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Exclusive

Lucey properties underassessed in 'Miffland' area

By KEITH DAVIS
of the Cardinal Staff
c Keith Davis, 1972

The following is the first of a two part series by Keith Davis dealing with property tax assessment inequities in downtown Madison.

While the city's general property tax reassessment has homeowners screaming in protest at increases ranging up to \$700, Wisconsin Governor Patrick J. Lucey's properties on Mifflin Street, the former "Bandy houses," cost the Madison taxpayer an estimated \$4,913 last year because of underassessment.

The tax, which is tied to the speculative land value, is threatening to drive out many older residents who cannot meet the increases. At the same time, apartment dwellers will find their rents going up dramatically.

When the *Capital Times* broke the "scoop" on the Madison property tax, and the special breaks which prominent politicians in Madison enjoy, the newspaper didn't tell half the story. The breaks which Mayor William Dyke and Republican attorney Carroll Metzner received were measured in the thousands, and involved favors on personal property.

IN THE AREAS of intense speculation in central Madison, the amount involved is hundreds of thousands.

In his first article in the *Capital Times*, Jim Hougan mentioned that "prominent members of both parties" were involved in these favors. The articles dealt with members of the GOP, exclusively, however, and Hougan is now in Europe on a special grant.

Democratic Governor Patrick J. Lucey's properties on Mifflin Street, the scene of a 1970 rent strike, may have been underassessed by as much as \$100,000 (see chart, page six). And according to people who should know, Lucey is not one of those receiving the biggest breaks; nor did he seemingly contrive to receive them. These breaks, the consistent pattern of underassessment in high speculation neighborhoods such as around campus, and the lack of any equitable solution, call into question the property tax itself and, ultimately, the entire system of speculation in real estate.

The story of how Lucey was able to enjoy a free ride at the expense of Madison's taxpayers is complex like any real estate deal it is hidden behind a welter of secrecy, obscure legal terminology, and inadequate laws that do not require full disclosure of transactions in this area.

LUCY ACQUIRED HIS property between 1964, when he bought the land and house on what is now people's park at 426 Mifflin, and 1968, when he acquired the rest of the properties, 442, 438, 436, and 432-434, for an undisclosed sum.

William T. Bandy, who bought the controversial houses during Lucey's campaign for governor in the summer of 1970, confirmed that the sale price of the property was \$200,000.

At that time, the assessed value of the property was \$62,500 (1969) and \$62,100 (1970)—indicating a full market value of \$96,153 and \$95,538 respectively. (Madison assesses property at the rate of 65 per cent of full market value, meaning that when an assessment figure is announced it represents 65 per cent of what the assessor thinks it would sell for.)

Thus in 1970, the property was underassessed by \$104,462.

THE STORY OF THE property between 442 and 426 Mifflin is a textbook case in speculation, absentee ownership, and underassessment. In 1962, three of the four buildings were owned by the people who lived in them. By 1964, in the face of rising student pressure and the growing popularity of the Mifflin Bassett area, all five buildings were in the hands of absentee landlords, and none of them were owned by the same people who had owned them two years previously.

To establish the value of some of the properties, it was necessary to go back into the records as far as 1963. It is rare to find the sale price on any type of deed or land contract—but in some cases it can be established by tax stamps which indicate the value of the transaction.

During 1969 and 1970, however, when most of the key transactions involving Lucey occurred, the tax stamp system had been abolished. Thus, it was necessary to go into old records, mortgages, and other rough estimates.

The first transaction occurred in January, 1963, when two individuals, Kenneth Krenz and Hans Jensen, purchased lot 16 (442, and 438 Mifflin), on land contract for \$26,500.

(continued on page 3)



Cardinal photo by Tom Mayer

Shown above is "People's Park," part of the properties owned by Wisconsin Governor Patrick Lucey in the Mifflin Street area.

WSA Course Evaluations

See inside



Cardinal photo by James Korger

According to a complaint filed recently by the U.S. Department of Labor, women workers at University Hospitals are being paid less even though their jobs entail "equal skill, effort, and responsibility."

Court action filed

Labor Dept. charges University Hospitals with 'sex bias'

By MARTHA ZYDOWSKY
of the Cardinal Staff

The U.S. Department of Labor has filed a complaint recently in Federal District Court alleging financial discrimination against women workers at University Hospitals.

The women involved, according to the complaint, are being paid less than their male employees although their jobs entail "equal skill, effort and responsibility."

The alleged discrepancy was the result of a fact-finding investigation within the hospital's housekeeping and maintenance department.

JOSEPH ESTOCK, whose office within the Department of Labor was responsible for the investigation and subsequent legal maneuvers, told the *Cardinal* that the complaint was filed in Federal Court on December 17.

Estock explained that a team from the Department of Labor "restricted themselves to the maintenance and housekeeping department of the Medical Center (University Hospitals) and found, after gathering facts, that female workers were consistently paid less than their male cohorts for performing the same job."

Estock also said that "more than 100 women workers will be affected by a court rendering of the complaint." The complaint seeks to award back payment to the women, and to prevent financial inequities from

recurring.

When asked why his office initiated an investigation of the maintenance department, Estock said that he could not divulge the reason, but noted that such an investigation can result from one of four reasons: "a complaint to the Department of Labor by a Hospital employee, an anonymous complaint to the Department, a complaint to the Department by a competitor of the Medical Center, or a direct investigation initiated by the Department not based on a previous complaint."

IN CONVERSATION with women maintenance workers at the Medical center, four of the women who were willing to comment were happy and surprised when they learned the Department of Labor had filed a complaint on their behalf. One woman said that since they were "doing a man's job they deserved a man's pay."

Another woman, who was hopeful that "everyone would be paid equally," mentioned the cases of two different women she worked with who realized several months ago that their pay check was smaller than the paycheck of the men they worked with. Individually, they went to University Hospital heads and demanded pay adjustments. The hospital officials agreed to the requests on both occasions and readily adjusted the women's salaries.

(continued on page 3)

Baton 'Muslims' blamed

BATON ROUGE, La. (AP) — The mayor of Baton Rouge said Tuesday that Black Muslims trying to overthrow national Muslim leader Elijah Muhammad came here and deliberately provoked the gunfight which cost four lives.

Two deputy sheriffs and two young black demonstrators were killed Monday in an exchange of shots in a predominantly black area.

The gunfire began, police and other witnesses said, shortly after noon when young blacks blocked area streets with cars bearing out-of-state license tags and told residents: "We're here to give you your city back."

Mayor W.W. "Woody" Dumas said five police officers as well as Eddie Bauer, the city's chief of police, had been beaten badly

when police attempted to move the car-barricades. Both deputies killed were white.

Dumas said, "The chief has been pretty badly whipped." He called the shootings "useless and senseless."

The mayor said Monday the incident apparently stemmed from the arrest of two or three Black Muslims seized while soliciting funds last week without a license. "They're talking about taking over our city," Dumas said. "We're clearing the deck and we're ready to take them on."

About 25 persons were injured, including a television newsmen listed in critical condition from a beating.

About 800 National Guardsmen were activated after the shooting to help keep order, and the city was placed under curfew.

(continued on page 3)

ISN'T IT ABOUT TIME WE HAD A PRESIDENT?

We must understand that Americans, across all lines of race and background, class and age, have paid a high price for distant, impersonal power. That price is the pervasive, deepening sense that citizens and government are no longer pursuing common ends; that individuals can do nothing about the quality and direction of the neighborhoods they live in, nor even about their own lives; that faceless bureaucrats, who neither understand nor care about what people want, have the nation's destiny in their hands.

I do not believe we can continue to pay this price—in the ghettos, in the working-class and middle-class neighborhoods, in the suburban communities, in rural areas. And I do not believe the American people, wherever they live, are willing to pay it any longer.

—John V. Lindsay

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Police contract disputed

Council requests WERC help

By LINDA MAIMAN
of the Cardinal Staff

The City Council last night authorized on a 16-3 vote a resolution requesting outside arbitration by the Wisconsin Employment Relations Commission (WERC) of details concerning the upcoming Madison police labor contract.

The police contract, which expired three weeks ago, is in bargaining. The council resolution requested a "fact-finding" mission by the WERC, the results of which are intended to be binding.

Mayor William Dyke's proposal for a 16 ward reapportionment plan, his alternative to the 24 ward plan he vetoed last fall, did not reach the floor at the City Council meeting Tuesday night.

Termed the "crossroads of determining how it (the city of Madison) shall be governed," the mayor's plan is tentatively scheduled to vote with the council's 24 ward plan in a city-wide referendum this spring.

The City Plan Commission approved the 16 ward plan, while the 24 ward plan was approved by the Madison City Council's Ad Hoc Committee on Reapportionment, and later by the council itself.

Because Dyke's veto was not accompanied by an expressed alternative at the time, the council early in December asked him to submit another reapportionment plan for a public hearing and set for last night's council meeting.

Because the council got tied up in other matters,

Mayor blames 'Muslims'

(continued from page 1)

National Black Muslim leader Elijah Muhammad says the Muslims, blamed by Baton Rouge, La., officials for a confrontation in which four persons died, "are faced with murderers and killers coming to them from among our own black brothers."

'Sex bias' complaint filed

(continued from page 1)

Accordingly, the women had no need to go any further since their demands were met within the Medical Center itself. It seems unlikely that they would have complained to the Department of Labor at that time.

However, other women allege that hospital officials have been less responsive on other occasions. They say that although administrators came face to face with the salary discrepancy on two different occasions, they made no attempt to make the requested adjustments. One woman stated that she thought the officials just didn't care enough to make an across-the-board adjustment. "They listen to you and if you've got enough guts to speak your mind, they'll change your salary. I was afraid to say anything," she commented.

THERE ARE TWO classes of maintenance workers employed at University Hospitals. The maintenance worker (1) is differentiated from the maintenance worker (2) by the type of work done. Maintenance worker (1) does dusting and general cleaning, according to the hospital workers, while the maintenance worker (2) uses a wet mop, climbs a ladder or replaces a light bulb. The pay scale for the maintenance worker (1) is \$398-469, while that for a maintenance worker (2) is \$498-592.

Both maintenance positions are supposedly open to both men and women, but the women interviewed mentioned that most of the maintenance workers (2)

the mayor's proposal did not reach the floor, and it appears that Dyke's plan would have to be put off for consideration another week.

The council was also scheduled to hear a proposal to create an Ad Hoc Committee on Property Valuation and Assessment in the aftermath of the recent attacks—by the press and the public—on city assessment practices which have been revealed to favor Dyke, Dane County Republican Chairman Carroll Metzner, and other local select Madisonians. That proposal also was deferred.

The council spent nearly two hours discussing "pure trash"—in a proposal to discuss convert city waste disposal plants to the Swiss-Buehler composting system which would recycle the waste materials.

In other action, the city council made State Journal reporter George Mitchell blush Tuesday night when it unanimously commended him on his promotion to the staff of the Wall Street Journal, and thanked him "for his unswerving dedication to the principle of fair and honest reporting."

Mitchell is a former University student and Evans Scholar.

He was also an intern at the Cincinnati Enquirer in 1967, named Roy L. Matson newsman in 1968, and was awarded a fellowship to attend the Urban Journalism Seminar at Northwestern University in 1970.

Writing in the current issue of "Muhammad Speaks," a weekly publication of the Muslims, Muhammad said "white devils" are furnishing "the crazy, savage black brother" with weapons and ammunition "with which to kill his Black Muslim brother."

are men, while most of the workers in the lower category are women.

Both women who had demanded pay adjustments previous to the Department of Labor investigation had been promoted to maintenance workers (2) but were still receiving maintenance worker (1) pay.

James Varnum, superintendent of University Hospitals, told the Cardinal that the attorney general's office will seek the help of the court in requiring the Labor Department to provide more particular information so that a formal answer to the complaint may be filed.

"Presently the complaint is so general" he said, "that the University is unable to determine which employees at University Hospitals are the subject of the suit, the periods of time involved and the dollar amounts."

VARNUM CONTINUED to say that "the university has not intentionally discriminated against women and, in fact, has recently re-examined the status and pay of women employees and moved to correct any inequities which may have developed in the past."

Varnum specifically said that "last year, for example, approximately 30% of the female work force in the housekeeping area of the hospital were re-classified and upgraded."

It is expected that the University will be filing their response to the complaint in Federal Court soon. As soon as the response is filed, legal action will begin.

OFF THE WIRE

Compiled from the Associated Press

TODAY'S WEATHER—Windy and warmer. Snow mixed with rain. High in upper 30s. Windy with snow diminishing to flurries tonight, with a low near 8. High Thursday in the teens. Possibility of precipitation 70 per cent today, 40 per cent tonight.

North Viets advance

SAIGON — North Vietnam's big winter offensive drove Laotian troops from the strategic Bolovens Plateau in southern Laos on Tuesday and tightened a grip around an army base in the northern sector.

At the same time, Cambodian forces abandoned Krek, in eastern Cambodia 10 miles from the South Vietnamese border, before the advance of elements of three North Vietnamese divisions.

Despite a U.S. aerial pounding of the Ho Chi Minh trail to halt supplies and reinforcements, there was no sign of abatement in what U.S. sources call the enemy's most intensive ground offensive ever launched in Laos.

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April 4, 1892

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Poll picks George

By SHARYN WISNIEWSKI
of the Cardinal Staff

A recent survey of University students may give some indication as to what effect the 18 year old, particularly student, vote will have on the upcoming presidential election.

A random sample survey of 353 students was conducted in December by the Mass Communications Research Center in association with a journalism survey research class. Each interview lasted about 45 minutes and questions covered many facets of student attitudes.

It was found that the majority of University students consider themselves either liberal (50 per cent) or moderate (28 per cent), with self-proclaimed radicals and conservatives numbering eight per cent each.

THE ATMOSPHERE of the University seems to be a liberalizing experience as shown by the fact that there are over twice as many conservative freshmen as seniors. Liberals and radicals form 50 per cent of the freshman class and 62 per cent of the senior class. The sophomore and junior classes fluctuate, which adds to the belief that these are formative years in regard to political and social attitudes.

