be directed toward the average student by 30%, and toward the above average student by 70%. The pace of the course was considered just right by 40%, to fast by 30%, and too slow by 30%.

The basic criticisms of the course were that it was boring, too structured, and too high-leveled. Most of the comments were directed toward the value of the course and the material covered seemed to increase the dissatisfaction.

The work load in the course was said to be fair by 70%, very fair by 10%, and unfair by 10% of the students. Tests in terms of measuring what one has learned were considered to be successful by 30%, unsuccessful by 50%, and very unsuccessful by 20% of the class. As to how helpful tests were in furthering understanding of the material, 60% felt that they were unhelpful while 30% said that they were very unhelpful and 10% said that they were helpful. 20% said that 40-60% of the assigned material was important to gaining an understanding of the course material while 30% said that 15-40% was helpful, and 20% said that less than 15% was helpful. Methods to determine the final grades were considered fair by only 40% of the students.

Grading and exams were considered to be too hard and geared only to Math majors. Many said that test materials were not indicative of amount of studying and required too much memorization.

Prof. Wahl: Meteorology 100, Lecture 1

This evaluation is reprinted from the Semester I Course Evaluation as WSA did not evaluate the course in Semester II.

PROFESSOR'S STATEMENT: This is a one semester survey of the field of meteorology. Chapters covered are concerned with the general characteristics of the atmosphere, heating, and energy budgets, thermodynamics, clouds and precipitation processes, atmospheric motions, the general circulation, weather systems and smaller scale phenomena, such as thunderstorms, tornadoes, etc. Emphasis is on the understanding of the basic processes, their physical meaning and the effect of weather and climate on human activities. Material is presented in three weekly lectures and reinforced in a one-hour discussion period which also is used to work out problems to deepen the understanding of the material.

The basic material including syllabus and detailed course outline is contained in a workbook: *Survey of Meteorology* which is required for this course. In addition, the required text is S. Petterssen's *Introduction to Meteorology*. Additional suggestions for reading are given during the course.

There are usually three exams during the semester (5, 9, and 12 weeks) and the official final exam as scheduled by the college. All exams are objective, cover the material for about 1/3 of the course and are taken usually during the class hour. By assigning an appropriate number of points to each according to the difficulty of the material, exam results go into the final in weighted form. All exams together contribute approximately 80-85% to the final grade; the rest is based on the evaluation of the student by the TA in the discussion section for participation, interest and attendance (which is mandatory in discussion). Grades are assigned by the professor.

STUDENT EVALUATION: 212 Enrolled, 155 Taking Evaluation

Most of the professor's lectures come from a lab book, of which he is the author. He is well organized and well prepared since he very strictly follows the material in this manual. Over 99% of the students think that he has a solid knowledge of his subject. There is also a general feeling that the lectures are somewhat boring. Over 80% of the class believed that it was a valuable learning experience and that the balance between theory and practical examples was a good one.

This four credit course involves three lectures per week and one mandatory discussion section. This discussion section is spent almost entirely in review and clarification of the lecture material. 78% of the students thought that it did contribute to the overall understanding of the course.

The work load of the course is not great, according to those students taking the evaluation. An overwhelming percentage stated that the reading and homework was neither excessive nor too difficult. 59% said the exams were a measure of a student's knowledge of the course material.

The overall impression of the course would appear to be a good one. Knowing what they did at the time of the evaluation, 71% would take the course, and 68% would recommend it. Only 49% would take another course by this professor. Some stated that his German accent made it a little hard to understand his lectures, but he comes across to the students as being sincerely concerned about them.

Prof. Sechrist: Meteorology 100, Lecture 2

This evaluation is reprinted from the Semester I Course Evaluation as WSA did not evaluate the course in Semester II.

STUDENT EVALUATION: 86 Enrolled, 61 Taking Evaluation

Professor Sechrist almost unanimously was rated by his students as being an outstanding lecturer in all respects. He was interesting and fun to listen to, and he conveyed the material extremely well. The students were also very impressed with the visual aids that Professor Sechrist used in the course.

Almost all of the students (97%) said that Professor Sechrist was usually well organized and 98% thought that he was usually well prepared. Nearly all (93%) reported that he expressed his ideas well, while only 3% thought that he assumed

too much prior knowledge. All the students believed that he had a solid knowledge of the subject, and 98% thought that there was a good balance between theory and practical examples. In short, the students thought very highly of the professor's lecturing ability. The students were impressed with the course as a whole, and 98% stated that it was a valuable learning experience.

There was no discussion section in this particular lecture and the course was almost exclusively oriented around the lectures. The book was noted by many students and by Professor Sechrist as being somewhat difficult for an introductory course, but since the book was not required, only recommended, and no reading was assigned except as supplementary, voluntary work, this is not significant. There was no homework in the course, and only 2% of the students reported the work load was excessive.

The six weeks exam was essay type, and the twelve weeks and final were objective. 80% of the students stated that the tests were a fair measure of knowledge of course material.

If the students in this class would have known what they know now, 97% would have taken this course and would recommend it to others; of the remaining 3%, no one stated definitely that they would not recommend the course.

Prof. Houghton, Meteorology 100, Lecture 3

PROFESSOR'S STATEMENT: This lecture course deals with the science of the earth's atmosphere, particularly with the natural processes which produce weather and climate. The goal of the course is to give you a better understanding of weather and climate so that you can have a meaningful awareness of your environment, and better understand the frequent references to the weather made by the news media, the scientific profession, and others.

Areas covered: atmospheric variables, energy, motion, temperature, large scale weather phenomena, local scale weather phenomena, climate, forecasting, applications, modification.

The required text is *Elements of Meteorology*, by Miller and Thompson. The final grade is based on a six weeks exam (20%), a twelve weeks exam (20%), a final exam (40%), and a term project (20%).

STUDENT EVALUATION: 80 Enrolled, 42 Taking Evaluation

Students in this course considered the professor to be a below average educator; 40% of the students would not recommend him to a friend. Around 66% of the students believed that the professor's lectures were organized, while 27% felt that they were unorganized and 7% considered them to be very unorganized. About 58% of the students found the professor encouraging independent thinking, but the rest (42%) felt that he discouraged independent thinking. The professor's knowledge of course material was found very satisfactory by 18% of the students, satisfactory by 72%, and unsatisfactory by 10%. 90% of the students found the professor readily acknowledged areas in which he was not competent. Around 49% found him unsatisfactory, 41% considered him so-so, and 10% found him very good. Most of the students (66%) felt the professor's lectures with respect to learning course material were satisfactory while 16% said they were unsatisfactory and 18% said that they were very unsatisfactory. Around 11% of the students found all of the lectures they attended interesting and thought provoking, 13% found about 75% of the lectures this way, and 25% found about 50% to be so, and the rest (51%) found about 25% or less of the lectures interesting. Over 80% of the students would rate the competency of their professor in expressing and conveying his ideas satisfactory or very satisfactory, while the rest would rate it unsatisfactory and very unsatisfactory. Compared to the other courses, this course was considered to be much easier by 22%, easier by 40%, and average by 38%. 84% of the students felt that the course was directed to the average students, while 16% believed that it was directed to the below average students. The pace of the course was considered about right by 77% and too slow by 16%. About 8% of the students were very unsatisfied and 55% were unsatisfied with the extent that this course had increased their ability to think, criticize, and create, while 34% were satisfied and 3% were very satisfied.

Compared to the amount of credit received for the course, most (66%) of the students felt that the amount of work that was required was fair, while 28% felt that it was very fair. About 90% of the students thought that the methods used to determine their final grades were fair. The exams were considered very successful in measuring what students had learned of the course material by 10% of the students and successful by 57%, while 26% felt they were unsuccessful and 7% felt they were very unsuccessful. 52% of the students felt that the exams were helpful in furthering their understanding of the subject matter while 38% felt that they were unhelpful, 6% very unhelpful, and 4% very helpful. Many people thought that the professor was fair and easy going. However, they thought that the term paper was too heavily weighted for the final grade.

About 32% of the students did not know that they had a TA. As for those that did, they found the TA exceptionally good and helpful. 60% of the students rated the TA's knowledge of course material satisfactory, and 40% rated his knowledge as very satisfactory. 27% of the students found the TA's comments on their written work very satisfactory and 73% considered his comments satisfactory. 73% of the students felt that the TA helped significantly to increase their understanding of the course material, and 73% felt that the TA did increase their ability to think, criticize, and create.

Prof. Horn: Meteorology 100, Lecture 4

PROFESSOR'S STATEMENT: Although the course focuses on the natural processes which produce weather and climate, some of the effects of the activities of man on the atmosphere and vice versa are also considered. The major topics include: 1) the origin

and maintenance of the atmosphere as an enormous and intricate ecological system, 2) the cause of wind, 3) the nature of storms, 4) the large-scale patterns of climate and 5) climatic change.

The text for the course is Petterssens's *Introduction to Meteorology*.

There are three one hour exams (5th, 10th, and 14th weeks) and a two hour final exam. For each student, his lowest grade on the three one hour exams is thrown out. Each of the remaining one hour exams is weighted at 30% and the two hour final at 40%. The exams consist of a mix of objective questions (multiple choice, etc.) and short answer questions requiring a few sentences or sketches for answers. There are some optional evening or late afternoon discussion sections for the students' benefit 6 or 7 times during the course of the semester.

STUDENT EVALUATION: 68 Enrolled, 42 Taking Evaluation

Students in this course considered the professor to be an excellent lecturer. 85% of the students felt that his lectures were very organized, 10% felt they were organized, and 5% felt they were unorganized. 80% said that the professor strongly encouraged independent thinking and 5% said that he discouraged it. 83% believed the professor's knowledge of the course material was very satisfactory, 12% said that it was satisfactory, while only 5% found it unsatisfactory. Around 87% of the students agreed that the professor acknowledged those areas in which he was not adequately prepared or fully competent, but 13% did not agree. 68% of the students thought the lectures were very satisfactory with respect to learning course material, 20% felt they were satisfactory, and another 4% and 8% thought they were unsatisfactory and very unsatisfactory respectively.

More than 90% of the students taking this evaluation would recommend this professor to a friend. 44% of the students stated that almost all of the lectures were interesting, 37% thought that 75% of the lectures were interesting, while the rest felt that only half were interesting. 70% of the students said that the professor's competency in expressing and conveying his ideas was very satisfactory, 23% thought that it was satisfactory, and only 7% felt it was very unsatisfactory.

Compared to other courses, this course was considered much harder by 19%, average by 52%, and easier by 19% and too much easier by 5%. About 98% of the students considered most of the lectures directed to average students, while 2% thought they were directed to above average students. The pace of the course was considered about right by 83% and too fast by the rest. 8% of the students were very satisfied and 75% were satisfied with the extent that this course had increased their ability to think, criticize, and create.

Compared to the amount of credit students received for the course, most students (70%) felt that the amount of work required was fair, 22% believed it was very fair, while 8% felt that it was unfair and very unfair. The exams were considered successful in measuring what students had learned of the course material by 66% of the students and very successful by 28%, while only 6% felt they were unsuccessful. 66% of the students said that the exams were helpful in furthering their understanding of all subject matter, 13% considered they were very helpful, while another 13% and 8% respectively thought that they were unhelpful and very unhelpful. 94% of the students felt that the methods used to determine their final grade were fair. 62% of the students considered the TA's knowledge of the course material satisfactory. 69% of the students thought that their TA helped significantly to increase their understanding of the course material. 52% of the students were satisfied with the contributions that the quiz sections made to the course, 26% were very satisfied, the rest (16% and 6%) were unsatisfied. A little more than half of the students (53%) believed that their TA had increased their ability to think, criticize, and create.