These attitudes carry over somewhat into political affiliations with a particular party, although 47 per cent of the students claim to be independent. Of the independents, over half cite a preference for the Democratic party, and 18 per cent for the Republican party. Of those choosing a party affiliation, 32 per cent say they are Democrats and 11 per cent are Republicans.

If University students formed the voting populace, a presidential race would shape up with the major contenders for the Republican party being Sen. Charles Percy (R-Ill.) and President Richard Nixon. The Democratic party choices would be Sen. George McGovern and Edmund Muskie, with McGovern the overwhelming favorite.

WHEN ASKED to choose a Republican candidate from a list of possible presidential contenders, Nixon and Percy both received 20 per cent, with Nixon receiving more support from the freshmen and sophomores and Percy from juniors and seniors. Rep. Pete McCloskey (R-Cal) was the next closest with 17 per cent.

Answering a similar question for the Democratic presidential choice, McGovern was chosen by 32 per cent of the students, with Muskie polling 23 per cent. Sen. Edward Kennedy took 13 per cent.

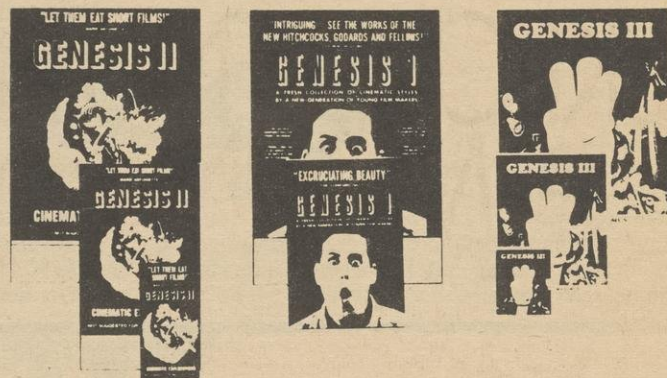
If, in reality, the presidential race narrows to a contest between Nixon, Muskie and Gov. George Wallace of Alabama, the sample shows a vote of 66 per cent for Muskie, 24 per cent for Nixon and 2 per cent for Wallace. Eight per cent fall in the "Wouldn't vote" or "Don't know" categories.

THESE results, however depend on whether or not students register to vote. Presently, only one third of the student body is registered. The statistics show that 17 per cent of the freshmen, 28 per cent of the sophomores, 31 per cent of the juniors and 45 per cent of the seniors have registered. However, of those not registered 91 per cent say they do intend to register.

Wisconsin, and particularly Madison, will absorb the bulk of these new voters with 46 per cent intending to register in Madison, 45 per cent elsewhere in Wisconsin and only 9 per cent in another state.

If the preferential voting patterns indicated by this survey do not correspond with a national sample, (national indicators say Nixon and Muskie are the two leading contenders) neither does the social make up of the sample. Over two thirds of the student sample come from families with an income over \$11,000. Approximately one third of each class reports their family income as \$20,000 or over.

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U Club seeks revitalization

By SANDRA OZOLS
of the Cardinal Staff

The University Club, which has served as "sort of a faculty retreat" since 1907, is now in deep financial trouble, because it has been losing members steadily for the past three or four years.

The club is housed in a grandiose tutor-style building and is a place

of Directors, are also members. Undergraduates are not allowed in the building unless accompanied by a member.

ALTHOUGH the club has only 135 members presently, who pay \$15-\$60 a year membership dues, almost 600 people eat lunch at the club throughout the year, since in the past few years the dining

opportunity which the club provides and urging membership. Wednesday similar letters were placed on the luncheon plates in the dining rooms.

University Club Pres. John Johnson said, "Response in the last few days has been heartwarming. People are sensing the value of the club." Sec. Ray Nichols said, "I think that once people realize the opportunities the club provides, they will want to join."

(continued on page 11)



Cardinal photo by Harry Diamant

Faculty Club

for faculty members to eat lunch and exchange ideas with members from other Departments.

Other than faculty, graduate students and townspeople, who are closely associated with the University and whose membership is approved by the Board

facilities have been open to non-members. For the club to support itself the membership must be doubled within four months, reported the 12-man Board.

Two thousand faculty members received letters a week ago Monday, explaining the valuable

Edgar Allan Poe

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The Daily Cardinal

Opinion and Comment

Another Dead End

Crusaders for academic reform cannot help but cringe when they consider the significance of the Faculty Senate's Monday action of rescinding the new grading system.

Because even more important than the physical loss of a program which would have brought at least some measure of repair to a sadly sagging academic machine was the adamantly negative attitude of the Senate and the implications this attitude carried along.

The report of the Student-Faculty Committee on Grading systems had been over two years in preparation before it came before the Faculty Senate last spring. Many of the recommendations were passed unanimously. Several controversial points were defeated by only narrow margins. The final outcome was not all that CGS Chairman R. Creighton Buck had hoped it would be, but he said at that time he felt the senate had at least passed the most significant points of reform.

But when it was passed last spring, the Senate provided for a review this winter to consider the administrative problems of the change. It was in the light of these difficulties of switching systems that the grading reform met with its brutal demise.

Bonded in the unity of cowardice, the senate applauded and laughed over their decision to end the reform measure—apparently in an effort to detach themselves from the responsibility of their negative action.

The senate voiced its opinion loudly—academic reform is a fine thing to "strive for" as long as it does not inconvenience the faculty.

Admittedly, the senate also provided for the University Committee to appoint a committee to look into the difficulties of administering any

new grading system, and consider some suggestions that other departments had proposed for grading systems. But this was an extremely close vote, conducted among senate members already in their overcoats and impatient to leave. It was clear that the majority of faculty members simply considered sending the matter to this committee no more than a graceful manner of doing away with it.

The grading plan that came out of the Buck Committee proposals was certainly not without defects. Many faculty and students objected to the interim grades AA, AB, and BC, and some objected to the end of the letter grade D. But the Buck committee plan did eliminate the use of grades as the measure of academic progress. Grades represent at best a subjective evaluation; and the same letter grade given by two different professors can mean drastically different things. The de-emphasis of this inexact and unworthy measure was reason enough to retain the new system.

The defects of the 'ABC/no credit' system could have been repaired if the faculty really had reform in mind. If nothing else, the Buck Committee proposals provided a sound basis from which to build. Now we have set the unfortunate precedent of placing administrative convenience ahead of progressive reform.

The work of the students on the Buck Committee is lost. The next "effort" at reappraisal of the system is to be a sham conducted by faculty members, and then, presumably, the issue is to be lain to rest.

Yes, the faculty and administration at the University would like to bring about academic reform—but it's just too hard to build it into our tight, comfortable, little system.

Shortchange

Money woes are nothing new for the University YMCA, but according to the most recent SOS, the situation now is critical.

"We didn't have enough money to pay our utilities bill last month," a newsletter from the organization reads. In addition, the United Fund has reduced supportive funds for the 'Y' by 50 per cent, and backlash from Madison community members since the election in 1970 which voted in a slate of left-liberal Board of Directors has also taken its toll.

The University YMCA is a valuable local community center, housing within its walls such diverse organizations as the American Servicemen's Union (ASU), Broom Street Theater, Madison Association of Student Cooperatives, Madison Tenant Union, Day Care, Thurana Free School, Women's Coun-

seling Service, and many, many more.

Although a plea for assistance from the pocketbook usually encounters blank stares from already financially-harassed University students, it is important that we support the Y during its crucial hour of need.

It only costs two dollars to join the YMCA as a regular ol' member, and if you're willing to be a hero/heroine, feel free to contribute more. Besides the normal benefits (i.e. the right to vote for Board of Directors and to receive regular communication about the vast number of Y programs), you will get a good feeling for your efforts. And, incidentally, if you have some extra time, you might stop over at 306 North Brooks Street and lend a hand to help the people who work full time to create a community center for your use.

Letters to the Cardinal

WAM AND WSA

With discrimination as prevalent as it is, and resources to combat it so short, we really can't afford the negativism expressed by Stevie Twin concerning Women's Action Movement and Wisconsin Student Association. WSA granted WAM office space, use of the telephone, and a mailbox because they were the first student group with a proven need to ask for it. WSA has never maintained that WAM represents all women on campus. We felt and still do that WAM plays a role in meeting the needs of women. Further, in granting WAM office space WSA made it clear that any student groups are eligible to use the office.

Paul Konka
WSA Senator

SUPPORT FOR BARBARA

Dear Barbara Weschler:

Here are some ideas for becoming more solid:

1. Don't take any advice from Halibut.
2. Glue all your poems together and glue yourself on to them.
3. Read some poets like Marge Piercy, Lyn Lyfshin, Diane diPrima, Bob Watt, Suramm (from Milwaukee).
4. Be ready to take your chances at poetry readings.
5. You are right.

Jim Zwadlo

HIGH ON HAGGARD

I would like to commend The Daily Cardinal for the recent article on Merle Haggard. Country music is seldom investigated by students, though many of us are familiar with a few country singers that "over-lap into Top 40" such as James Taylor.

We musn't reject the music of Merle Haggard because of his political leanings present in "Muskogee" or "Fightin' Side of Me", for there is a deeper purpose to Merle's songs. His songs reflect his past: his birth in a boxcar, his days in prison, and his life as a hobo. He seeks to give hope to the guy at the bottom, and isn't that what many of us have struggled for here. We can see this hope in such songs as "Every Fool Has a Rainbow", "I take a lot of Pride in What I am", and even "Okie from Muskogee"... (a place where even squares can have a ball).

They might not smoke marijuana in Muskogee, but if they can find in a simple song what we can find in a joint, then power to Merle Haggard!

Bill Steffen



Last Friday John Berryman, Pulitzer prize-winning American poet and professor of English at the University of Minnesota since 1954, left to his death from the Washington Avenue Bridge in Minneapolis. He was 57.

The following poem was written by local poet, John Tuschen, who met Berryman on several not always formidable occasions when Berryman came to read his works in Madison.

THE SUICIDE OF JOHN BERRYMAN

old whisky man at the bridge waving your arrogant arm in farewell motion to the singular curious stranger,	perhaps you will be. then i and the people like me can continue to gloat in our brutal searing.
what dreams had you that were not allowed?	(my guilt will be our secret)
am i the stranger laughing at your bitterness? am i the stranger who stands in awe and envy? who teases and tears? who lacking compassion, thinks you would be better dead?	for now, in this poem i see my wrongs and run late to defend you— the empty bridge, the wind, the ghost of henry.
	tuschen

Lucey property underassessed by city

(continued from page 1)

A year later, in Jan. 1964, Lucey bought the site and house on what is now People's Park at 426 W. Mifflin for \$30,000—according to tax stamps affixed to the agreement. At the time, the assessed market value was less than half—that is, the assessor guessed that the property would sell for \$14,153. The error of \$15,847 meant a tax loss of \$837 a year to the city at today's rates (actually less, because the mill rate used to be slightly lower).

In March 1968, Lucey bought the rest of the houses on lots 15 and 16 for an undisclosed sum. With the house at 426 (lot 14) this gave him control of a valuable stretch of property. Many houses in central Madison are built on half lots, which is now illegal. To do anything with property downtown you have to own at least a whole lot, which means money. If one obtains a full lot the value of the property rises. For example, in 1964 the clinic on one lot in the same block (416 Mifflin) was worth more than the entire five houses which Lucey came to own.

The houses were assessed at \$38,800 in 1964, the clinic site alone at \$43,000.

The same day in 1968 that Lucey brought the properties, he secured

four mortgages from First Federal Savings and Loan in Milwaukee for \$78,600. The going rate on mortgages for older property is from 60-70 per cent of

the full market value. Assuming that Lucey was a preferred customer and got as much money from the bank as possible (that is, only had to make a 30 per cent down payment, rather than 40 per cent) the property has a low value of \$112,285. The city's estimate? \$64,607. The error of \$47,678 cost the city \$2,422 a year at the present mill rate.

By 1968, Lucey had acquired all of the property in what came to be known as the Bandy houses and People's Park. Not counting appreciation on the park property (which was probably steep, given land values in the area) the total value of the property was \$142,285. The city figured it at a market value of \$96,153—a difference worth \$2443 a year in lost revenue to Madison's tax payers.

In 1969 and 1970 Lucey is known to have asked two different groups (Bandy and Soglin, as mentioned) for \$200,000—which Bandy and others say is about what the land is worth. Due to a reduction in assessment of \$400 on one of the

houses, the property was now considered to be worth \$95,538 by the city. Error: \$104,461. This one cost the city \$5,533.

The real impact becomes clear when one realizes that, despite the fact that the properties were reassessed for the 1971 valuation, they only went up \$11,000. Of course the houses were vacant and ruined and an on site inspection would seem to indicate that this was fair. Yet it was common knowledge that the houses were at the end of the line—one of them had been razed in 1968—yet Lucey was asking, and getting \$200,000—and the consensus of opinion is that this is not an unreasonable price. The current valuation is now \$107,307. Thus even now, there is still a difference of \$92,700 which is costing the city \$4,913 each year.

The total error to the city so far, since 1962, is a minimum of \$27,000. Yet, if the city had rectified its error, the burden would not have fallen on Lucey, but his tenants.

tomorrow: what it means

Total value of
Governor Lucey's properties:
442, 438, 436, 432/434, 426 W. Mifflin

	1962	1968	1970	1971
assessor's estimate (65%)	\$38,800	\$62,500	\$62,100	\$69,700
full value based on assessor's est.	\$59,692	\$96,153	\$95,538	\$107,307
actual value				
total value not known		\$142,285	\$200,000	\$200,000 plus
underassessment error		\$46,132	\$104,462	\$92,693
cost to city at current (53 mill) rate	\$1833	\$2,443	\$5,533	\$4,907

1962—Lucey owned no property
1964—Lucey owned 1 house
1968—Lucey acquires all the property

New calendar year will benefit many

By RON SVOBODA
of the Cardinal Staff

As first semester draws to a close in the wake of the winter holidays, the eyes of many students may well be beamed toward next year, when the first semester will end before Christmas, and the spring semester in the middle of May.