Prof. Wendland: Meteorology 121, Lecture 1

This evaluation is reprinted from the Semester I Course Evaluation as WSA did not evaluate the course in Semester II.

PROFESSOR'S STATEMENT: This course covers large scale climatic patterns and causes; history of climates during the last 10,000 years; and causes; Man's impact on environment and possible effect on climatic patterns.

Recommended reading includes: *Clairborne's Climate, Man and History*, and a reprint booklet locally prepared and available from College Printing and Typing.

Grades are based on a six weeks exam (30%), a twelve weeks exam (30%), and a final exam (40%).

STUDENT EVALUATION

Professor Wendland has put together an interesting, well organized, two credit science course. Many students found him to be very sincere and articulate. Some considered him to be the best undergrad professor they had. One often cited complaint was that the lectures sometimes demanded too much prior knowledge, and sometimes it was difficult to tell how important the details of a lecture are to the course. The most positive aspect of this course is Professor Wendland's overwhelming success in the use of visual aids. In addition, before each lecture, a general outline of the day's topic is presented. Optional discussion sections were scheduled during the course of the semester, to clarify material from the lecture. The discussion sections are organized and useful. The TA's for this course have received superior ratings by most students. The discussion sections are a direct result of the professor's desire to provide complete preparation for exams. The work load is determined solely by the professor however, there were no complaints. The exams are either multiple choice or essay, with each student able to choose which he or she would like to take. There were no papers.

The readings are optional and not directly essential for the exams. The exams cover material from the lectures. A majority of the students said they were fair. The reading is neither too excessive, not too difficult, but were hard to directly correlate to each particular lecture. This course and professor were overwhelmingly recommended.

Prof. Shetney: Music 106, Lectures 1, 2, 3, and 4

PROFESSOR'S STATEMENT: A music-appreciation type of course, *SYMPHONY* aims to acquaint the general student with music for symphony orchestra from the time of Mozart to the present. Previous musical experience and training is not assumed, nor is ability to read music notation. About 15 symphonic works are presented in depth, and another 20 or so are added as supplementary material. Purchase of LP recordings and attendance at orchestral concerts is warmly encouraged. Music is chronologically presented from the cultural and stylistic point of view and with emphasis on internal structure and sonority addressed to the question of "what to listen for" in orchestral music. Two lectures per week and bi-weekly quiz sections given by TA's are held. "Outside reading" equates with "outside listening"; music is available in the Listening Lab in Van Hise Hall.

There is no required reading but a text is used. Students should plan to listen to specified musical examples about two hours per week.

There are three exams: a six weeks, a fourteen weeks, and a final exam. Students with an "A" average at 14-week time are exempted from taking the final exam. Grading pattern follows practice in L&S. Grades are dependent upon exams and on work in the quiz-listening sections as reported by TA's.

This course is not open for credit to music majors. The course is taken by freshman through seniors in the ratio of 20-30-30-20 whose own major is in any college or department of the university at large. Music 106 carries Humanities credits toward the L&S "breadth" requirement and it is designated as an "elementary course".

STUDENT EVALUATION, LECTURE 1: 222 Enrolled, 97 Taking Evaluation

About 70% of Prof. Shetney's students thought that he gave an organized lecture, 43% thought that it was satisfactory and 52% found it very satisfactory. 54% found that the lectures were relevant to the learning of course materials and overall 54% rated him as satisfactory and 27% thought he was very satisfactory. Over 67% of the students would recommend him to a friend whereas 27% would not. Most of the students thought the course was fairly easy, 34% said it was average in difficulty and 38% said that it was easier than most courses. They all thought (92%) that the course was aimed at the average students and that the pace was about right (80%). 58% thought they were able to increase their ability to think, criticize, and create by attending this course, whereas 16% did not feel this way. 13% felt that it helped them very much in this manner.

Concerning the amount of work assigned 69% thought that it was fair, 13% very fair, and 23% unfair as compared to the amount of credit received. Also, 65% said that the tests gave a good measure of how much they had learned from the course material, but 23% said they weren't. About half (45%) said that the tests helped in furthering understanding of the course material and 40% said that they didn't. 90% felt the grading to be fair.

80% of the students thought that the TA's English was satisfactory. 60% thought that he knew the course material very well and 30% felt that he knew it well. Hence, 85% regarded the TA as helpful. Most of the students regarded the TA as very enthusiastic and knowledgeable.

STUDENT EVALUATION, LECTURE 2: 179 Enrolled, 50 Taking Evaluation

The students in this course considered the professor to be a good educator; 74% would recommend him to a friend. 60% believed that the professor's knowledge of the course material was very satisfactory, 25% thought that it was satisfactory, and 5% felt that it was unsatisfactory or very unsatisfactory. The professor quite readily acknowledged areas in which he was not competent or adequately prepared. 46% of the class felt that Professor Shetney's lectures were organized, 34% very organized, while 10% felt they were not organized and 10% felt they were very unorganized. 60% of the students stated that the professor encouraged independent thinking; about 30% thought that he discouraged it. 54% felt that the lectures were satisfactory with respect to learning course material while 36% felt that they were very satisfactory and the remaining 10% felt they were unsatisfactory. 46% of the students thought that the professor's ability to express his ideas was satisfactory, and 34% felt that it was very satisfactory, while 18% felt that it was unsatisfactory. Compared to other courses, this course was considered average by 24% and easier and much easier by 58% and 16% respectively. 85% of the students taking the evaluation felt that the course was directed towards the average students. The pace of the course was considered to be about right by 84% of the class while 10% considered it to be too slow.

Compared to the amount of credit received for the course, 58% felt that the amount of work required was fair while 34% felt it very fair. Almost the entire class (about 98%) thought that the methods used to determine their final grades were fair. The exams were considered successful in measuring what students had learned of the course material by 67%, 24% considered them very successful, while 19% considered them unsuccessful. 55% of the students felt that the exams were helpful in furthering their understanding of the subject matter, 5% very helpful, while 35% felt they were unhelpful and 10% very unhelpful. 46% of the students were satisfied with the contribution that the quiz section made to the course and 40% were very satisfied. 68% of the students rated the TA's knowledge of the course mat-

erial very satisfactory while most of the others felt it was satisfactory. 88% of the students felt that the TA's increased their ability to think, criticize, and create.

STUDENT EVALUATION, LECTURE 3: 170 Enrolled, 85 Taking Evaluation

The students in this course considered the professor to be knowledgeable (91%), experienced and interesting, but at the same time found him to be confusing, moody and sometimes eccentric. 57% of the class would recommend him to a friend with the rest dissenting. Most (68%) felt that the lectures were organized and some 18% found them very organized. 62% maintained that Professor Shetney readily acknowledged those areas in which he was not adequately prepared or competent to discuss fully. In general, the lectures were found to be helpful toward learning course material (78% agreed). Of the lectures attended, however, only 15% of the students found them all to be interesting and thought provoking; 10% found 75% of them so, 45% thought that only 50% of them were, and 30% thought that less than 25% of them were interesting. Most (93%) thought the professor was competent enough to convey his ideas.

Compared to other courses the students had taken, 26% felt that the course was easier, and 57% found it much easier. 84% said that the course was directed toward the average students. 96% considered the pace of instruction about right. 36% were dissatisfied with the extent this course had increased their ability to think, criticize, and create while 50% found it satisfactory. Compared to the amount of credits received for the course, 18% found the work load to be unfair, 64% found it to be fair, and 18% found it to be very fair. The tests given in measuring the progress of learning were considered to be unsuccessful by 29% and successful by 71%. 55% found the exams unhelpful to furthering their understanding of subject matter and the rest found them helpful. Every student considered the methods used to determine their final grades fair.

The lecture had teaching assistants. Most students considered them interesting, helpful and overloaded. A general impression of the lecture was that the work was easy with minimum reading and listening. A general criticism was that the tests tended to be picky, detailed, or irrelevant. The grading, however, was extremely fair and generous.

STUDENT EVALUATION, LECTURE 4: 154 Enrolled, 105 Taking Evaluation

Professor Shetney's lectures were considered to be well organized by 35% of the class while 48% felt that they were adequately organized. 5% said that he strongly encouraged independent thinking, 50% said that he somewhat encouraged it, and 20% felt that he discouraged such thinking. The professor's knowledge of the course material was felt to be very satisfactory by 65% of the class, satisfactory by 23%, and dissatisfactory by the remaining 5%. Most (60%) of the students said that the professor did acknowledge his lack of competence or preparation in areas he was not familiar with. 10% of the students taking the evaluation felt that the lectures were unsatisfactory with respect to learning course material, while 30% felt that they were satisfactory, and 60% felt they were very satisfactory. Of the lectures attended by the students 27% thought that at least 50% were interesting and thought provoking and 29% felt that almost all of them were. In his expression and conveyance of his ideas the professor was believed to be satisfactory by 55% of the students and very satisfactory by 30%. 80% of the students said they would recommend him to a friend.

The course was felt to be easier than most courses at the university by 45% and average in difficulty by 30%. The lectures were said to be directed toward the average student by 85% of the class and toward the above average student by 15%. The pace of the course was considered just right by 88%, and too slow by 9%.

General impressions of the professor were that he was a very good lecturer with adequate knowledge of his subject matter, and that he was very interesting. Above all, he was very helpful and was always willing to help the students.

The work load of the course was said to be fair by 54%, very fair by 18%, and unfair by 15% of the students. Tests in terms of measuring what one had learned from the course were considered to be successful by 60%, unsuccessful by 15%. As to how helpful the tests were in furthering understanding of the subject matter, 35% felt that they were unhelpful while 40% said that they were helpful. 20% said that 40-60% of the assigned material was important to gaining an understanding of the course material, while 24% said that 60-85% was important. Methods to determine final grades were considered fair by 80% of the students.

The TA's knowledge of the material was considered to be satisfactory by 22% of the students while 55% said that he was very satisfactory. 55% of the students felt that the TA did stimulate thinking and criticism and 35% felt that he did not. The students, in general, felt the TA was very knowledgeable of the subject and very skilled in conduction of the section. They also felt that he cleared up a lot of difficulties arising in the lecture material.

Professors Pro Arte: Music 108, Lecture 1

PROFESSORS' STATEMENT: This course is concerned with the study of string quartet literature of the twentieth century, and the analysis of musical styles and compositional craftsmanship. Emphasis is placed on how to listen to and understand performances of contemporary chamber music.

There is no required text for the course, and three exams are given. There is a six weeks, a twelve weeks, and a non-cumulative final. Grades are based 50% on exams and 50% on class attendance.

Prof. Crawford: Philosophy 101, Lecture 2

PROFESSOR'S STATEMENT: This course is concerned with: 1) a discussion of what it is to be rational or reasonable in one's beliefs, attitudes, judgements, decisions, and values; 2) an examination of Socrates' philosophizing and his philosophy of life as a way of talking about the methods and tools of philosophy; 3) an evaluation of the considerations which have been advanced in support of the view that belief in a superhuman deity or power is reasonable; 4) an examination of some major problems and theories of ethics; and 5) perception and human knowledge.

The final grade is based on two in class essay-type examinations which counts 50% of the final grade, and a final which also counts 50%.

STUDENT EVALUATION: 84 Enrolled, 69 Taking Evaluation

A great majority of Professor Crawford's Philosophy class considered him to be a stimulating and knowledgeable teacher; 92% would recommend him to a friend. 78% rated the professor's knowledge of course material as very satisfactory while 17% rated it as satisfactory. 77% of the students stated that Professor Crawford readily acknowledged those areas in which he was not adequately prepared or competent to discuss fully. Students almost unanimously rated the professor as being competent in expressing and conveying his ideas; 50% rated him as satisfactory in this respect while 45% rated him as very satisfactory. Professor Crawford encouraged independent thinking to a great degree; 52% stating that he encouraged it and 42% stating that he strongly encouraged it.

As for the professor's lectures, 97% rated them as either organized or very organized, and 95% rated them as satisfactory or very satisfactory with respect to learning course material. Of the lectures attended, 26% said about half of them were interesting and thought provoking, 43% said 3/4 of them were, and 26% rated the professor high on almost all of his lectures.

Compared to other courses they had taken at this university, 23% rated Philosophy 101 as harder than most, 62% rated it as average, and 9% thought it was easier. 62% said they were satisfied with the extent to which this course increased their ability to think, criticize, and create, 27% said they were very satisfied, and 7% were unsatisfied.

Compared to the amount of credit received for the course, 81% said the work required was fair, and 14% said it was very fair. The exams were considered successful in measuring what they had learned of the course material by 72%, and very successful by 12%, and unsuccessful by 11% of the class. 62% rated the exams as helpful in furthering their understanding of all subject matter, 7% thought they were very helpful, and 22% said they were unhelpful. 70% said that the methods used to determine their final grades were fair.

Most of the students (92%) felt that their TA helped significantly to increase their understanding of the course material. 28% rated their TA's knowledge of course material as satisfactory while 73% rated it as very satisfactory. Students in this course felt that the quiz section made a satisfactory contribution to the course, and 86% felt their TA increased their ability to think, criticize, and create.

Prof. Chassler: Philosophy 101, Lecture 3

This evaluation is reprinted from the Semester I Course Evaluation as WSA did not evaluate the course Semester II.

PROFESSOR'S STATEMENT: This course is about problems about knowledge, problems about minds, problems about freedom, and problems about doing good. The emphasis is on technical philosophy. Students are expected to learn to conduct arguments the way philosophers are supposed to. Great emphasis is placed on students talking to one another rather than to instructors. The majority of written work is done cooperatively with other students.

The required reading is Joseph Margolis' An Introduction to Philosophical Inquiry.

There are no in-class exams. Four papers (three in concert with other students) are required. Grades are based on these papers. Grades can be improved by presentations in discussion sections.

Mostly the course is designed to get people to think in a certain way. It is not designed to get them to think any special things. Almost no conclusions are advanced. The course doesn't and isn't intended to help students in formulating a philosophy of life.

Prof. Hosler: Philosophy 101, Lecture 6

This evaluation is reprinted from the Semester I Course Evaluation as WSA did not evaluate the course in Semester II.

PROFESSOR'S STATEMENT: This course is a general introduction to philosophy. The required reading includes Introductory Readings in Philosophy by Singer and Ammerman, and Erthyphro by Plato.

Grades are based on two exams and a paper. The exams are both take-homes.

STUDENT EVALUATION

In the evaluation of Professor Hosler's Philosophy 101, approximately half the class thought that he was quite well organized and the remaining 32% felt he was generally well organized. It was the consensus that he had a solid knowledge of the course material and 70% felt that he was well prepared for lecture. Most students believed that he did not assume too much prior knowledge. Approximately 1/3 of the class felt that he did not always express his ideas clearly while 38% felt that he did express himself well. About 64% said that the course was valuable as a learning experience.

Most students reported that Professor Hosler is an interest-

ing lecturer who gets along with his students well and can keep their attention. The course and material covered were criticized more often than the professor.

Most of the material presented in discussion section was review and approximately half of the class felt that this was quite helpful. Many said that the discussions were quite boring and felt that it would be better to have another lecture or have the TA introduce some new material.

76% felt that they had no say in determining work load, about 40% felt that they had a choice in deciding paper topics. It was felt that generally the exams and papers were quite fairly graded and measured one's knowledge of the material covered in the course. Exams gave the students a choice of questions to answer. Homework and reading material was not excessive. Many considered the books too old and felt they should be updated.

Knowing what they now know, 60% would still have taken the course while 56% said that they would recommend the course. Most of the students said they would take another course by the same professor.

Prof. Dretske: Philosophy 103, Lecture 1

PROFESSOR'S STATEMENT: This is a first course in the theory of knowledge. Not only do we try to answer the question: What is knowledge? but we also discuss the questions: How is knowledge acquired in perception: Is there any a priori knowledge? Is memory a form of knowledge? There is also a discussion of various theories of truth.

There are two texts: Hamlyn's The Theory of Knowledge (most of it is required) and Ammerman and Singer's Belief, Knowledge, and Truth (this is a collection of readings and the students are asked to read about one-third of the articles).

Final grades are based on a six weeks, in-class, open book exam, a twelve weeks exam, a 5-10 page paper and an in-class open book final exam.

STUDENT EVALUATION: 90 Enrolled, 42 Taking Evaluation

Professor Dretske appeared to be a very well liked professor by his students; 96% said that they would recommend him to a friend. 93% rated his knowledge of course material as very satisfactory with about 2/3 indicating that he readily acknowledged those areas in which he was not fully competent. His competency in expressing and conveying his ideas was rated as very satisfactory by 86%. 67% felt Professor Dretske encouraged independent thinking while 28% felt he strongly encouraged it. Students were very positive in their comments about the professor indicating that he was a stimulating and informative lecturer.

Lectures were said to be very well organized by 57%; well organized by 40%. 96% felt that lectures were either satisfactory or very satisfactory with respect to learning course material. 43% said that about 3/4 of the lectures were interesting and thought provoking while a third felt that almost all of them were. Most said that lectures were directed to average students at a satisfactory pace. Many students commented on Professor Dretske's ability to entertain opposing viewpoints from students and his willingness to elaborate on ideas not initially understood.

Compared to the amount of credit received for the course, 74% felt that the total amount of work required was fair; 24% felt that it was very fair. Most felt that about 2/3 of the assigned material was important to gain an understanding of course material. 60% felt that the exams were successful in measuring what they had learned and helpful in understanding course material; roughly 20% felt the exams were unsuccessful and unhelpful. Many students commented that the exam was too long and that the reading was often difficult, yet most seemed satisfied with course requirements as a whole. 74% felt the methods used to determine their final grade was fair.

While comments regarding the TA were generally positive, they were, none-the-less, mixed. Some students commented that while the TA was very knowledgeable he seemed a bit unsure of himself and discussion sometimes got out of hand. 63% rated the TA's knowledge of course material as satisfactory and 31% rated it as very satisfactory. Comments on written work were rated as sufficient and helpful by 47%, very helpful by 16%, and unhelpful by 24%. About two-thirds felt the TA contributed significantly to their understanding of course material, that the discussion section as a whole made a satisfactory or very satisfactory contribution to the course, and that the TA had increased their ability to think, criticize, and create.

Most of the students contacted expected a grade of an A or a B in the course. 57% felt the course was average in difficulty compared to other courses they had taken at Madison while 34% felt it was harder. While 14% were unsatisfied with the extent to which the course had increased their ability to think, criticize, and create, 54% were satisfied, and 29% were very satisfied.

Prof. Singer: Philosophy 211, Lecture 2

This evaluation is reprinted from the Semester I Course Evaluation as WSA did not evaluate the course in Semester II.

PROFESSOR'S STATEMENT: This course is a study of the principles, standards, and methods for distinguishing good reasoning from bad, as applied to deductive and inductive inference. The text used is M. Black's Critical Thinking; but the exact text assigned is unimportant. I do share the current mania for the esoteric or other delights of modern mathematical logic. Therefore, in being traditional, this course is different.

Supplementary reading includes C.R. Wylie, Jr.'s 101 Puzzles in Thought and Logic; Fearnside & Holter's Fallacy, the Counterfeit of Argument; Singer and Ammerman's Introductory Readings in Philosophy, and Copi and Gould's Readings on Logic.

Final grades are based on two one-hour exams (50%) and one

two-hour exam (final, 50%).

Consideration is given to improvement as well as other class work.

STUDENT EVALUATION: 33 Enrolled, 21 Taking Evaluation

All of the students were impressed with Professor Singer's knowledge of his subject and all but one considered him well organized and well prepared for the class. Six of the twenty-one students polled thought he needed more clarity in presentation and five suggested more practical examples and applications rather than a concentration on theory. Nonetheless, seventeen students judged the course to be a valuable learning experience.

The homework and reading assignments were considered to be well coordinated with the lectures, neither excessive nor too difficult, but not as helpful as possible since the homework was not reviewed in class soon after it was assigned. There were no papers given out and there was no need for the students to decide work loads since everything is fairly basic. Sixteen of the students believed that the exams tested knowledge of the presented material adequately; two students made no response to this issue; three thought the exams were tricky and the grading was too rigid and should be based on a curve. Occasional quizzes were not handed in but were given for the student's benefit, to let him know how well he was doing. Grading was fair, according to 85% of the students.

Seventeen students would recommend Logic 211, and, knowing what they know now still would have taken the course. Five would not take another course with this professor again because they were not satisfied with his teaching methods.

The over-all impression of the lectures and Professor Singer was positive; both were considered challenging and interesting. Mr. Singer is generally thought to be concerned with his students' understanding of the material and tries to minimize complications and ambiguity. He encourages and readily answers questions with a sympathetic and helpful attitude. This course is recommended for those interested in theory of logic, an alternative to the trigonometry requirement, and a "new math" without the numbers.

Prof. Chassler: Philosophy 211, Lecture 6

This evaluation is reprinted from the Semester I Course Evaluation as WSA did not evaluate the course in Semester II.

PROFESSOR'S STATEMENT: Students are expected to formulate their own rules for evaluating arguments. They are expected to convince other students that their rules are worth following. The instructor (hopefully) acts mostly as a referee - sometimes supplying technical terms to describe what's being argued about. Occasionally, the instructor bullies students into accepting rules they don't want to. Almost any other section of 211, I fear, exposes the student to more facts about logic. We go slowly. Hopefully, the student gets a sense of what good logicians do and that it's difficult, but not impossible to cooperate with other students in setting up a theory of valid argumentation.

There is not required reading assigned, but each class session one student takes notes and prepares a ditto sheet which he distributes at the next class.

The final and mid-term are both made up by students. (That is, each student figures out a bunch of problems and sets himself to solve them. Exams are judged not simply on successful solutions, of course, but also on the ingenuity of the problems.) There are assignments handed out and evaluated periodically by the instructor.

Students who don't care to listen to or argue with other students find the course an enormous drag.

STUDENT EVALUATION: 35 Enrolled, 25 Taking Evaluation

A majority of the students felt that Professor Chassler was well organized (64%); the rest said he was sometimes well organized. 76% of his students thought that he was usually prepared well for his classes while the rest said he was "sometimes" well prepared.

The class agreed that Prof. Chassler had a solid knowledge of his subject, but only 36% said that he usually expressed his ideas clearly. More than 60% of the class thought that Prof. Chassler usually did not assume too much prior knowledge, while the rest felt that he sometimes did.

The class felt that the professor maintained a good balance between theory and practical examples (90%), and that the course was a valuable learning experience.

80% thought that they had a good chance to choose paper topics and decide work loads, and almost everyone said that the tests did measure their knowledge of the material (96%).

Most of the students (90%) felt that the homework and reading were not excessive and 80% also felt that the homework and reading was not too difficult.

Knowing what they know now, 78% would have taken this course or would recommend it to others while 72% would have taken another course by the same professor.