This year Madison campus students saw an "interim calendar"—an approach to the academic year much like the one students were familiar with in the past, but with a slightly shorter span of classes after Christmas. To many, though, this calendar's redeeming character came from its role as preface to the 1972-73 calendar.

The faculty senate decided on Jan. 11, 1971, to switch to the new calendar approach, as did similar faculty legislative bodies on other UW campuses. The other campuses, which included Whitewater and Parkside, did change to the new calendar for the 1971-72 school year.

ADMINISTRATORS HERE in Madison, however, said Prof. Robert Petzoid, chairman of the committee that proposed the calendar revision, decided that to

avoid conflict with the summer session here, an interim calendar had to be implemented.

Under this calendar, second semester begins Jan. 31, and final exams end June 1.

Under the 1972-73 calendar the regents approved Oct. 8, begin semester registration would begin Monday, Aug. 21, with final exams concluding on Wed. Dec. 20. Second semester registration will begin Jan. 8, with finals ending Friday, May 18.

Dates not varying more than four days from these will obtain through the 1975-76 school year, according to the regent decision.

JOSEPH CORRY, Associate Director for Academic Planning, has said that University faculty and administrators have indicated the benefits of the change, which include the interruption of the teaching-learning process for winter vacation, and the elimination of student anxiety over finals during the holiday season, far outweigh any possible detriments the new calendar might generate.

News Briefs

WOMEN'S RIGHTS

New bills concerning women's rights are coming up in the state legislation. The anti-abortion bill has sparked the formation of a campus group to oppose its passage. This group will meet Wednesday at 7:30 p.m. in the Memorial Union to plan actions.

RADICAL ECONOMICS

All undergrads are invited to attend a talk about radical economics and a discussion of the formation of an undergraduate radical economics association as well, at the meeting Thursday, Jan. 13, at 3:15 p.m. in 5231 Social Science.

ARBORETUM GUIDES

Men and women who wish to be guides in the University Arboretum, Cherokee Marsh, or the Madison School Forest can begin intensive training at 8:30 a.m. Jan. 13, at the Arboretum Teaching Building. Further info may be obtained by calling the Arboretum office at 262-2977.

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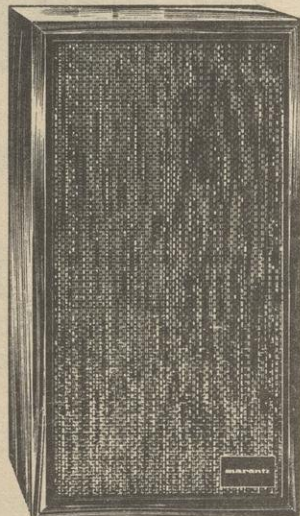
COMMON SENSE
... for a change

SEN. HENRY
M. JACKSON

11:00 Thursday

Presbyterian House
731 State St.

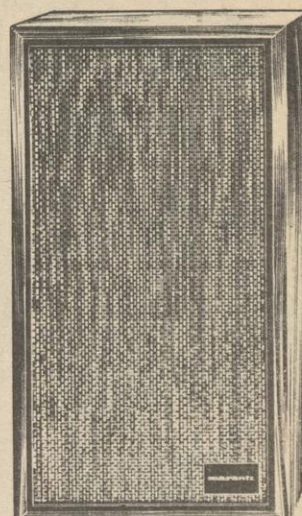
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Jackson, Paul Balch, National
Youth Coordinator, 1101 17th M.W.,
Suite 503, Wash. D.C.



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Screen Gems

By JOHN MONTGOMERY

Jan. 12—**Tomb of Ligeia** (1964)—Roger Corman, the king of the low budget directors (he once made 27 consecutive successful pictures, all for between 50 and 100,000 dollars) moved into the big budgets with this last film of his Poe cycle.

Despite all his faults, Corman does stand alone among recent American directors as the creator of his own violent and successful genre. 8:15 and 10, B-130 Van Vleck.

Jan. 12—**Mad Dogs & Englishmen** (1969)—Joe Cocker, a small dog, Leon Russell and a cast of thousands help make this rock tour film atypical and pleasing. Cocker, whose cinematic fame was sealed with "A little help from my friends" in *Woodstock*, stays off camera long enough to allow Leon Russell to steal the show. Best scene however is the late night arrival of the tour to a motel when the slick negotiating manager (played by a professional actor) sets up the meals with the irate cook. The musical numbers are spaced expertly. 7:30 and 10:00 B-10 Commerce.

MEET SENATOR

"SCOOP"

JACKSON

Democratic Candidate
for President

Thursday, 11 a.m.
Presbyterian House

731 State

Auth. & Pd. for by Citizens for Jackson, Paul Balcich, National Youth Coordinator, 1101 17th M.W., Suite 503, Wash. D.C.

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Kids Do the Damndest Things

By M. BERGMAN
of the Cardinal Staff

Curtis Harrington's *Who Slew Auntie Roo?* is not strictly another of the old-lady metaphysical melodramas of the Robert Aldrich school (*Baby Jane*, *Sweet Charlotte*), although it does contain central elements of that genre. Rather, *Auntie Roo*, with its Hansel and Gretel plot, blends the eerie fantasy of the same director's *Night Tide* (in which a young man falls in love with a mermaid) with the period setting, psycho-sexual innuendo, black humor and gory resolution of Harrington's recent *What's the Matter with Helen*, the brilliant companion piece to *Whatever Happened to Baby Jane*.

Shelly Winters, always the cinematic definition of the f-ked-up American woman, plays a dim and demented American widow living in England in the twenties. She keeps the not-too-well-preserved corpse of her accidentally killed daughter up in the attic where she sings to it every night.

Into her home for an annual Christmas part come a dozen orphans, including too charming but enigmatic children whom she kidnaps to replace crumbling Katharine upstairs. They decide Shelly's a witch out to fatten them up a la "Hansel and Gretel" and burn her to a crisp, making off with a teddy bear full of her jewelry.

CHRISTOPHER (MARK LESTER) and Katy (Chloe Franks) are hardly typical fairy tale children. He is defiant and nosey; she is greedy and deceitful. They can shrug off the fact that they've just killed someone and burned her house down for no very good reason and ride off smiling, perhaps thinking of the teddy bear full of hot ice. As for *Auntie Roo*, she's so completely nuts that anybody capable of pure, childlike logic could impute all sorts of culinary designs to her.

HORROR movies are often nothing more than gussied-up fairy stories, and Harrington seems to have grasped this better than many. Traditionalists will approve the conventions of both genres: secret panels, seances, skeletons in the closet. More jaded viewers will appreciate the unpleasant view of the two children and the typical Harrington ironic ending. *AUNTIE ROO* is good scary fun for children and good nasty fun for kids.

Cardinal Staff Meeting

Sunday in the Union 7:30 p.m.

SAT., JAN. 22nd-8 P.M.

SLY

AND THE
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one performance only all seats reserved

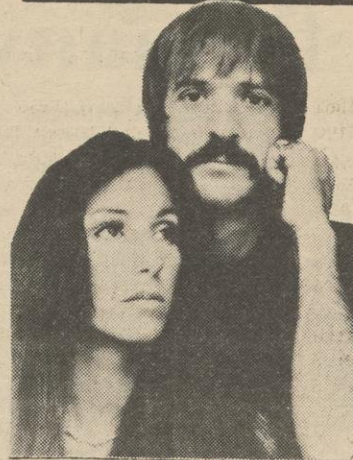
\$4.00 W.S.A. Students \$4.50 Gen. Public \$5.50 At The Door

ORDER BY MAIL: Enclose your check or money order for purchase of tickets plus 25¢ handling charge and a self-addressed envelope and mail to Sly And The Family Stone, Ticket Center, Dane County Coliseum, Madison, Wisconsin 53713. Indicate if W.S.A. Member Send W.S.A. Card

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"Well, I did not come here to tell you that—because frankly I do not believe it.

"I think that kind of thing is elitist through and through. It sets students apart from everyone else—and from the real world."

LISTEN TO SOME COMMON SENSE

SEN. HENRY M. JACKSON
PRESBYTERIAN STUDENT CENTER
731 STATE ST.
THURSDAY, JAN. 13—11:00 a.m.

PAID FOR BY
Wisconsin Citizens for Jackson
Box 1414
Madison, Wis. 53701
Richard DePrima, Chairman

Chicago's Organic Orgasm-WARP !!!

By ELLIOT PINSLEY
of the Fine Arts Staff

It was in the early fall of 1968 that Stuart Gordon's originaive production of "Peter Pan" shook the University community—baring the social and cultural paranoia of our times to the mind's eye of all who would see. In the three and one half years since then he has moved to Chicago and come out with original renderings of Orwell's Animal Farm, and Voltaire's Candide, while many changes have befallen the architect of

Madison's original Broom St. Theater.

Gordon and his Organic Theater troupe are very much alive, appearing at the Body Politic at 2261 North Lincoln; and their latest offering is a piece of truly "electric" entertainment.

WARP IS billed as "the world's first science-fiction epic adventure play in serial form." Inspired by the tradition of Marvel superhero comix, WARP bombards the senses with a dazzling fusion of sound, light and color, that works beautifully with the cohesive,

literate, and oftentimes hilarious script. Episode One, or "My Battlefield. . . My Body!" presents us with the plight of mild-mannered bank teller, David Carson. Though his heart is set on the employee of the year award and Mary Louise, the bank president's daughter, David has another life, hidden deep within his past of madness at the asylum. At the telling moment of the employee of the year award banquet, our hero is zapped into the 5th dimension: SCHIT-ZOPHRENIA, where his greater

destiny lies.

As Prince Cumulus, the sojourner of truth, Cecil O'Neal articulates a character combined of Batman and Hamlet, unsure of his new and seemingly boundless powers but ready to conquer the cosmos. In the service of "Knowledge," embodied by Lugulbanda, (and brilliantly portrayed by Richard Fire), Cumulus sets out to do battle with Chaos, Prince of Madness, (played to the evil hilt by Tom Towles). This immense expense of cosmic energy is all purportedly in quest of the "Cube," an unknown quantity that holds the key to the universe.

Flying Frog Enterprises deserve the employee of the year award for their absolute genius in creating the sets, costumes, and special effects for WARP. Eerie organ play, strident electric guitar and an explosive display of lights create the genuine air of intergalactic combat. It is noted also, that special credit is due Dr. Ronald Berman for developing his highly ingenious raygun.

STUART GORDON directed the play, and collaborated on the script with Bury St. Edmund. The two have done an amazing job of creating a simple yet involved story with countless twists. The rest of the superb cast includes Carolyn Gordon, William Norris, and Cordes Fejer, each putting in fine performances in dual roles. Andre DeSheilds contributes fittingly to the madness, in his special guest appearance as Desi Arnez.

At the close of Episode One, with Prince Cumulus seemingly in the grips of Chaos, the audience is left breathless—virtually gasping for

air between laughs. . . Has Chaos triumphed over Prince Cumulus in the quest for the "Cube"? Will David return to the real world in time to claim the employee of the year award he so justly deserves? Can he save Mary Louise from the clutches of his evil psychiatrist who at this very moment has his hands on her ass?

Tune in next month for the answers to these questions, which hold the key to the future of our galaxy. Of go this month and experience "My Battlefield. . . My Body!" for yourself. Honestly now, when was your last organic orgasm?

BROOM ST. FILMS

Broom St. Theater is looking for Regular and Super 8 mm films for showing at its Bacchanal, Friday through Sunday, Jan. 14-16. Anyone interested in having their film shown is asked to call or stop in at the BST office, in the basement of the University Y, 306 N. Brooks. 257-0053.

HENRY JACKSON DAY

United States Senator Henry "Scoop" Jackson will speak to students at the Presbyterian Student Center (731 State St.) at 11 a.m. Thursday Jan. 13. Jackson recently announced his candidacy for the democratic nomination for President.



WISCONSIN MEMORIAL UNION AND UNION SOUTH SPRING '72 STUDENT JOB INTERVIEWS

On Monday, January 24-Friday, January 28, the Wisconsin Union will begin accepting job applications with class schedules from any Spring registered U.W. student. These applications and class schedules will be received in the Personnel Office (408), Memorial Union.

Those students whose applications were accepted in the Fall may confirm their priority ranking only if they reapply with the Personnel Office by January 28—noting address and phone number changes as well as class changes for the Spring semester.

Although the Wisconsin Union and Union South do not anticipate many job openings, they will hold interviews with the above applicants during the Spring as jobs become available.

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SUMMER 1972 & 1972-73

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The Daily Cardinal Action Ads

PAD ADS

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ROOMMATE WANTED, male, share house with three grad. students, own room, semester and summer. 238-4344. — 3x13

SUBLET APT. for second sem. Located centrally at 626 Langdon, one bedroom, pay electricity will consider any type of commitment rent \$180. Call 251-7186. — 3x13

ROOMS: 2nd semester; color t.v.; washer, dryer; good meals available at good prices; 221 Langdon; two blocks from Library; 256-9932. — 4x26

ROOMMATE NEEDED to share apt. w/two others own room June lease. 551 W. Mifflin 251-4863. — 3x13

MALE to share lge. 1 bdrm. apt. call 256-3325, 255-7482. — 3x13

NICE ROOM for two 444 W. Doty rent \$40.00 each/mo. 255-3897 includes utilities. — 2x13

APT. for rent immed. 430 W. Dayton own bedroom share with 2 girls \$60/mo. Call 251-6031, 251-3182. — 3x13

HUGE ROOM available cottage on the Lake; land dogs no hassle prefer couple. 233-2080 Middleton eves. — 2x12

FREE TV set with male sublet room with kitchen privileges \$65 utilities paid. 256-0810. — 3x13

OWN BEDROOM, 2nd semester, share 5 bedroom house, parking, 5 min. to engr. 12 min. to Hill, 257-9350. — 3x13

GIRL needed to share large apartment with one own room semester lease. 528 W. Dayton 251-3859. — 3x13

GRAD MALE roommate wanted \$46/mo. utilities paid. Free parking. 251-7217. — 3x13

3 BEDROOM APARTMENT sublet 145 W. Gilman no. 301. \$220 month no. phone come see. — 3x13

SINGLE ROOM sublet male quiet near library 255-2871 after 1:00 p.m. — 2x12

3 SINGLE rooms on campus available for 2nd semester. 257-7613. 625 N. Francis St. — 2x12

ONE OR TWO PEOPLE for bedroom in 3 bedroom apartment furnished, parking, yard nice location. Call 251-4306 or 251-7598. — 3x13

NEED GIRL(S) to share double in kitchen privilege unit own bath. 255-9143 or Manager 255-9673. — 3x13

SUBLET: girl to share with 3. 38 Breese Terrace \$65/mo. negotiable. 233-7856. — 3x1

SUBLEASE APARTMENT at 75% of its original cost. Call Alfredo or Dwayne. 255-0449, 1402 Regent. — 6x2

INEXPENSIVE APARTMENT needed for 3 or 4 close to campus. Call 253-9319 or 251-0309. — 3x13

GIRL TO SHARE APART. with one. Own bedroom Julia. 257-2318. — 3x13

SUBLET ONE bedroom apartment 1-3 persons 1/2 block to library air cond. disposal well furnished. 256-5084. — 3x13

SPACIOUS APT. for rent 2 bedrms for 3-4 girls. 209 S. Bassett 255-4228. — 3x13

TWO GIRLS wanted to share furnished apart. sec. sem. \$60.00 month 111 West Gilman 255-5863. — 3x13

1 GIRL needed to live with 3 basket cases U.W. Hosp. area. 256-4634. — 2x13

NEEDED GIRL to sublet own room 3 bedroom apartment \$67.50/mo. including utilities/furnished Jill 255-5380, 255-2564. — 6x26

GREENBUSH APTS. furnished one bdrm. \$170 on monthly leases 256-5010. — xxx

GIRL to share, own bedroom, Johnson Street, \$65/mo. call 257-7623. — 5x13

ONE GIRL own room \$65.00 mo. 212 So. Henry call Suzi 255-3780. — 6x26

ONE PERSON NEEDED to share large 2 bedroom apt. E. Gorham with male 257-7896. — 6x26

MALE to share house, modern, own room, \$50/mo. 271-4972 before noon, 257-4820 after six. Mark. — 5x13

SUBLEASE now 1-2 bdrm utilities main Bassett \$150 nice 257-0163. — 6x26

MEN SINGLE 1805 Univ. furnished, all utilities Kitchen \$75. 238-9750. — 5x13

SUBLET females, own rooms, kitchen, bath. Towers. Available anytime. 257-6448. — 6x26

PAD ADS

LARGE APT., 6 persons, 1/2 block to library. 257-2832. — 5x13

APT. TO SUBLET excellent location Towers/male or female 257-6346. — 10x4

KIT. PRIV. rooms singles, doubles. East campus, cold West campus all singles for women. 255-9673, 257-1880. — 6x3

SUBLET one bedroom apt. for 1-3 2nd semester and summer 255-7930. — 6x26

SUBLET LARGE bedroom in two bedroom apt/1 or 2 girls 255-6014. — 6x26

GIRL to share 1 bedroom Gilman area \$77.50 utilities now 255-6444. — 5x13

MUST SUBLET room private bath refrigerator Kent Hall 616 N. Carroll rm. 503 No. phone. — 6x26

ROOM AND BOARD Alpha Delta Phi Fraternity 640 N. Henry. call Mrs. Sampalis 256-9561. — 10x4

APTS. 2nd semester, 1 or 2 persons. 257-2832. — 5x13

SUBLET \$70 girl with three 2302 University 251-2955 after 5. — 6x12

SUBLET: girl, good location w/3 others, \$62.50/mo. call 255-3693. — 7x13

NEED 1, 2 girls to share room, apt. 150 W. Gorham apt. 2. 255-4791. — 6x12

SUBLEASE one bedroom apart. Feb. 1 st. \$130 with heat stove refrigerator call 255-3834 near square. — 6x12

APARTMENT to sublet woman on Langdon—one block from library price neg. call Nancy 256-2550. — 6x12

PARTIALLY FURN. 1 bedroom apt. 2nd sem. occupancy. Share with 1 girl West end of campus. Rent negotiable 233-6896 evenings. — 6x12

NEEDED 1 girl to share 1/2 modern 2 bdrm. lakeside apt. 1 block from Mem. Library 256-2509 or 257-5802. — 6x12

GIRL SHARE room. Kitchenette suite. Dinner plan. \$450/yr Towers 257-6463. — 6x12

TWO TO SHARE Mifflin St. apartment with three girls 257-5752. — 6x12

SINGLE ROOM second semester \$250 kitchen privilege women 211 West Gilman St. call Connie 256-9614. — 6x12

SINGLE APT. for sublet after 5 p.m. 257-6145. — 6x12

NEEDED male to share furnished apartment second semester \$50 utilities included—free parking right on campus 933 W. Dayton. Call Dave 255-2173. — 6x12

FURNISHED EFFICIENCIES 2 blocks from campus carpeted air conditioning available now or Feb. 1st call 221-0758 after 5 p.m. — 10x12

SUBLET APT. 2 women Feb. 1 \$60/mo air-cond. 1301 Spring 257-7963. — 3x17

WOMEN SINGLES doubles parking kitchen privileges. 505 Conklin Place 255-8216, 222-2724. — 10-2

SUBLET. Flat 4 persons 146 W. Gorham 256-7293. — 4x7

WANT to share apt. man or woman. Bus route 2 bedrooms 255-6981 after 5. Good deal. — 8x13

SUBLET second semester 1 male, The Frances, air cond., 10th floor, 3 bks to campus 256-7326 any time. — 2x13

SUBLET 2nd semester own room 104 S. Brooks 251-8844 after 5. — 3x13

111 N. ORCHARD 2nd semester doubles \$237 kitchen privileges 251-6747 John. — 3x26

FOR RENT furnished apartment, corner N. Henry & W. Gorham, campus location/2 large bedrooms, living room, kitchen & bath for 3 or 4. Heat & hot water included, available Feb. 1 to June 1. \$210.00 month. 255-4197. — xxx

APARTMENT sublet for 1 or 2 girls. Located on Langdon St. Call Karen at 255-1501. — 2x13

DOUBLE ROOM in apt. 111 W. Gilman 256-8202. — 3x26

MUST SUBLET new one bedroom furnished apartment. Rent negotiable 251-7162. — 2x13

1 GIRL to sublet with 2 1/2 others through June. \$72.50 month. 430 W. Johnson. Call Pam 266-3199 before 4:30 weekdays only. — 2x13

FURNISHED EFFICIENCY on the lake for second semester call at 5:00 p.m. parking if needed. 251-9066. — 2x13

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PAD ADS

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Club

(continued from page 5)

VARIOUS reasons have been cited for the dwindling membership and loss of interest in club activities. Johnson said: "A large part of the loss of support comes from changes in day-to-day living. People are busier and don't go out as much."

"There are also more places on campus for the faculty to eat. At the University of Minnesota the faculty club is growing because they just don't have anyplace else to eat. Here many of the buildings have their own lounges. Also, the center of gravity has shifted about half a mile west."

Nichols said: "Our parking is the biggest problem, and the noon hour is too short to walk across the campus and back. Also Madison has so many other good things to do. But a university of this size must have a faculty club."

VICE PRES. Dale Gilbert said: "The younger faculty members have other interests. Many are so engrossed in their work that they eat bag lunches in their office."

Manager Mildred Linquist reminisced: "Physicists would come down from the laboratories

to have lunch with the musicians." She also said that part of the reasons that Departments have become more self-centered is due to the greater specialization in fields.

Nevertheless, members feel that the club merits some priorities. Johnson said: "It's a chance to meet colleagues in other than your own discipline, which only entrepreneurs do otherwise. At the club I met about 90 per cent of the people I know. I find the club stimulating — interesting — a change of pace."

GILBERT SAID: "I joined the club as soon as I came to the University because I wanted to know what was happening on the rest of the campus. I enjoy the academic climate."

The club was organized more than 60 years ago by University Pres. Charles R. Van Hise, as a private non-profit organization, with the purpose of "strengthening and improving relations on the University campus." He felt that this could be best accomplished if the University had a comfortable place where the faculty could be brought together.

The building constructed proved to provide a very relaxing, yet intellectually stimulating atmosphere. As members enter the building they are confronted with

high-arched ceilings, floor-length mirrors, fireplaces, marble tables and velvet couches.

TO THE LEFT of the entrance is a spacious reading room, whose walls are adorned with portraits of some University presidents and John C. Babcock. Since the days before World War II., when women still had to enter the building through the back door and eat at the back of the dining rooms, the front reading room is traditionally reserved exclusively for males. The women have their own lounge in the back, which is painted in pastels and, although much smaller, is also very ornate.

In 1922 and 1929 additions of another dining room and a large dormitory to provide 102 living quarters were made to the original building. Visiting professors found the housing especially convenient, since they usually didn't have cars and the building was at the "center of gravity" of the campus.

The club prides itself in the fact that famous men such as Walter Heller, former financial advisor to President Lyndon B. Johnson, and John Granowski, former Ambassador to Poland, as well as a Count from Italy, have been visitors at the club. During World War II, 200 soldiers from the Army Student Training Program were housed in the quarters.

IN 1937 the building became part of the University, eliminating tax obligations. In 1969 the University decided to employ the dormitory for offices, and it is presently used mostly by the office of Financial Aids. Eight rooms were "left as a token" and now house two professors from Parkside and Oshkosh as well as University faculty.

"The dorms used to be the major source of revenue, and the funds subsidized other activities, such as the lunches," said Johnson. The

revenue from the present eight dorm rooms help finance activities, but do not cover the food, catered from the Union, telephone and office-supply expenses and \$6,000 a year for magazine subscriptions. The club has had to dip into savings, which are now almost exhausted.

Before ten years ago, the club was very active and regularly held dinner lectures, concerts, dances, women discussions, luncheon bridges and a children's Christmas party.

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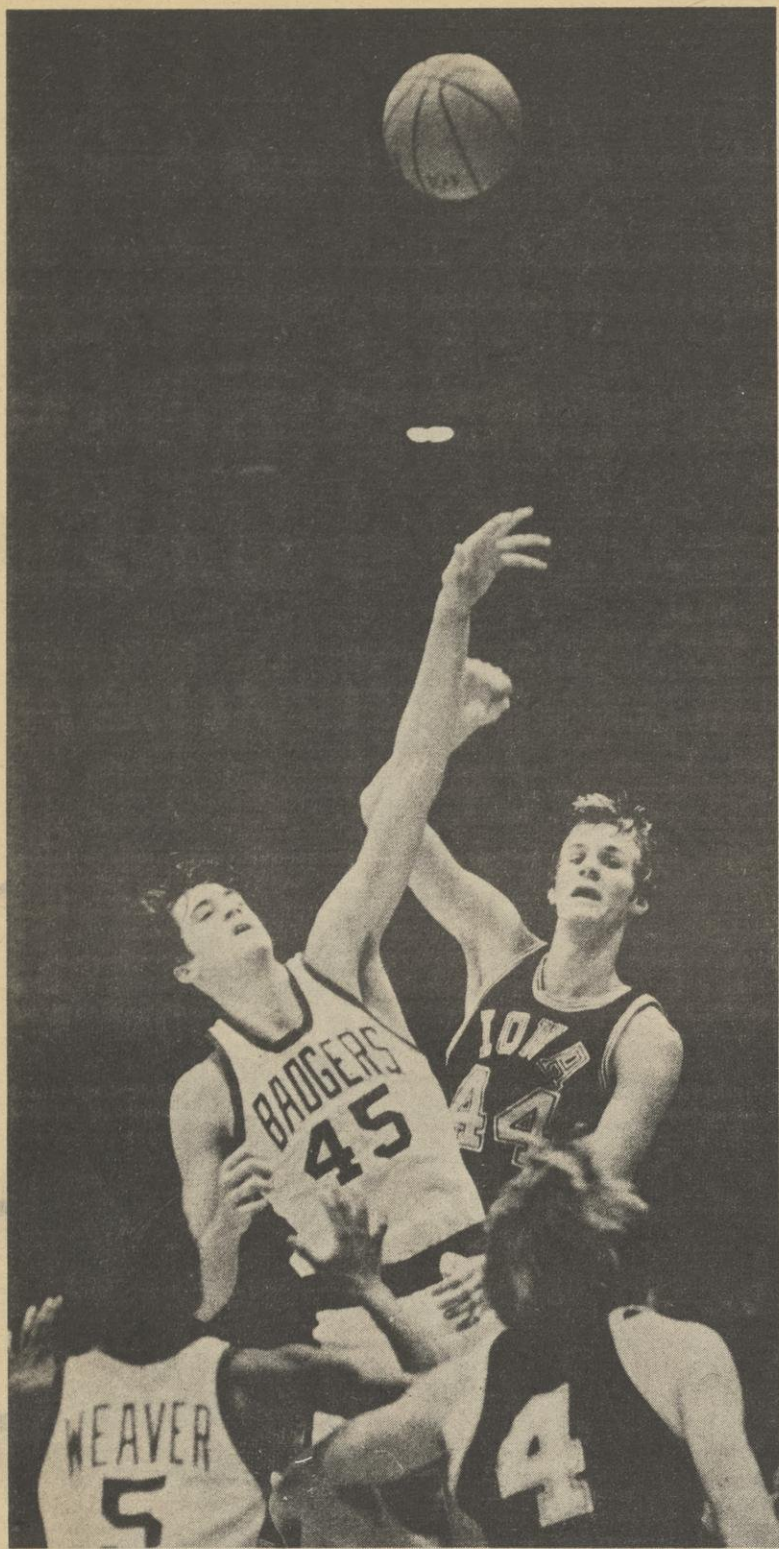
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Cardinal photo by Mickey Pfleger

Badger center Kim Hughes gets the better of Iowa's Kevin Kunnert on this jump ball during Saturday's game.