Prof. Mistretta: Physics 101, Lectures 1 and 2

This semester Professor Mistretta taught Physics 102, Lectures 1 and 2 which is a sequel to Physics 101. We are printing the evaluation from his Physics 101 course taken first semester 1971-72 since we don't have an evaluation from this semester.

PROFESSOR'S STATEMENT, PHYSICS 101: Physics 101 is the first half of a one year course intended to introduce non-physicists to a broad spectrum of basic physical concepts. Physical concepts are stressed in the fields that students are preparing for with special emphasis on life science application.

The text for the course is Physics, Foundations and Frontiers by Gamon and Cleveland.

The final grade will be based on the following: 3 hour exams (40%), a final exam (30%), lab (20%), and discussion (10%).

PROFESSOR'S STATEMENT, PHYSICS 102: The course covers a number of classical topics such as electricity and magnetism and optics, and then moves on to modern physics including atomic, nuclear, and elementary particle physics. Special emphasis is placed on biomedical applications of physics wherever possible because of the large percentage of life science students in the course. This semester three new lectures were added on Nuclear Medicine and Radiotherapy, medical diagnostic X-rays, and Physics and ecology.

We have reading assignments from a text, TA prepared summaries of each lecture (distributed to each student), study sheets, and problems solutions (all distributed to each student).

The final grade is based on three 1 hour exams (14% each), a final exam (24%), lab work (20%), and work in discussion sections (10%). Of the exam grades, the lowest 14% is dropped, e.g. a one hour exam or half of the final.

STUDENT EVALUATION: 250 Enrolled, 192 Taking Evaluation

Evaluation forms were filled out for one of the two lectures for this course. 192 people answered questions about the lecture and quiz-lab sections, 134 answered questions about the exams, readings, and those of a general nature. Overall the course was given a good evaluation.

The class overwhelmingly felt that Professor Mistretta handled the lectures well (95.5%). A small portion indicated that even so, the course was not a valuable learning experience, but they usually qualified their answer by stating that the course was a requirement for them. Some of the most common comments were "Professor Mistretta's humor makes it bearable" and "the demonstrations were good."

The majority of the class (70.1%) found the quiz sections helpful but this was not true of the labs. Only 38.6% found the labs worthwhile - in fact, the most common remark of the evaluation was "the labs are worthless". Reasons given were lack of correlation with the lecture material, faulty equipment, a bad TA. Repeated emphasis was placed on the importance of having a good TA in order to make labs and quiz sections valuable.

Few indicated that they had a choice in determining work load. With regard to the exams, a significant portion felt that the first exam was too hard to show anything, but most thought that the second exam measured their knowledge of the material. When comments were made about the grading they remarked that it was fair.

The majority (79%) did not find the reading or homework too difficult. Some remarked that the book was inadequate but approximately the same number found it helpful in understanding the material.

The answers to the general questions give the best indications of the favorable response: 78% would still take the course if they knew what they did at that point; 54% would take a different course from the same professor; 65% would recommend the course.

Prof. Bowen: Physics 107, Lecture 1

This evaluation is reprinted from the Semester I Course Evaluation as WSA did not evaluate the course in Semester II.

PROFESSOR'S STATEMENT:

An understanding of mechanics, waves, relativity, quantum mechanics and of the intellectual, philosophical and social impact of these subjects - is the goal of this course.

Required reading is R. H. March's *Physics for Poets*.

Grades are based on three exams (100 points each) and a recitation evaluation (100 points).

STUDENT EVALUATION: 235 Enrolled, 147 Taking Evaluation

Professor Bowen was considered by his students as well organized, interesting and excellent as a lecturer. Almost the entire class thoroughly enjoyed his lectures, learned a great deal from the class and decidedly agreed it was a valuable learning experience. This course has been highly recommended for the non-science major who needs physical science credits for the Letters and Science requirement.

Nearly all the students stated that the professor was well organized, prepared, and having a solid knowledge of physics. 82% said Professor Bowen usually expressed his ideas clearly and 13% said he expressed them clearly sometimes. 80% did not think the professor assumed too much prior knowledge. The general consensus was that the course was a valuable learning experience.

Discussion sections were generally thought to be beneficial (80%) to the class. Many considered two meetings a week unnecessary. The section was generally a review, although there was some new material presented. A majority of the students felt there was a great deal of opportunity for discussion by students.

Students could choose the paper topic for the optional portion of the final, but have no voice in determining work loads. Most agreed that the work load was not excessive (98%). 84% did not consider the reading or homework too difficult although some comments questioned the quality of the book *Physics for Poets*.

Nearly all the students thought the exams were fair, and measured knowledge of the material. However, there was an equal number who thought the 12 week exam in general relatively ambiguous and not well covered in lecture.

83% of the class would have taken the course after knowing what it was like, and almost the entire class recommended it to others. 58% would take another course by the same professor.

Those that would not, stated that they did not like physics and would not take a more difficult Physics course.

Prof. Dexter: Physics 201, Lecture 1

This semester Professor Dexter taught Physics 202, Lecture 1 which is a sequel to Physics 201. We are printing the evaluation from his Physics 201 course taken first semester 1971-72 since we don't have an evaluation from this semester.

PROFESSOR'S STATEMENT, PHYSICS 201: Physics 201 is the first of a two semester sequence of calculus level elementary classical physics. It covers mechanics, kinetic theory and thermodynamics with its main emphasis on the principles of classical mechanics. Many assigned problems and a required laboratory give experience in the application of the theory.

Grades are determined by three 1 hour exams, a final exam, and work in the laboratory and discussion sections.

PROFESSOR'S STATEMENT, PHYSICS 202: This is the second semester of a calculus level, two semester course on classical physics at the elementary level. It includes a study of electricity, magnetism, wave motion, and optics with the emphasis on principles, problem solving, and laboratory experience.

There are three 1 hour exams of a problem type and 1 one hour comprehensive exam. Each is equally weighted with a discussion-lab grade.

STUDENT EVALUATION: 209 Enrolled, 137 Taking Evaluation

Professor Dexter was noted by his students as being a well organized and prepared lecturer (85%). All recognized that he has solid knowledge of physics, and about 80% said that the course was a valuable learning experience.

Throughout the evaluation of Professor Dexter as a lecturer, there was divided opinion. About 40% of the students stated that he clearly expressed his ideas most of the time, 50% felt this was true sometimes, and 10% felt that he usually didn't communicate well. Concerning the problem of the professor assuming too much prior knowledge: 30% found this to be true, 30% felt it was true only sometimes, and 40% found that it usually was not true. The major complaint raised here was that too much material was covered in the lectures, and course in general. The students found the balance between theory and practical application good, although only by a 60% to 40% margin. A number of students commented that the demonstrations in class were numerous and of excellent quality, definitely a good learning aid. Students specifically mentioned that Dexter was very open to individual students, and offered to help whenever possible.

Students in this course had very definite opinions concerning the worth of labs and discussions. Apparently the TA made a great deal of difference. Although 75% found the discussions to be useful and helpful, a like number stated the labs were virtually useless. Comments about the lab ranged from, "busy work" to "cookbook physics" to several unprintable remarks. Discussions were used for both review and presentation of new material, with the emphasis on review. 85% felt that the discussions did contribute to the overall understanding of the course, however, there was disagreement on how much opportunity the students had to discuss topics. Only 40% stated a great deal, another 40% stated some, and 10% said practically none.

Opinions on the homework varied. 60% found the reading excessive (a chapter a day plus problems), and they were split 50-50 on whether or not the homework and reading was too difficult. One complaint which came up often was that there was too much emphasis on problem solving and not enough on theory. Students did not exercise control in determining work loads.

Exams were generally thought to be fair representations of their knowledge, although some noted that the problems in exams tended to be harder than those in the homework problems. Professor Dexter does, however, use a curve in the tests.

If the students in this class would have known what they now know, 90% would have taken this course, but only 50% would choose another course by the same professor. 60% would recommend this course.

Prof. Richards: Physics 207, Lecture 1

PROFESSOR'S STATEMENT: This course is an in depth treatment of mechanics, heat, wave motion, and sound. It is for serious students in the physical sciences, molecular biology, and pre-medicine.

There are three one hour exams and a final. The emphasis is placed on problem solving and understanding basic concepts. The final grade is based on the hour exams (1/3), the final (1/3) and work in lab and discussion sections (1/3).

STUDENT EVALUATION: 106 Enrolled, 70 Taking Evaluation

Of the 70 students who turned in their evaluations in this course, all but five responded that his lectures were well organized or very well organized. 87% rated the professor's knowledge of course material as very satisfactory, 8% thought it was satisfactory, and 5% considered his knowledge unsatisfactory. 72% of the students agreed that his lectures were satisfactory with respect to learning course material, 22% considered them very satisfactory and 6% found them unsatisfactory. Professor Richards was judged to be competent in expressing and conveying his ideas. Students were pretty evenly split on the percentage of lectures which were interesting and thought provoking, with the majority of responses ranging between 50% and 100%.

81% of the students polled considered the professor's course to be harder, compared to other courses at the University, 17% thought it was about average, and only one student found the course easier. 53% thought that the lectures were directed to

the average student, and 47% felt they were directed to the above average student. 54% found the pace of the course about right & 46% claimed the material was presented too rapidly. 92% considered the amount of work required for the course to be fair in view of the amount of credit received for the course. Tests were considered successful in measuring what students learned of course material and helpful in furthering students' understanding of all subject matter.

The section leaders, including the TA's and the professor, were rated as having satisfactory knowledge of course material by 93% of the students who responded. 31% were unsatisfied with the contribution quiz section made to the course, 69% were satisfied. 57% were satisfied with the contribution the lab made to the course, 43% were unsatisfied with it.

Professor Richards encouraged independent thinking and 80% of the students who answered the evaluation were satisfied with the extent to which the course has increased their ability to think, criticize, and create. 90% of the students felt the methods used to determine their final grades were fair; 88% would recommend Professor Richards to a friend.

Prof. Rollefson: Physics 207, Lecture 1

This semester Professor Rollefson taught Physics 208, Lecture 1 which is a sequel to Physics 207. We are printing the evaluation from his Physics 207 course taken first semester, 1971-72 since we don't have an evaluation from this semester.

PROFESSOR'S STATEMENT: Physics 207, Lecture 1

The course covers mechanics, heat, sound, electricity and magnetism, light, with emphasis on material which is useful in further work in physics, chemistry and other natural sciences, or is in itself important for an educated citizen.

The text is Shortley and Williams *Elements of Physics*.

Final grades are based on three one hour exams, a final and discussion-lab sections. Each of these count roughly for one-third of the grade.

STUDENT EVALUATION

Prof. Rollefson seems to make physics as interesting as anyone is capable of making it. His students considered him to be an excellent, though fast paced, lecturer. Over 85% thought that he was usually well organized and 97% felt that he was usually well prepared. 78% stated that the professor was usually able to express his ideas clearly while the remaining 19% were sometimes unable to understand him. The use of demonstrations in class made the lectures interesting and clarified concepts to the students.

The discussion sections were rated highly. Over 80% believed that the sections contributed to their overall understanding of the course material. The discussion sections were needed to clear up difficult points from the reading and from the lectures and to work out assigned problems.

The students were very divided in their estimation of the worth of the lab sections. About half of the students said that the labs were very worthwhile but the other half stated that the labs were a waste of time. Those who were in favor of the labs, felt they were an excellent opportunity to put theory into practice. The students who disliked the labs commented on the emphasis on correct data rather than on understanding and on the lack of preparation for the labs.

The reading, though unexciting, was felt to be worthwhile and necessary for the course. Most students did not think that it was excessive or too difficult.

The tests were considered by most to be fair. Some students complained that the exams put too much stress on problem solving and that the grade depended on speed rather than on understanding.

Prof. Leichter: Political Science 106, Lecture 2

PROFESSOR'S STATEMENT: The purpose of this course is to introduce you to some of the major themes in the study of comparative politics. It is hoped that these themes will provide you with a framework for analyzing the descriptive details of political systems studied in this course (e.g. Thailand, USSR, etc.), hypothetical political systems (e.g. Animal Farm), and political systems which you read about in the daily newspapers (e.g. Bangla Desh or Northern Ireland). You are not expected to become an expert on any one country, but you are expected to have a basic understanding of the five political systems chosen for analysis in the course. The lectures are primarily intended to introduce the themes, while the readings provide illustrations of them. The two are therefore complementary and neither should be neglected.

There will be six weeks and final examinations. There will also be an optional twelve week which can either be in the form of a brief paper or a written examination.

The required readings include: Roy Pierce's *French Politics*, Douglas Verney's *British Government and Politics*, Frederick Barghoorn's *Politics in the USSR*, David Wilson's *Politics in Thailand*, Pablo Gonzalez Casanova's *Democracy in Mexico*, George Orwell's *Animal Farm*, and David Eastons "An Approach to the Analysis of Political Systems".

STUDENT EVALUATION: 121 Enrolled, 83 Taking Evaluation

70% of the students considered the course very organized, and another 25% considered it organized. 70% felt that the professor encouraged independent thinking, and 25% felt that he strongly encouraged it. 70% thought the professor's knowledge of course material very satisfactory, and the remaining 30% felt

that it was satisfactory. All of the students taking the evaluation felt the professor readily acknowledged the areas in which he was not competent or adequately prepared. 55% felt that the lectures were satisfactory with respect to learning course material, and the remaining 45% felt that they were very satisfactory. 50% considered most of the lectures interesting and thought provoking, 25% thought that 75% of the lectures were, 15% felt that 25% of the lectures were, and 10% felt that 50% of the lectures were interesting. 70% felt that the professor expressed his ideas very satisfactorily, and the rest, (30%) thought that he expressed his ideas satisfactorily. 85% of the students taking the evaluation would recommend him to a friend.

70% thought that the course was easy in comparison with other courses they took, and 30% considered it of average difficulty. 75% felt the course was directed to the average student and 15% considered it to be directed to the above average student. 90% of the students felt that the pace at which material was presented was about right. 65% were satisfied with the extent to which this course increased their ability to think, criticize, and create, 20% were very satisfied, and 15% were unsatisfied. 85% felt that the amount of work required for the credit received was fair, 10% fair, and 5% unfair. 75% felt that the tests were successful in measuring what they had learned, 10% very successful, and 15% said unsuccessful. 85% considered the methods used to determine their final grade fair.

Prof. Fowler: Political Science 109, Lecture 1

PROFESSOR'S STATEMENT: This course is basically a philosophy course focusing on contemporary political issues. It attempts to get students to make a good, systematic argument, or think straight, more than anything else.

The required texts include: Wolff's *Anarchism*, Bachrach's *A Critique of Democratic Elitism*, Dahl's *After the Revolution*, Hanson and Fowler's *Obligation and Dissent*, Walzer's *Obligations*, Skinner's *Walden Two*, Becker's *Political Trials*, Arendt's *Eichman in Jerusalem*, Waltz's *Man, The State, and War*, and Remarque's *All Quiet on the Western Front*.

Grades are based on a final exam (1/3), a term paper (1/3), and work in discussion sections (1/3).

We tried to be modestly experimental by having one lecture and two discussion sections per week. One discussion section is led by the professor and one is led by a TA.

STUDENT EVALUATION: 95 Enrolled, 63 Taking Evaluation

Almost all the students in Professor Fowler's Political Science 109 class considered him one of the best, if not the best, professor they had ever had. Most of the students commented on his ability to relate and his very sincere interest in the students. 98% of the students would recommend him to a friend.

84% of the students said that the professor strongly encouraged independent thinking, while the other 16% stated that he encouraged it. Comparatively, 75% of the students commented that they were very satisfied with the way in which the course had increased their ability to think, criticize, and create, while the other 25% stated that they were satisfied. 95% of the class rated Professor Fowler's knowledge of the course material as very satisfactory, while the other 5% rated it as satisfactory. All (100%) felt that the professor readily acknowledged areas in which he was not adequately prepared or competent to discuss.

Most of the students felt that the professor was an excellent lecturer. 81% of the students felt that the professor's lectures were very organized, 18% felt that they were organized, and only 1% felt that they were unorganized. 78% of the students felt that almost all of the lectures were interesting and thought provoking, 16% felt that 75% of them were, while 6% thought that about half of them were. At the same time, 87% of Professor Fowler's students felt that he was very satisfactory in expressing his ideas and conveying his thoughts, while the other 13% agreed that he was satisfactory in that aspect. 82% of the students felt that the pace at which the material was presented was about right, whereas 18% felt that it was presented too rapidly. 47% of the students felt that most of the lectures were directed towards averaged students while 53% felt they were directed towards the above average students. All in all, 74% of the students felt that the lectures were very satisfactory with respect to learning course material, while the other 16% agreed that they were satisfactory.

Compared to other courses on campus, 5% felt that the course was much harder, 56% thought it was harder, 37% said it was average, and 2% said it was easier. Compared to the amount of credit that they received for the course, 82% of the students felt that the total amount of work which was required in the course was fair, while 18% thought that it was very fair. 67% of the students felt that more than 85% of the assigned material was important in gaining an understanding of the course material, while 25% thought that between 60-85% was important, and 8% said that 40-60% was important. 96% of the students felt that the methods used to determine their final grade was fair, while 4% did not feel it was fair. Many of the students commented favorably to the grading method, saying that the traditional pressures of grades was missing for the vast majority of the time. A great number of students also commented that the reading was very interesting.

The TA, Bill Kelso, also received very high compliments. Almost all of the students felt that Kelso was an excellent TA, if not the best that they had ever had. 81% rated Kelso's knowledge of the course material very satisfactory, while 17% felt it was satisfactory. 98% of the students felt that Kelso helped significantly in their understanding of the course material. 100% of his students felt that he increased their ability to think, criticize and create. 59% of the students felt that the comments and criticisms that were made on their work was very sat-

isfactory, while the other 41% felt that they were satisfactory.

All in all, and as can be seen by the results of this evaluation, most of the students in Professor Fowler's class, Issues in Political Thought, were highly satisfied, if not enthusiastic about all the various aspects of the course: the professor, the TA, and the course itself. This is a highly recommended course.

Prof. Hayward: Political Science 277, Lecture 1

PROFESSOR'S STATEMENT: This course is a survey of Africa, covering art, music, history, literature, politics, sociology, etc. The course consists of a series of lectures by members of the African Studies Program.

The required texts include: Davidson's *The African Genius: An Introduction to African Social and Cultural History*, Bohannan's *Africa and the Africans*, Singleton and Shingler's *Africa in Perspective*, Achebe's *Things Fall Apart*, Sembene's *God's Bits of Wood*, Cartey's and Kilson's *The Africa Reader: Independent Africa*, Achebe's *A Man of The People*, Kellock's *Race to Power: The Struggle for Southern Africa*, and Fordham's *Geography of African Affairs*.

There is a six weeks exam, a twelve weeks exam, and a final. The final grade is based on the exams and work in discussion sections.

Prof. Grossman: Political Science 412, Lecture 1

PROFESSOR'S STATEMENT: The course is a continuation of Political Science 411. It covers the policies of the Supreme Court on questions of criminal justice, presidential power, First Amendment freedoms, reapportionment, poverty and equal rights for women. The emphasis is on the impact and effectiveness of the Supreme Court as a national policy-maker; what difference does it make if the Court makes a decision? Under what circumstances and conditions is the Court likely to be effective as a policy-maker?

The required readings include: Joel B. Grossman and Richard S. Well's *Constitutional Law and Judicial Policy Making*, Samuel Krislov's *The Supreme Court and Political Freedom*, Jerome Skolnick's *Justice Without Trial*, Abraham Blumberg's *Criminal Justice*, Robert Lefcourt's *Law Against the People*.

There is a midterm exam and a final exam. No term paper is required except for students wishing to earn honors credit. The grade is determined by a weighted average of both exams.

STUDENT EVALUATION: 176 Enrolled, 103 Taking Evaluation

Professor Grossman's Constitutional Law course was generally very well received. Lectures were considered organized by 44% of the students and very organized by 54%. Approximately the same divisions held for how satisfactory the lectures were in respect to learning course material, 44% considering them satisfactory, 49% very satisfactory. The class was divided concerning the percentage of lectures as interesting and thought provoking with 1/3 of the class finding 50% as interesting, another 1/3 finding 75% interesting, and 1/3 considering almost all lectures interesting and thought provoking. 70% of the students felt most of the lectures were directed to the average student and the pace of material presentation about right. Another 25-30% thought the lecture material was presented too rapidly and directed to the above average student.

Professor Grossman was rated highly by his students. 87% would recommend him to a friend and 90% rated his knowledge of the course materials as very satisfactory. All agreed that he readily acknowledged areas in which he was not prepared or competent to discuss fully. 62% of the class believed the professor encouraged independent thinking while 33% felt that he strongly encouraged it. 62% also rated Professor Grossman as very satisfactory in his competence in expression and conveyance of his ideas while 38% considered him satisfactory in this area.

The class was split 50-50 on the course being either harder or average, as compared to other courses taken at the university. 70% were satisfied with the extent to which the course had increased their ability to think, criticize, and create. 15% were very satisfied, and 13% were unsatisfied.

The workload was considered fair as compared to the number of credits received by 81% of the students and very fair by 18%. Tests were believed successful in measuring learning of course material by 77% and unsuccessful by 23%. 51% of the students found tests helpful in furthering understanding of course material while 39% found them unhelpful. Half of the class felt that most of the assigned reading was important to gain an understanding of course material while 39% felt that 60-85% of the material was important.

Prof. Snowden: Psychology 201, Lecture 1

PROFESSOR'S STATEMENT: There are two parts to the course: three hours of lecture which cover broadly the main concerns of academic psychology (theories, perception, motivation, learning, thinking, development, social, clinical), and quiz sections which specialize on a particular topic within psychology. Students ideally may choose the section that interests them most, though the TA availability limits this. Sections have been on topics such as: Social Psychology, therapy, deviance, Clinical Psychology, primate behavior, the mind, and sex roles.

The text is Hilgard, Atkinson, and Atkinson's *An Introduction to Psychology*.

There are two in class exams and one final. The final grade is based on lecture (2/3) and on quiz sections (1/3).

Prof. Bowman: Psychology 202, Lecture 2

PROFESSOR'S STATEMENT: This is an introductory course in psychology. Some of the areas covered include: introduction and method-

ology, personality, perception, learning, physiology, psychological testing, and individual differences.

The text for the course is Thompson and De Boll's *Psychology: A Systematic Introduction*.

The final grade is based on seven hour exams. The exams usually consist of 95 true and false questions.