MSU comes from behind

Badgers fall short, 83-76

By BOB SCHWARTZ
and PAT SLATTERY
Sports Staff

EAST LANSING, MICH.—Badger guard Lee Oler watched the last 17 minutes of Tuesday night's basketball game from the bench, and Wisconsin Coach John Powless only wished that Bill Kilgore and Brian Breslin had joined him there.

Kilgore, 6-7 center and Breslin, 6-6 forward, combined for 25 points in the second half to lead Michigan State to a 83-76 victory here over Wisconsin before a crowd of 8,009 at Jenison Fieldhouse.

Oler fouled out of the game with just 2:43 elapsed in the second half and the Badgers leading, 40-36. In a ten minute stretch that followed, the Badgers were outscored 31-17 and could get no closer than two points the rest of the way as the Spartans shot 58% in the second half.

"OLER DID A fine job for us when he was in," Powless said afterward. "He used his height well against their smaller guards, and made some important baskets."

Powless added, however, "I felt Michigan St. outthrustled us for loose balls, and that could well have made the difference."

Nor did numerous Badger errors help matters any. Wisconsin committed 22 turnovers, all but nullifying strong offensive performances by Leon Howard and Gary Watson, who scored 25 and 21 points, respectively.

"Howard looked like he got a million points," Michigan St. Coach Gus Ganakas said afterward. "Both their forwards played excellent ball."

Kilgore had 18 points, including 14 in the second half, when he took the initiative against Kim Hughes. Kilgore also grabbed 15 rebounds, one more than Hughes.

"We allowed Kilgore to take his hook shot in the second half,"

Powless said.

The Badgers sped away to an early 8-0 lead, but Michigan St. chipped away at the deficit and tied the game at 23-all. The Badgers then ran off five straight points and, after being tied at 33-all, trotted to the locker room at halftime with a 35-33 advantage.

LESS THAN three minutes into the second half, Oler became a reluctant spectator as he drew his fifth foul. The lead that the Badgers had at the time soon shriveled, and finally died.

A Kilgore free throw created a 41-41 stalemate and a Breslin layup moments later made it 43-41, giving the Spartans their first lead of the evening. That lead was tenuous, however, and a pair of free throws by Bob Frasor tied the game again at 49-all.

The Spartans, aided throughout by the strong play of reserves Allen Smith and Ron Gutkowski, then outscored the Badgers 14-6, with Breslin getting the last two baskets of the surge. Wisconsin, by now resorting to a zone press, made one final move but was not able to draw within two.

They did so on two occasions, the latest on a Howard basket that sliced the gap to 65-63. Consecutive baskets by Kilgore, though, boosted the margin to 69-63, and put things out of reach. The teams traded baskets the rest of the way, although the Spartans made ten shots in a row at one point.

Wisconsin, now 8-4 and 1-1 in the Big Ten, shot 39 per cent from the floor. The Spartans hit 43 per cent, thanks largely to their sensational second half shooting.



'Thank you fan\$!'

When Elroy Hirsch came to Wisconsin as Athletic Director in 1969, he stepped into a rapidly deteriorating situation. The Badger football team had just come off a disastrous 0-10 record, and basketball, the other major sport, was in the midst of another losing season. But the biggest problem was that, with only losers to cheer for, the fans were staying at home and the athletic department was getting farther in the hole each year.

Although Hirsch is crazy about Wisconsin's school colors, he didn't particularly like red that appeared in the athletic department's accounting books. He immediately instigated his famed "Operation Turn-Around" in an attempt to get the athletic department back on its feet.

The biggest factor in the Badgers' financial woes was a slumping football program. Hirsch got rid of John Coatta, who had a three year record of 3-26-1 as head coach, and brought in John Jardine from UCLA. Now, after only two years and a less than spectacular 8-11-2 record under Jardine, Operation Turn-Around is being termed a success by Hirsch and some members of the press.

THE FANS HAVE STARTED returning to Camp Randall on Saturday afternoons, and this year Wisconsin was third in the nation in attendance. To show his appreciation, Hirsch put up a large sign reading "Thank you fans!" at the last home game against Illinois. Being able to fill Camp Randall regularly, coupled with surging hockey and track programs and renewed interest in basketball, means the athletic department will be operating in the black this year.

If the only purpose of Operation Turn-Around was to make money for the athletic department, then Hirsch is to be congratulated and given a pat on the back. But if it was also intended to bring winning teams, football in particular, back to Wisconsin, he still has a long way to go.

Despite an abundance of talent, Jardine has failed to improve on Coatta's 3-4 conference record, and has won only one of three non-conference games each year. Until Jardine starts winning more games, Operation Turn-Around can hardly be called a success.

Yet, despite the record, the fans still come, and because they come, they money continues to roll in. But how much longer will this human goldmine last? Unless the Badgers start winning, probably not much longer.

WISCONSIN FANS HAVE REMAINED optimistic for the past two years. A new coach is bound to brighten things a little in the fans' eyes, but a lot of Wisconsin fans have gone overboard. They look upon Jardine as if he were God, come down from heaven to save the Badgers and lead to glory. And while Jardine considers himself to be far from a miracle worker, Hirsch and the press have done little to dissuade the fans from this attitude.

Perhaps this is the big thing behind the enormous crowds; things are being presented to make them appear better than they actually are. Hirsch says that the Badgers are exciting, that we're around the corner now, that we're going to start winning and you won't want to miss it; the sports writers eagerly endorse it and throw it out to the fans, who eat it up. Everything is just rosey.

It's true that the Badgers no longer lose by scores like 62-7, 55-7 and 41-0, but they still lose, and look very bad in doing so. One of the biggest breaks that Hirsch got this year is that the Badgers' worst games, like Iowa and Northwestern, were played away from home where fewer fans saw them. To have seen those games would have made some fans resort to burning their season tickets.

There is also no doubt that the Badgers are exciting at times, but that won't keep the fans coming back indefinitely. They're interested in winning, not a series of thrills and a loss. Mr. and Mrs. Alumnus, who pay \$30 for a season ticket and whose Cadillacs and Lincolns fill the parking lots around Camp Randall on Saturday afternoons, can't brag to their associates and friends about mere excitement. Winning is what's important.

THERE WAS SOME exciting football played during the Coatta era also; no game coached by Jardine has yet approached the 1969 upset of Iowa, when the Badgers scored 23 fourth quarter points to end their 23 game winless streak. But look where excitement got Coatta; he didn't win enough and was shipped off to Mankato State. Excitement doesn't fill a stadium, winning does.

Unless the Badgers start making good Hirsch's and Jardine's promises of winning football, all the press releases, speeches, publicity, smiles, and excitement in the world aren't going to fill up Camp Randall. People will only believe so much before they stop coming once again. As of now, the supposed success of Operation Turn-Around is based solely on the faith that the Badger fans have in Hirsch and Jardine to come through, and faith, as Mr. Hirsch might soon find out, is a very fickle thing.

Elroy to the rescue

By PAT SLATTERY
Sports Staff

The year was 1969. The situation was fourth down and 15 to go for Wisconsin athletics. Things were looking bad for the athletic department. It was definitely time to punt.

But then, out of the sky came not a bird, not a plane, but an honest to goodness ex-football hero—Elroy "Crazy Legs" Hirsch. Things at Wisconsin haven't been quite the same since.

The problems facing Hirsch in the beginning days of Operation Turn-Around were enormous. Apathy was setting in among the students. The members of the athletic department were getting up in the morning and not feeling like going to work. Things seemed to be going from bad to worse.

THE BIG PROBLEM facing the new athletic director was finances. The athletic department is totally self-supporting; all funds come from gate receipts. The three money-making sports, basketball, hockey, and the big daddy of them all, football, support the entire athletic program. It was Hirsch's job to start filling the empty seats—fast.

Largely through the efforts of Hirsch, Bill 105 was pushed through the Wisconsin Legislature. The bill allowed athletes on scholarship to attend the University free, without making the athletic department pay the tab. A sizeable amount of red ink was saved by that legislative move.

Hirsch also took his campaign to the people of Wisconsin. He barnstormed through 60 towns in Wisconsin, spreading the word to alumni and anyone else within

earshot: "The Badgers are back."

Yet it was the students in the football stands who made the crucial difference. They came back, warily at first, remembering all those past years when the Badgers were the patsies of the Big Ten.

DURING 1970, the Wisconsin fans saw a much improved football team. They held their breath



ATHLETIC DIRECTOR Elroy Hirsch, addressing a Fieldhouse crowd at his Feb., 1969, formal introduction to Wisconsin fans. Since then, he has made numerous changes, and the once debt-ridden athletic department is now turning a profit.

for the upcoming year.

Although 1971 was not a great football year, it was successful in many ways. The fans were definitely back. (Wisconsin was third in the nation in attendance), and they saw an explosive team which won or lost five of their games in the last minute of play.

With an expanded budget, Hirsch has been able to renovate the physical plant which had suffered during the lean years for lack of funds.

Locker rooms have been improved, training rooms have been added, a new ticket office has been built, and almost everything that doesn't move has been painted cardinal red and white. One of Hirsch's main goals is that everyone involved in the athletic program has a decent place to work or practice in.

IN ITS ESSENCE, Operation Turn-Around is based on producing winners. The hockey team is an excellent example. The word "Sieve" never enjoyed such vociferous popularity until this winter, when the Badger hockey team established itself as a winner. Everybody has jumped on the bandwagon; it's the most natural occurrence in the sports world.

Elroy Hirsch is no fool. He is a highly capable administrator and consummate public relations man. His job is to see that Wisconsin starts to win.

A big-time sports operation is not led by a Don Quixote, attacking windmills with a jousting lance of idealism. Up until now, Hirsch has played his cards extremely well. Operation Turn-Around should come up with a full house in the near future.

W.S.A. COURSE EVALUATION

As students, we have been bombarded with course evaluation forms all semester. Some have been developed and compiled by the departments, some by professors and, of course, some by W.S.A. Course evaluations are seen as a valuable instrument in improving the academic situation at this university by all of these groups. Departments use them to evaluate professors in cases of tenure and promotion. Professors use them to find professional weaknesses which they can try to correct.

The question arises as to the value of the W.S.A. course evaluation. Why is it better than those done by the departments or by professors? Why should students support this endeavor when other groups conduct course evaluations? The answers can be found on the following pages. With most evaluations, the handing in of the completed questionnaire is the last the students see or hear of it. The W.S.A. evaluation is different. Besides helping the departments and the faculty, the W.S.A. course evaluation can help the students. It is published and distributed in order to provide information on courses and professors so that students can make a more rational judgement in choosing their classes.

The W.S.A. course evaluation is far from being a perfect instrument for choosing classes. The project was an experiment which could serve as a foundation for improved projects in the future. Methods and procedures were used which were entirely new to evaluations at U.W. For this reason, the results can not be considered absolute. Course evaluations also fail to take into account the personal likes and desires of a student. Even though a majority of students may rate a professor and course badly, some students will still rate them highly. Much depends on what an individual student is looking for in a course or professor. Another problem is that seldom do all the students in a class take an evaluation. In most cases the percentage of those taking it was high but there are instances where the number of forms received was low. This should be taken into account when this evaluation is used.

In the past course evaluations have been either completely objective or completely subjective. Both methods have weaknesses. In an attempt to correct these problems, a mixture of the two approaches has been used in this project. Objective questions which deliver statistical evidence have been combined with open ended questions which allow students freedom to express what concerns them the most. The results have been presented in paragraph form to make it easier to digest. Not all the data from each evaluation is included. The facts which seemed the most important to the students in a particular class are emphasized the most.

Two forms were used in this evaluation. One was given to the professor to fill out. These results are printed first in each evaluation. The other form was the one that the students filled out. The following are the forms used:

WSA COURSE EVALUATION

Course Description Form

Course Number: _____ Lecture Number: _____

Will you be willing to allow an evaluation to take place during one of your lectures? YES NO

If yes, tentative date: _____

Attendance required in lecture: YES NO

Brief description of course; areas covered; emphasis, etc.:

Required Reading:

Number and nature of exams; determination on which grades are based, etc.:

Additional comments:

WSA Course Evaluation Form

Course Number _____ Lecture Session _____
Expected Grade in Course _____ Year in School _____

Not all questions are pertinent to your course. Answer only those that apply. Please keep written answers brief.

I. Lecture:

- 1) Is the professor well organized?
Usually Sometimes Usually Not
- 2) Is the professor well prepared?
Usually Sometimes Usually Not
- 3) Does the professor have solid knowledge of his subject?
Yes No
- 4) Does the professor express his ideas clearly?
Usually Sometimes Usually Not
- 5) Does the professor assume too much prior knowledge?
Usually Sometimes Usually Not
- 6) Is the balance between theory and practical examples a good one? Yes No
- 7) Was the course a valuable learning experience?
Yes No
- 8) What is your overall impression of the lectures and the professor? You can elaborate on the above answers or discuss a new idea.

II. Discussion, Quiz, and Lab Sections: (If applicable; if not go on to the next section.)

- 9) Did discussion contribute to your overall understanding of the course? Yes No.
- 10) Was the discussion section a place for the presentation of new material or a review of lectures?
New Material Review
- 11) How much opportunity was there for student discussion of topics? Great Deal Some Practically None
- 12) Did labs contribute to your overall understanding of the course? Yes No
- 13) What was your overall impression of the discussion-quiz and/or lab sections? You can comment on one of the above answers or on a new area.

III. Tests, Papers and Grading:

Do students have a voice in:

- 14) choosing paper topics? Yes No
- 15) deciding work loads? Yes No
- 16) Did the exams and papers measure your knowledge of the course material? Please make any other comments on tests, papers, or grading.

IV. Reading and Homework:

- 17) Was the homework and reading excessive? Yes No
- 18) Was the homework and reading too difficult? Yes No
- 19) What was your overall impression of homework and reading?