STUDENT EVALUATION: 400 Enrolled, 218 Taking Evaluation

Students in Professor Bowman's Psychology course expressed some mixed feelings about the Professor, and a good deal of dissatisfaction with the course in general. 76% of the students indicated that they would not recommend the professor to a friend, yet 70% felt that his knowledge of the course material was satisfactory. 77% of the students agreed that the professor did readily acknowledge those areas in which he was not adequately prepared or competent to discuss fully. 47% of his students felt his ability to express and convey his ideas was satisfactory, 40% felt it was unsatisfactory, and 18% felt that it was very unsatisfactory. 39% of his students felt his lectures were satisfactory in respect to learning the course material, 40% felt that they were unsatisfactory, and 13% felt they were very unsatisfactory. 61% of the students felt his lectures were organized, 28% felt them to be unorganized, and 7% felt them very unorganized. Over half (55%) of the students indicated they found 25% or less of his lectures to be interesting and thought provoking, 31% felt about 50% of them were, and the rest found 75% interesting. Most of his students (72%) felt that in general his lectures were directed toward the abilities of the average student. Half of his students felt the pace at which course material was presented was about right. 40% felt he presented the material too rapidly. 64% of the students indicated that more than 85% of the assigned reading was important in gaining understanding of the course material, 22% felt that 60-85% of the assigned reading was important, and 16% felt that 40-60% was. 41% of the students felt that compared to other courses at this university, this course was average in difficulty, 38% felt it was harder, and the rest felt that it was easier.

Most (75%) of Professor Bowman's students felt that the work load was fair for a 3 credit course, and 19% felt that it was unfair. 72% of his students felt the methods used to determine the final grade were fair, though 40% felt the tests were very unsuccessful in measuring course material, 35% felt they were unsuccessful, and 24% felt they were successful. 35% of his students rated the exams as very unhelpful in furthering their understanding of course material, 46% felt them to be unhelpful, and 28% felt them to be helpful. In terms of increasing their ability to think, criticize, and create, 48% of the students were unsatisfied with the course, and 29% felt satisfied.

A typical comment was that the tests were ambiguous and too technical, not reaching the broad concepts usually stressed in introductory courses. Many students also noted that Professor Bowman relied too heavily on the text for students learning the course material. Most students considered the movies interesting but irrelevant to the course material stressed.

Prof. Broekema: Psychology 202, Lecture 3

PROFESSOR'S STATEMENT: This is a general psychology course.

Areas covered include: History of psychology; learning; perception; and physiological, social and clinical topics.

The required texts are: Epstein's *Psychology in Progress*, and Schmalz's *Scientific Psychology and Social Concern*.

The final grade is based on three multiple choice exams, a final exam and an optional paper.

STUDENT EVALUATION: 263 Enrolled, 131 Taking Evaluation

The students in Professor Broekema's Psychology class considered him to be a fairly competent lecturer. 67% of the students thought his lectures were organized while 10% felt they were organized and 22% felt they were disorganized. This professor encouraged independent thinking according to 69% of the class with 14% feeling that he discouraged it and 15% abstaining from answering. His knowledge of course material was considered satisfactory by almost all of his students; 56% rated it satisfactory and 38% rated it very satisfactory. 68% of the class felt the professor readily acknowledged those areas in which he was not competent or adequately prepared while 21% did not feel that he acknowledged these areas. With respect to learning course material, 67% felt the lectures were either satisfactory (55%) or very satisfactory (12%), while 28% felt they were either unsatisfactory or very unsatisfactory. The class was divided as to what percentage of the lectures they had attended were interesting and thought provoking; 34% felt 25% or less were, 36% felt about 50% were, 19% felt 75% were, and 10% felt almost all of the lectures were interesting. 61% of the students rated Professor Broekema as competent in expressing his ideas while 12% felt he was very competent, and 24% felt he was either incompetent or very incompetent in this respect. 61% of the students taking the evaluation would recommend this professor to a friend, while 30% would not.

Compared to other courses at the university, this course was considered much harder by 8%, harder by 15%, average by 66%, and easier by 9%. 75% of the class felt the lectures were directed toward the average student, while 14% felt they were directed to the above average student and 60% felt the pace of material presentation was about right, 28% felt it was too rapid, and 11% felt it was too slow. 49% were either unsatisfied (10%) or very unsatisfied (39%) with the extent to which this course has increased their ability to think, criticize, and create, while 46% were satisfied.

Compared to the amount of credit received for the course, 79% felt the work load to be fair, 12% very fair, and 8% unfair. The tests were considered to be unsuccessful in measuring what the students had learned of the course material by 40%, and very

unsuccessful by 11% while 46% considered them to be successful in this manner. 61% of the students felt the exams were either unhelpful (49%), or very unhelpful (12%) in furthering understanding of the subject matter, while 36% felt they were helpful in this respect. Many students commented that the tests were very picky. 43% of the class felt that more than 85% of the assigned material was important to gaining an understanding of course material while 27% felt 60-85% was important, 18% felt 40-60% was important, and 7% felt 15-40% was important. 75% felt the methods used to determine their final grade was fair while 18% felt otherwise.

Prof. Broekema: Psychology 512, Lecture 1

PROFESSOR'S STATEMENT: *This course explores neuroses, character disorders, organicity, affective psychoses, and schizophrenia.*

The required readings include: Maher's Principles of Psychopathology, and McNeil's The Psychoses.

The final grade is based on three multiple choice semester exams, a final and an optional paper.

Prof. Bear: Psychology 530, Lecture 2

PROFESSOR'S STATEMENT: *The course has three goals: 1) To provide the student with a survey of the various topics which constitute social psychology. The topics covered include factors influencing beliefs and attitudes, authoritarianism, behavioral and evaluative reasoning, self-perception, achievement motivation, the assessment and regulation of intimacy in face-to-face interaction, impression leadership, obedience to authority, conceptions of the person, and aggression. 2) To bring to the student's attention certain social-psychological phenomena which he or she encounters in daily life but probably fails to appreciate. These phenomena include the fluctuations in the spacing of interacting individuals and the play of their eyes as they make eye contact, for example, and the explanations which people employ in justifying and excusing their actions, fixing blame, and hardening themselves to the sufferings of others. 3) To encourage the students to think critically. In working toward this goal, the course covers the nature of theorizing; the logic of explanation, prediction, and inference; the social psychology of the social-psychology experiment; black-and-white thinking; and confounds and other problems in the interpretation of data.*

There are three multiple choice exams. Each covers a third of the semester's work and students are welcome to bring their notes but not the readings themselves. Students are encouraged to do "projects" involving the application of an idea from the course to their own experiences, and reports on these projects contribute to the student's final grade.

This is not a course in social philosophy or social problems. It is not concerned with what is wrong with modern society, and it does not treat topics such as crime corruption, racism, sexism, and overpopulation except possibly in passing. Students thus should not expect social relevance--only personal relevance.

STUDENT EVALUATION: 136 Enrolled, 102 Taking Evaluation

Student reaction to Professor Bear was generally favorable; 74% of his students would recommend him to a friend while 26% would not. Lectures were considered well organized by 58% of the class, very well organized by 29%, and unorganized by 13%. Almost the entire class (95%) felt he encouraged independent thinking, and 98% also felt his knowledge of course material was either satisfactory or very satisfactory. 91% of the students felt Professor Bear readily acknowledged areas in which he was not competent or adequately prepared. With respect to learning course material, 86% of the class thought the lectures were either satisfactory (65%) or very satisfactory (21%). 13% of the students felt that 25% or less of the lectures were interesting and thought provoking, 33% felt that 50% were, 37% felt that 75% were, and 19% felt that almost all of the lectures were interesting. Nearly all of the students thought that the professor was competent (55%) or very competent (42%) in expressing and conveying his ideas.

Compared to other courses in the University, 7% felt that this course was much harder, 49% felt it was harder, and 37% felt it was average in difficulty. 79% of the class felt the lectures were directed to the average students while 17% felt they were directed to the above average student and 71% felt the pace of material presentation was about right while 11% felt it was too slow and 18% felt it was too fast. 63% of the students were satisfied with the extent to which this course increased their ability to think, criticize, and create, while 16% were very satisfied and 21% were dissatisfied.

Compared to the amount of credit received for the course, 80% felt the work load was fair, 10% felt it was very fair, and 10% felt it was unfair. The tests were considered unsuccessful (31%) or very unsuccessful (16%) in measuring what was learned of course material while 53% felt they were successful. A very large majority of the students (79%) felt the exams were either unhelpful or very unhelpful in furthering understanding of subject matter, while 21% felt they were helpful in this manner. Opinion was split as to what percentage of the assigned material was important to gaining an understanding of course material; 4% said less than 15% was, 7% said 15-40% was, 27% said 40-60% was, 37% said 60-85% was, and 25% said almost all of it was important. 82% of the students taking the evaluation thought the methods used to determine their final grades were fair, while 17% felt otherwise.

The discussion section for this course was optional, except for honors students.

This course is cross-listed Sociology 530.

Prof. Benjamin: Psychology 560, Lecture 2

PROFESSOR'S STATEMENT: *In this course human social development is emphasized, and related to perceptual, motor, cognitive, and language systems within an evolutionary framework. There is an attempt to select the best of the clinical (i.e. relevant) and the experimental (i.e. believable) approaches to human development. The goals are to convey the relevance of early experience to adult behavior and to know what's important about children at successive ages.*

The text for the course is Mussen, Conger, and Cagan's Child Development and personality.

The final grade is based equally on a six weeks exam, a twelve weeks exam, and a final exam. The exams are basically of a multiple choice variety with some fill-ins and short essay questions. A paper on work done with children is accepted as an alternative to the final exam.

STUDENT EVALUATION: 243 Enrolled, 156 Taking Evaluation

An overwhelming majority of Dr. Benjamin's students found her to be an excellent teacher. 97% of the students would recommend her to a friend. 76% of the class rated her knowledge of the course material as very satisfactory while the other 24% rated it as satisfactory. Dr. Benjamin's ability to acknowledge areas in which she was not competent to discuss was confirmed by 96% of the students. 73% thought that she encouraged independent thinking, 23% thought that she strongly encouraged it. 60% of the students rated her competency in expressing her ideas as very satisfactory and 39% felt that it was satisfactory. 48% of the class felt that the lectures were very satisfactory with regard to learning course material. 48% said they were satisfactory, 3% unsatisfactory, and 1% very unsatisfactory. On the whole the pace at which the material was presented was about right according to 86% of the students while 8% thought it to be too rapid, and 6% thought it to be too slow. Compared to other courses the course was considered much harder by 1% of the students, harder by 15%, average by 71%, and easier by 12% and much easier by 1%.

As a measure of what a student had learned the tests were considered successful by 60% of the class, very successful by 6%, unsuccessful by 28%, and very unsuccessful by 6%. As far as furthering understanding of all subject matter, 8% said the tests were very unhelpful, 44% felt they were unhelpful, 44% thought the tests were helpful and 4% said they were very helpful. Compared to the amount of credit students received for the course 76% found the required work fair, 22% thought it was very fair, and 2% felt the work was unfair. 87% of the students thought their grade was determined fairly and 13% said it was not.

A great number of students commented that they liked the course because of Dr. Benjamin's personality and the atmosphere of the class. They also enjoyed her comments on her clinical experience and her personal anecdotes about her family, finding that they made the lectures interesting and helped increase understanding of the topics being taught. They also commented that she had a genuine interest in the course. The only criticism was that the tests were often too difficult and dealt too much with the text.

Although there was a TA for the course there were no discussion sections. The only job he did was to correct tests and give a lecture. There was no student contact with him.

Professor Naess: Scandinavian Studies 276

PROFESSOR'S STATEMENT: *This course is an introduction to Scandinavian life and civilization and is taught by 15 specialists in the fields of geography, history, literature, fine arts, music, and social studies. Generally, the emphasis is on lecture attendance rather than on reading. This course is unique because of the variety of views and lecture styles represented by professors from different departments in the university.*

The required readings include: A general historical and political introduction to Scandinavia by John Wuorinen and half a dozen Scandinavian plays and novels. In addition, various hand-outs and brochures are given out during the semester.