V. General

Knowing what you know now, would you:

- 20) have taken this course? Yes No
- 21) have taken a different course by the same professor? Yes No
- 22) recommend this course? Yes No

WSA COURSE EVALUATION is a special project that is expensive in terms of manpower and money. Are you in favor of an automatic course evaluation in the future? Yes No
Would you favor one every semester? Yes No

Would you favor a student evaluation of the U.W. educational system at large, dealing with issues of class size, required courses, the grading system, the lecture system, etc? Yes No

Because of a lack of resources, both in money and manpower, the large introductory courses, which affect the most people, have been given the most attention. Many courses that should have been evaluated have not been. In some cases this was due to opposition from individual faculty members or from departments. Just as often it was due to a lack of student involvement in the project. A student run, student controlled course evaluation that is published for the students can be successful only if the student body supports the idea and works success. If there are to be W.S.A. course evaluations in the future, increased student participation will be needed. Interested parties who wish to assist the course evaluation project or who have comments on it, please contact Mark Janiuk at the W.S.A. Office (511 Memorial Union - phone 262-1081).

Mark Janiuk

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Prof. Anderson: AFROAMER 205, Lecture 1.

PROFESSOR'S STATEMENT. The course looks into science and technology as they developed in different cultures, using the problem of time-keeping as the example. It examines science and technology in the 20th Century using decision making theory as the example. The use of scientific arguments to support racist actions in the modern world is also covered.

The required texts include: New Handbook of Heavens, Bernhard, Bennett & Rice. Man Made World, Part I.

There will be a 6 weeks, 12 weeks and 2 hour Final Exam. Grades are based on examination scores. Extra assignments for extra credit are optional.

Prof. Elmendorf: ANTHRO 200, Lecture 1.

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 textbooks include: 1) New Perspectives in Cultural Anthropology, by Roger M. Keeding; 2) Yanomamo, The Fierce People, by N. A. Chagnon; 3) The Semoi, a Non-violent People of Malaya, by Robert K. Denton; 4) The Cheyennes, Indians of the Great Plains, by E. A. Hoebel. Course grades will be based on 6 week and 12 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 general 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 solid knowledge in his subject.

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 students 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: Anthro 200, Lecture 2.

PROFESSOR'S STATEMENT. This course is an introduction to the concerns, approaches, and methods of the cultural anthropologist, including consideration of several specific cultures and well as more general ethnographic comparison.

Required texts include the following:

- 1) Bock, P. Modern Cultural Anthropology.
- 2) Spradley & McCurdy Conformity and Conflict.
- 3) Chagnon, N. Yanomamo: The Fierce People.
- 4) Boissevain, J. Hal-Farrug: A Village in Malta.
- 5) Gearing, F. Face of the Fox.

Grades are based on the following: 6 week take-home, 12 week paper, Final take-home exam.

STUDENT EVALUATION. Number of people taking the evaluation 46, number of people in the lecture 75.

The students of Anthro 200 generally noted Prof. 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 Prof. Lewis was usually well organized while only 11% felt he was generally unorganized. About 87% of the students thought that Lewis 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. Fifty-three percent believed he expressed himself well, while 47% stated that he often had problems expressing his ideas. Again, most of the students (77%) thought Prof. Lewis spoke on a level that was well oriented for beginning Anthro students in that he didn't assume too much prior knowledge. Having had 12 weeks of classes, 70% of the Anthro students are satisfied with the course, and would have taken the course knowing what they now know.

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 material in the sections. Half the students said that there was a great deal of opportunity for student discussion of topics, the other half stated that student 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 recommend this course.

Prof. Stoltman: Anthro 202, Lecture 1.

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 how 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: 1) Hole and Heizer, An Introduction to Prehistoric Archaeology; 2) Clark and Piggott, Prehistoric Societies; 3) Daniel, The First Civilizations; 4) Cornwall, The World of Ancient Man.

Grades are based on the following point system:

Take home Mid-term Exam (essay)	20 points (2/6)
Takehome Final Exam (essay)	30 points (3/6)
Lab performance & participation (with written exercises and at least one lab quiz)	10 points (1/6)
	60 points

STUDENT EVALUATION.

The students in Prof. 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 Prof. 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 Prof. Stoltman to be an interesting and enthusiastic lecturer. Many students did complain though, that a 75 minute lecture is too long.

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.

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.

Prof. Bless: Astron 100, Lecture 1.

PROFESSOR'S STATEMENT. This course is a survey of various aspects of the astronomical universe with special emphasis on 1) the development of our ideas concerning where we are in space and time, and 2) the birth, evolution, and death of stars. (Note that this emphasis may vary depending on the instructor.)

The required readings include: The Universe by Asimov and Frontiers in Astronomy which are readings from the Scientific American.

Grades are based in the following manner:

- 20% - Six Week Exam
 - 20% - Twelve Week Exam
 - 35% - Final Exam
 - 25% - Quiz Section - quizzes, homework, participation.
- (These exams are a mixture of multiple-choice, short answer, and essay.)

Note that there is an option of writing a paper instead of taking the Twelve Weeks Exam.

STUDENT EVALUATION. Approximately 180 students. The class as a whole showed a rather favorable reaction to Dr. Bless. Around 68% stated he was well organized while only 8% said he usually was not. The remaining 24% claimed he was sometimes well organized. To the question of whether he was well prepared, 83% stated that he usually was, 13% said he sometimes was and less than 4% said that he usually was not. 80% of the class claimed the professor had solid knowledge of his subject. Most students believed that he expressed his ideas clearly but 30% of the people stated that he sometimes assumed too much prior knowledge. 60% of the the students said that the course was a good learning experience. Overall the discussion sections were considered worthwhile. 80% of the students claimed that they contributed to the understanding of the course. Over 60% said that the discussion sections consisted of review material, 20% said that the material was new, and the remaining 20% claimed that the material was a combination of new and review. Most of the students claimed that there was some opportunity for discussion. Most students thought that the exams were challenging. The homework was considered helpful and was not too difficult or too excessive. A majority of the students (60%) said that knowing what they know now, they would have taken the course, while 40% said that they would not have.

Prof. Houck: Astronomy 100, Lecture 2.

STUDENT EVALUATION. The general consensus of the students polled was that the lectures contained interesting material, but that it was presented at a slow pace and in an unstimulating manner. Most students thought that the professor was knowledgeable and well-organized, but many complained that he tended to oversimplify explanations to the point of tedium and even confusion.

Discussion sections were considered definitely beneficial.

The professor offered challenging alternatives to the standard objective tests. Students were allowed to choose their own topics for papers.

Reading assignments were neither too lengthy nor too difficult. Many students requested a reference-type text be assigned to the course.

Most students would not recommend the professor, but would recommend the course.

Prof. Woelkerling: Botany 100, Lecture 1.

PROFESSOR'S STATEMENT:

The course stresses the uniting ideas of botany involved in the origin of life and its progressive evolution from unicell to flowering plant. The place in nature of each stage is considered.

There are no required readings. The book Botany by Wilson, Loomis, and Steeves is the recommended text.

Three hourly exams determine the grade; exams include information from both lecture and the lab-demonstration.

STUDENT EVALUATION. Number of people taking the evaluation 117; number of people in the lecture 179.

Professor Woelkerling is obviously well liked, but only teaches Botany 100 during 1st semesters. With only three or four exceptions, he was considered knowledgeable, well organized and prepared. This is a feat since the class met three times a week at 7:45am. 80% of the students felt that he expressed himself clearly, while 20% said that sometimes he was not entirely clear. The above results might stem from the fact that 70% said that he usually did not assume too much prior knowledge, 27% felt he did sometimes, and 3% thought he assumed too much for a course designed for non-science majors. 90% felt that there was a good correlation between theory and practical usage. The majority rated this class as a valuable learning experience.

Although the material was well presented, there is too much pure rote memorization of too many terms, just for the sake of factual recall on exams. This was not received well by the students. Tests considered fair, but not easy. The grading was considered relatively just. Homework as such is almost nonexistent, but it is necessary to keep up with the lecture material.

Demonstration labs are used to exemplify and clarify lectures. Lab T. A.'s were considered helpful and would answer questions. About half thought that the labs were worthwhile, while the others felt that they were too long and useless. Many felt that a text book would clarify the entire course.

Knowing what they do now, 77% would have still taken this course. 72% would recommend Botany 100 to other students.

Prof. Kowal: Botany 130, Lecture 1.

PROFESSOR'S STATEMENT. The course covers plant science, stressing evolutionary sequences in structure and function through succeeding levels of organization: molecule, cell, organism, population, community. Recent advances in biology are also covered in the lecture, lab and discussion.

The required texts include: 1) Raven, P. H. and H.

Curtis. Biology of Plants. 2) Newcomb, E. H., G. C. Gerloff, and W. F. Whittingham. Plants in Perspective, a laboratory manual of modern biology.

Grades are based on 700 points divided as follows:

- 100 = about 5 quizzes given in discussion section
- 200 = 2 lab practicals
- 200 = 2 preliminary exams (given in the evening)
- 200 = final exam (covers the entire course with emphasis on the final third).

700 points Total

Prof. Isenberg: Chem 103, Lectures 2 and 3.

PROFESSOR'S STATEMENT.

The course is general Chemistry. It includes the principles of chemistry: scientific method, measurement, formulas and equations, gases, solutions, atomic theory, chemical bonds, origin of concepts and applications.

The final grade is determined in the following manner:

- 25% weekly quiz grades
- 25% one hour exams (Oct., Nov., Dec.)
- 25% Final exam
- 25% Laboratory work.

Prof. Vedejs: Chem 343, Lecture 1.

PROFESSOR'S STATEMENT. The course is introductory organic chemistry and includes the subjects of: bonding, spectroscopy, chemistry of alkanes, alkenes, halides, alcohols, and ethers.

The required text is: Basic Principles of Organic Chemistry by Robert and Caserio.

Grades are determined in the following way: 5 or 6 quizzes = 1/3 of the grade; Two 1 hour exams = 1/3 of the grade; and the Final exam = 1/3 of Grade.

Prof. Kotch: Chem 343, Lecture 3.

PROFESSOR'S STATEMENT. The course covers basic principles of organic chemistry including nomenclature, bonding, structure, stereochemistry, syntheses and reactions of alkanes, cycloalkanes, alkenes, cycloalkenes, alkynes, cycloalkynes, alkyl halides, aromatic compounds, alcohols; NMR spectroscopy.

The required text is: Basic Principles of Organic Chemistry by Roberts and Caserio.

There are four exams each worth 16% and a final which is worth 36% of the final grade.

STUDENT EVALUATION. Dr. Kotch, as one student put it, "seems to have mastered the art of teaching organic chemistry". Not only is he an excellent teacher, he is also concerned about his students. Dr. Kotch is a pleasant surprise on a university short of educators.

All students thought that Prof. Kotch was usually well organized and well prepared. 98% of the students recognized his solid knowledge of his subject. 90% stated that he usually expresses his ideas clearly while the remaining 10% said that he sometimes did. The pace is fast and the material is not easy, but the students recognize that it is necessary when learning organic chemistry. 91% of the students considered the course a valuable learning experience. The tests were challenging but fair. Only 10% of the students thought that the reading and homework was excessive or too difficult.

Optional discussion sections are held to clear up questions. It is not surprising to find that 94% of the students would sign up for this course again.

Prof. Skloot: COM ARTS 130, Lecture 1.

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.

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 experiences will be. It is assumed the student 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:

- 1) Experimental Theatre, a paperback.
- 2) An Invitation to the Theatre, a text book.
- 3) Masterpieces of the Drama, a collection of plays.
- 4) 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. Number taking the evaluation - 98.

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 well 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 however, 60% said that they wouldn't take another course from this professor. Recommendations for this course for another person were: 59% yes, 30% no, and 11% no comment.

Prof. Sherman: Comm Arts 250, Lecture 1.

PROFESSOR'S STATEMENT. The purpose of Comm. 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 reading includes:

- 1) How to Talk Back to Your Television Set by Nicholas Johnson
- 2) Mass Entertainment by Harold Mendelsohn
- 3) The Political Persuaders by Dan Nimmo
- 4) Due to Circumstances Beyond Our Control by Fred W. Friendly
- 5) Theories of Mass Communication by Melvin L. DeFleur
- 6) Raising Kane by Pauline Kael

There is a six-week 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. Davidson: Comp Sci 132, Lecture 1.

Introduction to Computing Machines is a survey course about computers - how they work, what they can do, how to talk to them, and, on the basis of what they can do, what are their roles in various areas of application in the world around us. Elementary FORTRAN programming is introduced early, and many simple application programs are run to gain a first-hand understanding of the abilities and limitations of the computer.

Required are: one Fortran programming text and The Computerized Society by Martin and Norman.

Grades and exams are as follows:

2 One hour exams	2
1 Two hour final	2
Quizzes and assignments	1
1 Paper	1
	6

STUDENT EVALUATION. This course has everything a student would expect from a computer science course. The grading seems to fit a computerized curve and the total atmosphere is very business like. The professor knows his material and is well organized, yet students feel he is boring and unresponsive. Many feel there is too much work for only three credits. The lab sections are too long, although the majority found them helpful. The lectures seemed rushed to many and did not allow for in depth investigation or understanding. To receive an "A" in this course many students had to do a great deal of outside research. Thus, many students felt that too much knowledge was presumed for an introductory course.

The Teaching Assistants were found to be helpful, although attitudes toward them varied with individual personalities. Students may choose paper topics and felt the project worthwhile. Students have no voice in work load. The reading and homework were often found excessive and/or too difficult. The opinion of the class varied greatly in regard to recommending the course or the professor.

ECONOMICS.

The Department of Economics conducts its own course evaluation. Unfortunately their results were not completed in time for W.S.A. to print them. Interested students should inquire at the Department of Economics office.

Prof. Hinden: Eng 209, Lecture 1.

The course is an analysis of Modernism based on careful readings of important representative works of 20th Century British and American poetry, fiction and drama.

The required texts include:

- 1) Oscar Williams, A Pocket Book of Modern Verse
- 2) John O. Perry, Backgrounds to Modern Literature
- 3) Joseph Conrad, Great Short Works
- 4) James Joyce, Dubliners
- 5) Ernest Hemingway, The Sun Also Rises
- 6) William Faulkner, Go Down Moses
- 7) Ralph Ellison, Invisible Man
- 8) Albert Camus, The Myth of Sisyphus
- 9) Samuel Beckett, Waiting for Godot
- 10) John Barth, Lost in the Funhouse
- 11) William Carlos Williams, Selected Poems
- 12) Eugene O'Neill, Three Plays
- 13) T. S. Eliot, Selected Poems
- 14) W. B. Yeats, Selected Poems and Two Plays

The required work includes: six weeks exam, term paper and a final exam.

STUDENT EVALUATION. Over 90% of Prof. Hinden's students stated that he was usually well organized and well prepared also that he has a solid knowledge of his subject.

The discussion sections were considered a valuable contribution to the course by 72% of the students. The main objection to them was that little new material was presented. The exams were not tests of one's knowledge. On the other hand, assigned papers were challenging and a valuable learning experience. The students were given considerable freedom in choosing topics for papers.

Almost all students complained that there was too much reading, although few thought that it was too difficult.

The course was considered to be a valuable learning experience by 99% of the students and 80% of the students would recommend the course.

Prof. Reuben: English 209, Lecture 2.

STUDENT EVALUATION. Most of the students (90%) found Miss Reuben to be well organized, well prepared, and having a solid knowledge of her subject. About 70% of the students felt that her ideas were stated clearly. The class was somewhat divided as to whether Prof. Reuben assumed too much previous knowledge; 54% said usually not, but 41% of those responding said sometimes. 80% stated that they thought the balance between theory and practical examples was good. 77% of the students found that this course was a valuable learning experience.

The quiz section was found by 77% to be beneficial and contributed to their overall understanding of the course. Most of the students (84%) said that there was a great deal of opportunity for students to discuss. 40% found new material presented in the section, while 44% said that both new and review material was presented. 14% said that the lectures were reviewed in the section.

Most students (95%) said they were given a voice in choosing paper topics. But 77% felt they were not given a voice in work load regulation.

There were no exams in the course and 60% of the students felt that the papers were a good indication of their knowledge of the course material. 40% however, felt that the papers were only an indication in small areas of the material and not representative.

Only 40% of the class felt the reading excessive, while 97% agreed that the reading was not too difficult. Most students found the subject matter enjoyable.

87% would have taken the course had they known previously about the course and 80% would recommend it. 55% stated that they would take another course under Miss Reuben while 45% would not.

Prof. Ward: Geog 101, Lecture 1.

PROFESSOR'S STATEMENT. The course is organized around three themes: first, the growth and distribution of the world's population in relation to resources; secondly, the definitions of culture, culture areas and plural societies; and thirdly, the spread of major changes in human livelihood patterns as exemplifications of the diffusion of innovations. Required reading: Broek and Webb, A Geography of Mankind.

Recommended reading: Howells, Back of History
Cipolla, The Economic History of World Population.
Isaacs, Geography of Domestication
Forde, Habitat, Economy and Society
Gill, Economic Development: Past and Present

Grades are determined as follows:

Six Weeks - objective	20%
Three Essays: discussion sections	30%
Final - objective and short answer	50%

STUDENT EVALUATION. Number responding - 70; membership of class - 100.

The students generally felt Professor Ward was a good lecturer; well organized, well prepared, and has a solid knowledge of his field. However, 20% thought that he usually did not express his ideas clearly; 60% said that he was sometimes clear; and 20% understood him most of the time. One third of the class felt that he did not usually assume too much prior knowledge. This is related to his rather difficult vocabulary and his rapid explanations of concepts, according to most of the students. However, most students felt the course was a valuable learning experience.

Most students did not enthusiastically support the discussion sections. About half felt they were of no value. The remaining half said they were of some value but included serious reservations. Most students felt there was not enough time spent in discussion sections on review of the lectures. Rather, much new material was introduced. Many students stated that the discussions were not too helpful.

The students did not generally think that the reading was excessive or difficult. Some students commented that the text was boring, but the outside readings were considered quite good. The tests were considered difficult by a majority of the students. There were a wide variety of opinions about the tests. Some did not like the six week multiple choice test, and many commented that weighting the final exam as 50% of the course grade was unfair.

Knowing what they know now, roughly 40% of the students would not take the course again. Only 60% recommended the course, seemingly because the course is relatively difficult for a 101 level course.

Prof. Dury: Geog 120, Lecture 1.

PROFESSOR'S STATEMENT. The course surveys the terrestrial and atmospheric environment of man, with special reference to the dynamic characteristics of environmental systems. Broadly speaking, the two aspects are taken separately, although the themes of environmental disturbance and climatic change (natural and man-induced) are common to both. There is an option of practical fieldwork. Honors groups meet about every three weeks, for additional assigned work.

Required reading:

The Surface of the Earth, A. L. Bloom
The Face of the Earth, G. H. Dury
The Restless Atmosphere, F. K. Hare

Grades are determined in the following manner:

- 1) 6 week take-home: 4 of 6 questions distributed in advance;
- 2) 12 week take-home; one of 3 field projects or one of 3 essay topics, distributed in advance;
- 3) Final multiple-choice objective exam.

These examinations count roughly 1/5, 2/5, and 2/5 respectively toward the final aggregate. The use of take-homes is thought to improve the general standard of performance and thus to improve grades as a whole. If aggregation causes bunching of raw scores, these latter are spread. Past experience suggests that final grades will be skewed toward the upper end of the range: there will be no correction to a normal curve.

STUDENT EVALUATION. Most students were satisfied with the course. The great majority found the professor well organized, well prepared, entertaining, humorous, and enthusiastic. Many felt that the professor made a normally dull subject interesting through the use of slides, anecdotes, and an entertaining lecture style. However, many felt the lectures were too complicated and that the professor assumed too much prior knowledge. The student's grade is determined by a six-weeks take-home, a 12 weeks paper or field project, and a final exam. Most felt that the six and 12 weeks required little or no knowledge of the course and were unrelated to the texts or lectures. However they believed that they were good learning experiences. Many expressed a great fear of the Final - since there were no other tests, they had no idea what was expected of them. Most felt the amount and difficulty of the homework (entirely reading) was at the right level. Most would recommend the course.

Prof. Maher: Geology 100, Lecture 2.

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.

Readings include:

Introduction to Geology, Stokes and Judson
Physical Geology Laboratory Manual, Hamblin & Howard

Class grades are based on a curve:

Six and 12 weeks exams (essay)	50%
Discussion/lab	25%
Final exam (multiple choice)	25%

STUDENT EVALUATION. Students responding to evaluation-95; membership in class-149.

Most students considered Professor Maher an interesting lecturer. They found him to be well organized, well prepared and having a solid knowledge of his subject. About 1/3 of those responding rated his ideas as "sometimes clearly expressed". The remaining 2/3 felt he usually expressed his ideas clearly. About 2/3 of the students did not feel that he assumed too much prior knowledge. The remaining third felt he sometimes did, especially in the areas of chemistry and mathematics. Most of the students said the course was a valuable learning experience.

Most of the students were not very enthusiastic about the discussion/lab sections. They stated that there was little or no discussion and that often the labs were not well organized and had little correlation to the lecture section of the course.

Most students said that the readings were neither difficult nor excessive. However, about a third of the students expressed dissatisfaction with the tests. They felt the tests covered too many details and were too long for the time allotted.

If the students had known before what they know now, about 75% would still have taken the course. A similar number said they would take a different course by the same professor and would recommend the course to others.

Prof. Doeppers: Geog 101, Lecture 2.

PROFESSOR'S STATEMENT. Geography 101 offers a cultural, geographical perspective on the long term development of four macro-cultures: China, Europe, the Soviet Union, and the United States. Emphasis is given to the cultural and spatial process of integration and growth and, secondarily, to ecology.

Required reading includes:

Broek, Compass of Geography
Fitzgerald, The Chinese View...
Myrdal, Report from a Chinese Village
Mumford, Technics and Civilization
Neining, Southwest...
Forde, Habitat, Economy, Society
Man's Domain: A Thematic Atlas

Grades are determined by:

Two midterms	20% each
Quiz Sections	20%
Final Exam	40%

STUDENT EVALUATION.

Most of the students in lecture 2 of Geography 101 considered the course to be worthwhile and the professor to be quite competent. The required books were outstanding, but the discussion sections and the exams were criticized.

Most of the students stated that Prof. Doeppers was a good educator. 84% felt that he was usually well organized, and 94% believed that he was usually well prepared. All of the students recognized the professor's knowledge of his field. His material was very interesting and most of the students thought that he was a good lecturer. 66% of the students said that he "usually" expressed his ideas clearly, 31% stated that he "sometimes" did, and 3% felt he "usually did not". There were some comments that he spoke too rapidly and that, at times, his delivery was boring. Some students (34%) stated that he sometimes assumed too much prior knowledge.

Only 47% of the students believed that the discussion sections contributed to their overall understanding of the course. Although some students felt that the sections were stimulating and worthwhile, most said that they were

boring and a waste of time. One of the major complaints was that there was too little discussion and too much lecture. Only 3% of the students said that there was great opportunity for discussion. Another complaint was that no one ever related the lectures, the discussion sections and the reading to each other. Each element seemed completely independent of the others.

The reading itself was considered excellent. Over 90% felt that the reading was neither excessive or too difficult.

Many students were not pleased with the exams. They suggested that there be more exams, or papers, and that there be more questions on the exams.

Overall, the students expressed satisfaction with the course and 87% felt that it was a valuable learning experience. Knowing what they know now, 70% of the students would have signed up for the course and 68% would recommend it.

Prof. Pray: Geology 101, Lecture 1.

PROFESSOR'S STATEMENT. The course aims to develop an understanding and keener appreciation of the variety of the earth's features and materials, and to develop a knowledge of the geologic processes that created and continuously modify the surface of the earth. Emphasis is placed on phenomena such as volcanism and the sculpture of the earth's surface by water, wind, and glaciers; on earthquakes, mountain building, and the shifting of continents; and on the relationship of geologic processes to the earth's mineral resources and to man. The basic purpose of the course is cultural, with the intent to make more meaningful and enjoyable the landscapes of the earth. To this end, extensive use is made of slides and some use is made of movies to bring many of the earth's geologic features to the classroom.

A textbook forms the major required reading, some supplemental required reading is in a laboratory manual, and several Scientific American offprints are used.

Two or three one-period written examinations and a final examination form about two-thirds of a student's cumulative point total, and about one-fourth is based on laboratory exercises and tests. The written examinations each include a wide variety of types of questions which may include matching, multiple choice, or true and false questions, questions requiring answers ranging in length from one word to short essays, or involving sketches or diagrams. Points cumulated for each student from examinations, laboratory, and discussion are used to determine the basic letter grades on the basis of point distribution (class curve) and an overall evaluation of quality of performance. The median grade ranges from about 2.3 to 2.5.

A variety of optional projects, such as topic reports based on reading or on a student's investigation of some aspect of the geology of his home area, or reports based on independent laboratory or field projects in the Madison area provide extra credit for students undertaking this optional work. As this credit is applied after the basic letter grades for the class are determined the optional projects do not influence the grade of those not doing them, but they may raise the grade of those doing the optional projects.

TA's are expected to attend the lectures. The instruction team of TA's and myself meet weekly to integrate individual efforts. Laboratory coverage is coordinated as closely as possible with lectures, but individual TAs can modify the structured laboratory exercises to fit their sections. Discussions are planned and handled entirely by the individual TAs.

STUDENT EVALUATION. 98 Students responded to the evaluation and 136 Students in the lecture.

Most students thought that Dr. Pray was a very interesting lecturer and were impressed with his enthusiasm. However, almost all of the students agreed that the lectures though well prepared went too fast and covered too much material. Over 90% of the students thought that Dr. Pray was well organized and had a solid knowledge of the subject. 50% thought he sometimes assumed too much prior knowledge though 40% thought he usually did not. About 85% stated that the class was a valuable learning experience.

Almost 60% believed discussion sections were helpful as a source of new material as well as review and a good opportunity for practical discussion of material. Most students thought labs helped in understanding the course but the assignments were too long to finish in the time allotted. Many thought that there should be more preparation for exercises in the labs.

Homework was not considered excessive except for the barrage of terms to be memorized. One student taking the evaluation summed up the general feeling about the exams... "Too much in the tests". They cover everything, but one has to sacrifice giving "good" answers for speed. The tests give an "advantage to speed workers". "Some students who know the material are hurt because they can't write fast enough." However, the majority of the class thought the class worthwhile and would recommend it.

Prof. Landon: Geology 101, Lecture 2.

PROFESSOR'S STATEMENT. Geology 101 serves two main purposes. It provides basic introductory information for students who plan to major in geology. More important it provides all students with information concerning the origin and recovery of strategic minerals so necessary to our industrial economy. It also provides information concerning the discovery and recovery of our important energy sources such as Petroleum and Atomic materials. It gives the student an appreciation of the origin of the topographic

features developed on the surface of the earth on which he lives. Finally and perhaps most important it provides the student with the concepts of three billion years of earth history coupled with the orderly evolution of life.

There is only one required book: Introduction to Geology by Stokes and Judson.

Three hour exams are given. These three grades are added to the laboratory grade and the quiz grade and divided by five to get the pre-final examination grade. The final examination allows the student to either raise or lower his pre-final examination average.

Prof. Clay: GEOLOGY 130, Lecture 1.

PROFESSOR'S STATEMENT. Life, as we know it, requires a stable environment. This means that the temperature, mixture of air and water, and the mixture of elements and molecules at the surface have changed very little over a very long time. The Earth's favorable environment is largely due to the oceans with their large heat capacity and volume. Our purpose is to explore how the ocean works, not as a passive resource that is there for conquest and disposal, but as an active part of our life. The physical aspects of the ocean environment will be emphasized.

The required book is Weyl's Introduction to Ocean Environment.

The exams include:

4 half-hour exams out of six.

1 two hour final

Discussion - 20%

STUDENT EVALUATION. 130 students responded to the evaluation, out of 205 students in the class.