The final grade is based on a six weeks exam, a twelve weeks exam and a final exam. Examinations are 30% short questions, 30% short essays and 30% (1-2) long essays.

Prof. LeMasters: Sociology 120, Lecture 1

STUDENT EVALUATION: 430 Enrolled, 235 Taking Evaluation

This evaluation was taken by the Sociology Department and was given to WSA for publication.

Students replying to the questionnaire seemed to have found Prof. LeMasters to be a top professor. 61% rated his performance excellent, and 39% good as compared to other courses. 84% found that almost all lectures (over 90%) were clear and well prepared; another 12% found that at least three quarters of them were. Over 60% felt the lectures to be interesting and thought provoking almost everytime. And 29% felt at least three quarters were interesting. In comparison with other courses 45% felt that the lectures were much better for learning subject matter, and a third somewhat better.

In putting the readings and lectures together 31% felt they enhanced each other extremely well, while 33% said they meshed better than usual. Another 29% said they went together in an average fashion. Nearly three fourths of the group found the readings to be about right. An additional 17% thought that they might have been too easy. A large portion (61%) also found

the readings to be of better than average or extremely useful and valuable.

Of those responding to the question, 54% felt that the course was directed to the average student. Prof. LeMaster's grading procedures and standards were generally found to be average in nature. 32% felt they were very fair, 16% better than average and 44% of average fairness. When compared to other professors, 62% found him to be about average. 12% thought he was tougher and 15% easier than average.

83% also felt that they had been asked to do a fair amount of work for the credits they received.

Prof. McNeil: Sociology 125, Lecture 1

STUDENT EVALUATION: 110 Enrolled, 63 Taking Evaluation

This evaluation was taken by the Sociology Department and was given to WSA for publication.

Prof. McNeils course was in general judged as being a worthwhile experience. In comparison to other professors, he received a very good rating. Over a third (35%) felt he was excellent. 43% thought he compared very favorably, and 17% thought him average. As a lecturer 67% felt over 90% of his offerings were clear and well presented. Another quarter of the group felt at least 75% of them were. 69% also felt that a majority of the lectures were interesting and thought provoking. It was felt by 38% that in comparison to other courses the lectures were much more helpful in learning the subject. An additional 25% found them to be better, and 29% about the same.

13% found that the lectures were complemented by the readings extremely well. Over half the class thought they meshed better than usual, and 29% felt they fit about average. Although the readings were found to be difficult (44%), a large majority (68%) found them to be of more than usual usefulness. Another 44% found the readings to be of average difficulty.

In the other categories of questions asked, Prof. McNeils course received good ratings. Over a third of the class felt that too much work was asked for the credits received and 60% felt that about the right amount of work was asked. The grading standards and procedures were also perceived as being fair. A third thought the procedures were very fair, 19% felt they were of above average fairness, and another third of average fairness. An overwhelming 79% thought the grading standard was about average; 13% thought it was tougher and 8% easier.

The course was found to be directed to the average student by 32%; to the above average by 22%, and to the below average student by 5%.

Prof. Hood: Sociology 125, Lecture 2

STUDENT EVALUATION: 120 Enrolled, 98 Taking Evaluation

This evaluation was taken by the Sociology Department and was given to WSA for publication.

This professor was given a good rating by his class. While 10% rated his performance in comparison to other instructors as excellent, 49% thought he was really good, 30% found him average, and 8% only fair. Half the class found that the great majority of the lectures (90%) were clear and well prepared. Another 43% found over half of the lectures to be clear. 38% felt them to be interesting and thought provoking at least 3/4 of the time; 29% felt them to be that way 50% of the time; while 11% percent said they were almost always interesting. When ascertaining the usefulness of the lectures as compared to other courses, 40% said they were about average. Nearly half felt they were better or much better (11%). 13%, however, felt they were worse.

Lectures and readings were said to complement each other extremely well by 16%, better than usual by 35%, and about average by 37%. The difficulty of the readings was found to be about right by 68%, too difficult by 10% and too easy by an additional 13%. The usefulness and value of the assigned readings was viewed with mixed reactions. 37% felt they were of average usefulness, and 19% said they were only slightly useful. On the other hand, 28% thought they were better than average, and 10% thought the readings were extremely useful.

80% thought that Prof. Hood asked about the right amount of work from his students for the credits received. 9% thought there was somewhat too much work, and 6% thought there was too little required. His grading procedures were found to be very fair by 33%; of better than average fairness by 32%, and of average fairness by 31%. 71% said the grading standard was about average, and 18% easier than average.

59% felt the course was aimed at the average students, 15% at the above average student, and 4% at the below average student.

Prof. Hood: Sociology 125, Lecture 3

STUDENT EVALUATION: 190 Enrolled, 124 Taking Evaluation

This evaluation was taken by the Sociology Department and was given to WSA for publication.

This course was given a mixed evaluation. When comparing the professor's performance with other instructors the reactions ranged from 16% who felt he was excellent to 6% who felt he was poor. 40% also thought he was good, 25% average, and 12% said he was only fair. As a lecturer he received generally

favorable reactions. A third of the class thought the preponderance of the lectures (90%) were clear and well prepared. 42% thought three quarters of them were, 17% felt at least half of the lectures were clear. 72% said the majority of the lectures were interesting and thought provoking. An additional 17% found over 90% of them were. In comparison to other courses, the lectures were found to be much better by 10%, better by 27%, about the same by 44%, and worse by 13%.

The readings and lectures were felt to complement each other extremely well by 20%, better than usual by 36%, and about average by 39%. Nearly two thirds found the readings to be about right, 18% felt they were too difficult, and 14% too easy. The readings were judged to be only slightly useful by 21%, of average usefulness by 27%, better than average 39%, and extremely useful by 14%.

81% felt the amount of work required was about right as compared to the credit load. 10% thought there was somewhat too little required, and 9% too much. As a grader, Prof. Hood was found to be very fair. Grading procedures were found to be very fair by 25%, better than average by 23%, and average by 47%. Compared to other courses the grading standard was found to be about average by 69% and easier than average by 21%. The course was felt to be aimed at the average student by 62%, above average by 8%, and below average by 4%.

Prof. Lentz: Sociology 130, Lecture 1

STUDENT EVALUATION: 90 Enrolled, 56 Taking Evaluation

This evaluation was taken by the Sociology Department and was given to WSA for publication.

Response to Professor Lentz was decidedly mixed. In comparison to other courses, 25% rated the professor as average, 34% felt he was fair and 15% thought he was poor. Another quarter of the class said he was better than average. Lectures were not evaluated positively. 39% felt that at least three quarters of the lectures were clear and well prepared. 14% found half were and a quarter of the class found only 25% of the lectures to be clear. Only 27% of the group said that most lectures were interesting or thought provoking. 72% found half the lectures or less to be interesting. Two fifths of the class found the lectures usefulness worse (31%) or much worse (10%) when compared to other courses. Another 41% felt the usefulness was about average.

Readings and lectures were felt to complement each other in an average manner by 46%, and less than usual by 32%. The readings were rated average. 81% felt they were of average difficulty, while 10% thought they were too hard. The readings usefulness received a mixed judgment as well. 46% said they were average, and 29% felt they were better than average invaluability.

Of those students who responded to the question, 59% felt the course was directed at the average student, 7% at the above average student, and 2% at the excellent student. Professor Lentz's grading procedures were evaluated with the same type of average trends. 46% saw his procedures as being of average fairness; another 27% felt they were very fair. When compared to other courses, the grading standard was found to be about average by three quarters of the respondents. Concurrently, 81% found that the amount of work required for the credits received was about right.

Prof. Pate: Sociology 130, Lecture 5

STUDENT EVALUATION: 200 Enrolled, 75 Taking Evaluation

This evaluation was taken by the Sociology Department and was given to WSA for publication.

The students in the class taking the evaluation (only 38%) reacted to Prof. Pate's course positively. 74% found her to be a better than average professor. The lectures were found to be of very high value. 35% found them to be clear and well prepared at least three quarters of the time; 53% felt that they were almost all (90%) successful. In addition, 76% found the lectures to be thought provoking most of the time, while 17% thought them to be so half the time. The class (57%) felt that the lectures were very useful in learning the subject matter as compared to other courses. 36% found the lectures usefulness to be about the same as other courses.

Readings and lectures were found to complement each other better than usual by 23%, and extremely well by 11%. A majority (52%) found them to complement each other in an average manner. 42% of the class felt the readings either to be difficult or too difficult (9%). Half felt the readings were about right in difficulty. 39% found the readings of average usefulness; another 39% felt them to better than average (36%) or superior (13%). The amount of work required for the number of credits granted was felt to be about right by 63%. Another quarter of the respondents said there was somewhat too much work.

Prof. Pate's grading procedures were judged of average fairness by 31%, of better than average fairness by 21% and very fair by a quarter of the class. 7% found them to be very unfair. Nearly a third of the students found the grading practices to be about average compared to other courses. Another 33% found the standard to be tougher than usual and 11% found the course standards very easy. The course was said to be for the average student by 47% and for the above average by 23%.

Prof. Hirschman: Sociology 170, Lecture 1

PROFESSOR'S STATEMENT: This course provides an introductory survey of the field of population. The basic topics covered are fertility, mortality, migration, and population composition. Specific attention is given to the relationship between societies and their demographic patterns. Demographic conditions of Western societies during the industrial revolution are compared with contemporary less-developed countries. The population of the United States including fertility, mortality, and migration are also discussed with implications for broader sociological issues.

The required reading includes: Charles Nam's *Population and Society*, E.A. Wrigley's *Population and History*, Dennis Wrong's *Population and Society*, and Ronald Freedman's *Population: The Vital Revolution*.

Three exams, including a final exam, are averaged equally for the final course grades. For each of these exams, the student may choose to take either an in class objective exam or a take home essay exam. Students may also elect to do term papers or book reviews in lieu of regularly scheduled exams.

Prof. Clinard: Sociology 441

STUDENT EVALUATION: 150 Enrolled, 92 Taking Evaluation

This evaluation was taken by the Sociology Department and was given to WSA for publication.

The 61% of the students responding to the questionnaire had a generally positive reaction to Prof. Clinard's course. The overwhelming majority of the class found his lectures to be clear and well-prepared and interesting. The readings were found to be highly useful and complementary to the lectures. The work, however, was found to be difficult and the grading standard somewhat tougher than the average course.

85% of the class found that at least three quarters of the lectures were clear and well prepared, and 51% said that nearly all of them (90%) were presented in a favorable manner. The statistics remain high and about the same for the evaluation of the lectures interest and the professor's ability to be thought provoking. Lectures were rated as above average in relating to course subject matter by 72%. It was also indicated by 68% that the lectures correlated with the readings better than usual or extremely well. A large majority (83%) found the readings to be of better than average usefulness. At the same time fully a third of the class thought the readings were difficult, while 60% found them to be average.

A large portion of the class (70%) felt too much work was required of them; half the class indicated that they thought the course was aimed at above average students. 40% of the class felt the grading procedures were fairer than average. Finally, 47% of the class compared Prof. Clinard's standards to other courses and found them tougher. Fully a quarter felt it was one of the toughest.

Prof. Thielbar: Sociology 530, Lecture 1

STUDENT EVALUATION: 169 Enrolled, 136 Taking Evaluation

This evaluation was taken by the Sociology Department and was given to WSA for publication.

82% of the students in Prof. Thielbar's Sociology 530 lecture replied to the departmental questionnaire (cross listed as Psych 530). The respondees felt that lecture content and the professors performance were far above average while the readings and grading procedures were found to be of average difficulty and fairness. 69% of the class rated the professor's performance good to excellent as compared to other instructors.

Students responded most positively to the professor's lecturing style. 71% felt that at least three quarters of all the lectures were clear and well prepared, and 69% found 75% of the lectures interesting and thought provoking. 80% of the class felt the lectures were very useful in learning the subject matter. 51% said that the readings and lectures complemented each other, in an average manner, while 31% felt that they complemented each other very well or extremely well.

65% of Prof. Thielbar's students stated that the readings were of average difficulty while 1% thought they were too easy, and 1% too hard.

Compared to the credits received for the course, 35% of the students felt that the course was aimed at the above-average student and 32% at the average student. In grading, 50% felt the procedures were of average fairness. In addition, 24% found the standards more than fair and only 2% felt the procedures were unfair. In comparison to other courses, the grading standard was found to be of average average difficulty by 66%, and tougher than average by 19%.

Prof. Gurland: Statistics 110, Lecture 2

PROFESSOR'S STATEMENT: Some of the subjects covered in this course are: elementary consideration of probability, sample space, discrete and continuous random variables, probability distributions, random samples, estimation of parameters, testing of hypotheses, inference concerning means, variances, proportions, contingency tables, least-squares estimators in regression and analysis of variance.

The text for the course is *Probability and Statistics for Engineers*, by Miller and Freund.

There are two mid-term exams plus the final exam. Problem

assignments and lab quizzes are also included in evaluation of performance.

STUDENT EVALUATION: 40 Enrolled, 32 Taking Evaluation

Students in Professor Gurland's Statistics course considered him a very good lecturer; about 85% would recommend him to a friend. 90% were satisfied and 10% very satisfied with the extent this course had increased their ability to think, criticize, and create. Most of them felt that at least half of the lectures were interesting, some even said that all of them were interesting. Professor Gurland's lectures were regarded as organized by 38% and very organized by 58%, and unorganized by 4% of his students. Most of the students thought that the professor encouraged independent thinking and knew the course material quite well. Compared to other courses, this course was considered much harder by 10%, harder by 50%, average by 30%, and easier by 10%. 55% of the students thought that the lectures were directed to an above average student, while the other 45% thought that they were directed to an average student. As to the fairness of the total amount of work in comparison to the amount of credit received for the course, 70% thought that it was fair, 10% thought that it was very fair, and the remaining 20% was split evenly between unfair and very unfair. 90% thought that the methods used to determine their final grades were fair and 10% thought otherwise. Exams were considered as helpful to further their understanding of subject matter by 50%, very helpful by 20% and unhelpful by 30%. 40% thought that the tests were successful, 30% very successful, and 30% unsuccessful in measuring what the students had learned of the course material.

Many students commented that they thought Professor Gurland was a good professor and that he was patient and helpful.

The TA for the course did not speak clear and understandable English, according to 80% of the class. 80% also thought that the TA knew the course material well, but 20% thought otherwise. 80% thought that the TA did not help significantly to increase their ability to think, criticize, and create, or to aid their understanding of the course material.

Prof. Wu: Statistics 110, Lecture 3

PROFESSOR'S STATEMENT: This course explores basic statistics. Some of the areas that will be included in the study are: experimental design, factorial design, matrix algebra, regression analysis, and quality control.

The final grade is based on homework (20%), three quizzes (45%), and a final (35%).

STUDENT EVALUATION: 62 Enrolled, 58 Taking Evaluation

63% of the students in this course thought that the professor's lectures were very organized; 30% thought that they were organized. 93% considered that the professor encouraged independent thinking, and 96% of the students were either very satisfied (89%) or satisfied (7%) with the professor's knowledge of the course material. 70% of the class felt that the professor acknowledged those areas in which he was not adequately prepared or competent. With respect to learning course material, 65% considered the lectures very satisfactory, and 35% considered them satisfactory. 65% of the class felt that 75% of the lectures were interesting and thought provoking, 18% felt that almost all of them were, and 17% felt that about 50% were interesting. 70% felt that the professor was competent in expressing and conveying his ideas, while 25% felt that he was very competent. 65% of the students would recommend this professor to a friend, while 17% said that they would not.

Compared to other courses taken, 30% considered this course much harder, 45% considered it harder, and 15% considered it average in difficulty. 87% of the students felt that the course material was directed toward the average students whereas 13% felt it was directed towards the above average students. 89% thought the pace of the course was about right and 11% thought the material was presented too rapidly. 60% of the students were satisfied with the extent to which this course had increased their ability to think, criticize, and create, 13% were very satisfied, and 15% were dissatisfied and 12% were very dissatisfied.

75% of the students felt that the work load was fair compared to the amount of credit received for the course, and 18% considered it very fair. The tests were successful in measuring what was learned of course material according to 83%, very successful by 7%, and unsuccessful by 10%. 17% of the students felt that 15-40% of the assigned material was important to gaining an understanding of course material, 25% felt that 60-85% was, and 58% felt that almost all of it was important. 75% thought the exams were helpful in furthering understanding of course material, 20% thought they were very helpful, and 15% thought that they were not helpful. 70% of the students taking the evaluation felt the methods used to determine their final grades were fair, while 10% disagreed.

Prof. Battacharyya: Statistics 301, Lecture 1

PROFESSOR'S STATEMENT: This course is an introduction to statistical methods. Some of the areas covered include: elements of probability and basic probability distributions, analysis of sample data, statistical inference related to means, variances and proportions, correlation and regression, contingency tables, and basic ideas of experimental design.

This is an introductory course for majors in the social, biological, and physical sciences. Emphasis is on motivation of the statistical techniques (without mathematical derivations), their applications to problems in diverse fields and discussion of their merits and limitations.

The text for the course is *Mendenhall's Introduction to*

Probability and Statistics.

The final grade is based on weekly homework assignments, two mid-term exams, and a final exam.

Prof. Porter: Zoology 101, Lectures 1 and 2

PROFESSOR'S STATEMENT: This course is an introduction to the basic principles of life. Some of the areas covered include: systems principles, cell chemistry, genetics, evolution, paleontology, origins of animal life and phylogeny, ecological principles, pesticides, food additives, system modeling, and potential solutions to some of man's population problems.

The final grade is based on a final exam and the highest of two mid-term exams.

Prof. Whittingham, Prof. Neess, Prof. Reeder: Zoology 152

STUDENT EVALUATION: 98 Enrolled, 20 Taking Evaluation

Students in Zoology 152 felt that Prof. Neess and Prof. Whittingham were good educators, and that Prof. Reeder was not nearly as good and much more boring to listen to. They did seem to agree that all three professors had a very good knowledge of the course material. 85% of the students taking the evaluation indicated that the professors in general readily acknowledged areas in which they were not adequately prepared.

75% of the class indicated that the lectures were well organized. The lectures were interesting and thought provoking, particularly those given by Prof. Whittingham. A strong 90% said they felt the pace at which the course material was presented was about right. 85% of the students felt that the amount of work required for the number of credits received was fair, and the same percentage felt that the present way of determining the final grade was fair. Only about 40% of the class felt that over 85% of the assigned material was useful, the rest of the class was split evenly over the other percentage divisions.

Everyone had at least one TA and 90% of the class felt that the TA helped significantly in their understanding of the course material. 60% of the students surveyed felt that the quiz section was useful while almost all the others felt that it was useless. 60% were unsatisfied with the contribution that the lab made to the course, while another 40% were very satisfied. The class was split over the decision as to whether or not the TA helped them to think, criticize, and create.

Major objections to the course in general were that the tests were presented in such a manner that a person could miss most of the lectures and still get a relatively good grade on the exam covering those lectures. Students also felt that the exams were graded too stiffly and that they could not really appeal an answer to a question to a TA because the TA's didn't really know the exact answer. They also felt, in general, that the lab was of more value than the quiz section.

Prof. Robinson: Zoology 410, Lecture 1

PROFESSOR'S STATEMENT: The course concerns the principles of organic evolution. The introductory lecture or two provide a philosophical setting for the course. A brief history of the idea of evolution is then given, followed by the sorts of evidence for the validity of evolution. The mechanism of evolution is then considered and the principles of evolutionary change through time. Then human evolution is considered and evolution is considered and evolution analyzed into three major phases. The third, human, is analyzed in relation to the problems facing society today and in the immediate future.

The text for the course is Introduction to Evolution, by Moody.

The final grade is based on a six weeks exam and a final exam. Exams consist of short questions which require an answer in one sentence and which relate to the basic principles of the subject. No term paper is required unless the course is taken for one extra credit.

Prof. Lilien: Zoology 450, Lecture 1

STUDENT EVALUATION: 114 Enrolled, 73 Taking Evaluation

Developmental Biology is taught by five professors. The overall impression of the staff was good and included the following: 87% of the students felt the professors encouraged independent thinking, 99% felt the lectures were organized, 99% felt that the professors knew the course material well, 90% said they readily acknowledged areas where they were not competent or fully prepared, and 89% were satisfied with the lectures in respect to learning course material. A majority of the lectures were found to be interesting to the students; 26% felt they were interesting almost all of the time. 83% of the students said that they would recommend the staff to their friends. Comments on specific lecturers were generally good for Professors Lilien, Sonneborn, Evert, and Becker; however, Kemp was considered a poor lecturer, mostly on the basis of disorganization.

79% of the students found the course to be harder than the average course at the university, and 74% felt it was directed to above-average students. 90% felt the course increased their ability to think, criticize, and create. There was a split of opinion over the pace of the course; 53% felt it was about right, and 45% felt it was too fast. The overall comments reflected that a great deal of material was covered in the course, but 71% felt that the work was fair for the number of credits earned. There was another split of opinion on how successful tests were in measuring learning of course material: 48% felt they were successful; 52% felt they were not. The majority of the students

felt that at least 70% of the reading materials were important to the course. Only 66% thought that the methods used to determine final grades were fair. Many commented that the tests were handed back too late and no comments were written on exams, though correct test answers were posted. Although there were many criticisms of the tests in this course, the most frequent were the following: 1) ambiguously worded, 2) too strictly graded, and 3) could not adequately cover all the course material.

As for the quiz section TA, 62% felt the TA did not significantly increase their understanding of the course material, and only 43% found their comments on exams helpful. While 66% felt the quiz section did not make a satisfactory contribution to the course, 88% of those taking a lab felt that the lab did. Many students commented that the TA's were taking the course for the first time and were not zoology majors, which the students felt hindered the TA's teaching ability.

Prof. Williard: Zoology 501, Lecture 1

PROFESSOR'S STATEMENT: Everyone has a number of personal, social, legal, and political decisions he must make that affect the environment. The media are full of misleading information about the environment. This course tries to teach the basic ecological knowledge that will enable people to make reasonable decisions in these matters. Considerable time is spent on ecological theory, the history of human impact and personal attitudes toward the environment.

The required readings include: Odum's Ecology, Harte and Socolow's Patient Earth, Carvell and Tadlock's It's Not Too Late, and Shepard and McKinley's Subversive Science.

The final grade is based on two mid-term exams (50%) and a final exam (50%). The exams are of a short essay type.

If you believe that printed course evaluations of this type are useful or have potential, convey this belief to the people in WSA or, even better, work on the project in the future.

Unless this is done, course evaluations designed for the students use will cease at the U.W.

A student run, student controlled course evaluation is not possible without the support from the student community.

WSA Office
Room 511, Memorial Union