If there was one idea brought out in almost every single questionnaire (95%), it was that Professor Clay is an extremely knowledgeable, usually well-organized, and well prepared oceanographer, but a very uninteresting lecturer who assumed too much prior knowledge, and therefore was often confusing. Most students gave the professor credit for trying, as he is genuinely concerned with making the course interesting, but failed to communicate his ideas clearly. Many expressed regret that this potentially interesting course had been reduced to chemical and physical data, with little attention paid to the biological aspects of the subject. Nevertheless, 60% considered this course a valuable learning experience.

80% of the students felt discussions were the best part of the course. Criticisms including: -at times the TA himself doesn't understand the material (35%); -there wasn't always as much discussion as one would hope there would be (40%). One student put it well, "Discussion was valuable as a place to try to figure out what the hell the lectures were about".

When asked about the tests and grades, 80% replied that both tests and grades were generally very fair. Most students felt that the tests were an honest evaluation of the material learned in lecture, and many expressed approval of being able to make a choice between five of six questions rather than having to answer all the questions. Among the other 20% who replied negatively, the most common complaints were ambiguity in wording of questions, and irrelevancy of material tested.

Six people (4%) believed that the homework and reading were a worthwhile part of the course. While very few stated that the work was excessive, most felt the reading was boring, and at times difficult.

If they had known what they do now, half the class would have taken this course anyway, however only 30% would take another course with the same professor, and only 40% would recommend this course.

Prof. Bentley: GEOLOGY 130, Lecture 2.

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.

Required readings include: Weyl, Oceanography; and The Ocean (collection of Scientific American articles).

There are three hour exams, one final exam. Grades are based 50% on the final, 50% on the average of the two best hour exams. Exams' questions are of short answer and essay type - no multiple choice questions so long as class enrollment remains manageable.

STUDENT EVALUATION. 48 students responded, 58 in the class.

Geology 130 is a survey course in oceanography. Prof. Bentley deals with the oceans in a very broad sense and includes many concepts of meteorology, geology, physics and biology in explaining the phenomenon of the oceans.

Most students (60%-80%) found Prof. Bentley well organized, well prepared and in command of the subject matter. However, many commented that he had a difficult time explaining concepts clearly and thoroughly. Many thought his presentations boring and either too sketchy or else presented in a confusing manner.

Quiz section was basically a place of review and a chance to ask questions. 60% found this hour quite helpful in explaining confusing points in the lectures or in the text.

Concerning the workload, readings and test dates were all predetermined by Prof. Bentley. 58% felt their tests were not true measures of their knowledge of the subject. Many complained of tests emphasizing details and topics lightly covered in class.

Most students (80%) felt the readings were understandable and reasonable.

Knowing what they know now, one half of the students would have taken the course had they known what they know now. 42% would take another course taught by Prof. Bentley. However, only 38% would recommend this course.

Prof. Skaggs: HISTORY 101, Lecture 2.

THE PROFESSOR'S STATEMENT. This course is a survey of the United States through the Civil War with particular emphasis on social, cultural, and political developments.

Approximately half the lectures cover the colonial and revolutionary eras (1607 - 1789) with the other half covering the early national period through the Civil War. The class is also divided into discussion sections of approximately 15 students each which meet with TAs to discuss the readings and lectures.

Required reading includes: Six paperbacks dealing with various aspects and differing approaches to historical study over the entire period. For this particular semester they were:

K.A. Lockridge, A New England Town
G. B. Nash, Class & Society in Early America
R. F. Berkhofer, ed., American Revolution: Critical Issues
C. P. Magrath, Yazoo
C. N. Degler, Neither Black nor White
David Donald, ed., Why the North Won the Civil War

The grades are determined by: six half-hour essay examinations over each of the paperback books - worth 10% of the course grade each; a mid-term examination with short essays and objective questions worth 20% of the grade; a non-comprehensive final examination of the same type also worth 20% of the course grade. All examinations are scored on a 100 point scale with 60-69 being a D; 70-79, C; 80-89 B; and 90-100, A.

STUDENT EVALUATION. The overall majority of the students felt that the lectures and the Professor were excellent. He was usually well-organized, well-prepared and very informative. Several people suggested that the professor speak a little more slowly and crack a joke occasionally.

Conversely, a very slight minority vehemently criticized the Professor. They felt that he often went off on tangents, leaving the continuity of American history by "the wayside".

Discussion sections meet only occasionally and many people felt that it should meet every week. About half of the people felt that it was a waste of time, while others felt that without the discussion sections the tests would have been impossible.

The grading system of the course was the most frequent criticism. There is a strict 90-80-70 curve which many people felt was impossible to overcome if they got one bad grade. There were comments about the weight of certain quizzes being too high, since they were concerned with minute details from the lectures. With the essay quizzes, comments suggested that the grading was more on how you say it than on what it was you were saying.

Finally, most people did recommend this course.

Prof. Sewell: HISTORY 101, Lecture 3.

PROFESSOR'S STATEMENT. The aim of this course is to introduce undergraduates to the study of American history; to acquaint them with the major forces shaping American institutions, character, and thought; and to inculcate an understanding of history as a discipline. Its major theme is the development and testing of American nationalism from colonial times through the Civil War.

Required reading includes the following:

John Garraty, The American Nation
Edmund Morgan, The Puritan Dilemma
Richard Hofstadter, The American Political Tradition
Peter Oliver, Origin and Progress of the American Rebellion
John W. Ward, Andrew Jackson, Symbol for an Age
John B. Duff and Meter M. Mitchell, eds., The Nat Turner Rebellion: The Historical Event and the Modern Controversy
Henry David Thoreau, Walden and "Civil Disobedience"
Benjamin P. Thomas, Abraham Lincoln

Tests include - Midsemester (optional) and final exam. Both are essay type. Grades are based on performance on exams and in section discussions.

Prof. DeNovo: HISTORY 102, Lecture 1.

PROFESSOR'S STATEMENT.

The required books are:

Bailey, The American Pageant: A History of the Republic
DeNovo, Selected Readings in American History: Volume II, Main Themes 1865 to the Present
Woodward, The Strange Career of Jim Crow
Leuchtenburg, The Perils of Prosperity
Conkin, The New Deal
LaFeber, America, Russia and the Cold War, 1945-1966.

For purposes of evaluating a student's performance in

this course we will call the following the STANDARD procedure:

First hour test	20%
Second hour test	20%
Final examination	40%
Discussion section	20%

The criteria for discussion section will be attendance and the quality of contribution to the discussion.

The following OPTIONS represent acceptable deviations from the above STANDARD:

Option 1: A student can waive the second hour test. In that case, the first test counts 20%, the final exam 60%, and discussion section 20%.

Option 2: A student taking the second test may elect to take the better grade from the first and second tests, then counting the final at 60%. (This option would help the student who did poorly on the first test and better on the second test.)
STUDENTS WISHING TO ELECT THIS OPTION MUST LET THEIR DISCUSSION LEADER KNOW BEFORE CHRISTMAS VACATION.

Option 3: Any student may arrange with his discussion leader to do an optional paper, but the discussion leader must approve the definition of the paper in advance (by the end of October). If a student is on or close to a borderline between two letter grades, such an optional paper could place him in the higher category provided the paper is of higher quality than his average determined by the usual criteria.

STUDENT EVALUATION.

Professor DeNovo was perceived to be a knowledgeable but lackluster lecturer. Although he came prepared, his discourses would take off on tangential issues which disrupted his organization. A majority of the students stated that the course was useful.

Half the class felt that DeNovo was clear in his presentation. A constant comment, however, was his failure to either summarize or reiterate important points. An overwhelming portion, nearly 98%, believed Professor DeNovo has a solid understanding of the period, although 80% felt that DeNovo had a tendency to assume prior knowledge of the lecture material. 90% found him well prepared for lecture but 40% found him to be disorganized. Perhaps it was his low key delivery that lulled many students into a stupor. Although, 70% of the class found the course a valuable learning experience.

Reaction to the discussion section was divided. One faction found it an important supplement to the course. The other side felt that it failed in reinforcing the material.

A paper was assigned on an optional basis, and those who wrote one were entitled to a choice of topics. Otherwise, the students were given no voice in determining either the work load or the content. While the six and twelve week exams comprised 40% of the course grade, the test content tended to ask trivial points unrelated to the basic concepts in the course.

An impressive 70% of the class claimed that the reading was excessive but the content was not too difficult. 50% would take this course and professor again.

Prof. Clover: HISTORY 111, Lecture 1.

PROFESSOR'S STATEMENT. This course is an introductory discussion of ancient orient and the Greeks; topical examination of the whole of Greek history (six weeks); intensive investigation of a specific era of Greek History, the period of the Peloponnesian Wars (the remainder of the semester).

Required texts include:

C. Roebuck, The World of Ancient Times
J. Hatzfeld, History of Ancient Greece
V. Ehrenberg, The Greek City
E. R. Dodds, The Greeks and the Irrational
Thucydides, Peloponnesian War
Aristophanes, Comedies

Tests include one general examination on the whole of Greek history at sixth week of semester; and one final task. Some students chose to take a final examination based on the intensive investigation of the Peloponnesian War; others chose to write a short, final paper on a particular topic; two groups chose to complete the course by working on a group project (study and reading of Greek comic poetry; ancient and modern Greek customs, based on interviews with members of the Greek community of Madison.

STUDENT EVALUATION. This course has generally gained a positive opinion by students. They find many of Professor Clover's lectures to be interesting and enjoyable. However, many were bored with his style of giving a ten minute summary of the previous lecture. Also, his speech style and quiet voice made it difficult for some students - many mentioned how easily they overcame these faults. The lectures concentrated on Greece. Many students felt this was at the expense of the rest of the world. Professor Clover even with the ten minute summary is not an easy person to take comprehensive notes from. Almost all students felt that Prof. Clover was very capable and organized; they felt that the course in general is above average for an introductory course. Depending on the TAs work, one will find the discussion sections ranging from superior to "plain shitty". Paper topics are of your own choice and certain assignments are optional. There is one semester exam, and a final paper or exam. The readings were beneficial and not excessive, but most students mentioned how bored they

were with them. Exams were rated as fair and not trivial. One complaint to take note of is that seniors and freshmen compete in this course with the obvious result. A significant majority said the course was worth taking by this professor and that they would take another course by the same professor.

Prof. Anglim: HISTORY 119, Lecture 1.

PROFESSOR'S STATEMENT. This course covers the history of Europe from 1500 to 1815. Emphasis has been mostly on western Europe - economic, religious, social and political history.

The required books include:

Machiavelli, The Prince
More, The Utopia
J. H. Elliott, The Old World and the New
Isser Woloch, The Peasantry in the Old Regime
H. R. Trevor-Roper, The European Witch-Craze
Voltaire, Candide

plus selections from two readers - J. H. Hexter, Renaissance, Reformation and the Early Modern Period; and Peter Amann, The Modern World, 1650 - 1850.

There is a recommended text: R. R. Palmer's History of the Modern World, V. I.

Included in the regular work are: three (3-5p.) essays and the final; OR (at the student's discretion) two essays, a mid-term, and the final. Essay topics are defined in some detail by the lecturer; the mid-term consists of an hour essay written in class on a question released beforehand; the format of the final is not settled yet but will in any case not be a surprise.

Grades are based in the following manner:

20% each for the three essays OR the two essays and the mid-term
30% final
10% discussion section

STUDENT EVALUATION. History 119 presents relevant issues however, due to a slight lack of organization, many students felt the material extremely confusing. The professor, however, seems to have a good aim in the purpose of the course, and the majority felt the course to be a valuable learning experience. There was a split opinion as to the relevance of the quiz section. Half of the class remarked that they were well organized and helpful in understanding the subject. The other half seemed to think it was of no value, with almost no contributions or participation from the students. The discussion section was generally a place for the presentation of new material. Students were allowed to choose paper topics, and many felt these allowed students to express their own ideas on general theories relating to historical events. The grading system incorporated was a fair one, the majority felt. The homework was neither excessive nor difficult. However, half felt that it was dull and tedious, and was not related to the course, while the rest felt that it was challenging and difficult, but helpful in developing one's thoughts. Generally, 80% of the students would have taken this course again, 50% by the same professor, and 50% would recommend it to others.

Prof. Karpat: HISTORY 139.

PROFESSOR'S STATEMENT. The course covers socio-political events in the Middle East in the 20th century and their impact upon International relations and internal regimes of the area.

The books include:

Don Peretz, The Middle East Today
G. Kirk, A Short History of the Middle East
K. Karpat, Political and Social Thought in the Contemporary Middle East

Tests include a mid-term and a final exam.

STUDENT EVALUATION. Number responding to evaluation - 76; membership in lecture - 105.

Professor Karpat's students rated him very highly, using such descriptive terms as "highly knowledgeable, enthusiastic, unbiased, expressive, and pleasant". His personal insight is an added bonus to his thoughtful, well organized lectures.

Almost all of the students (94% and 97% respectively) thought that the professor was well organized and well prepared. Every student acknowledged Prof. Karpat's solid knowledge on the subject of the course. 76% of the students thought that he usually expressed his ideas clearly. An unprecedented 100% believed the course to be a valuable learning experience.

If there was any fault in the course, it was the discussion sections. Half of the people who attended thought that the discussion section contributed to their overall understanding of the course. There were four unfavorable comments submitted for every favorable one, with the major criticism being the length, the time held, and the large size of the class.

The exam questions were broad, calling for the application of concepts rather than petty facts. Their relative easiness is accounted for by the professor's attitude of de-emphasizing grades and emphasizing learning in lecture.

Only 20% of the students thought the reading to be excessive, and 7% thought they were too difficult. Most people thought that the reading complemented lecture material very well.

Knowing what they now know, 94% of the students would have taken this course. 97% would recommend it.

Prof. Clark: JOURN 201, Lecture 1.

PROFESSOR'S STATEMENT. In this course we look at all mass media: newspapers, magazines, books, broadcasting, film. We try to describe structure of the various industries, and to suggest ways in which structure determines form and substance of content. We look at various controls exercised on the media: legal, economic, self-regulation. We discuss current problems facing the media. We look at effects of the media upon their various audiences, such as effect of TV violence on children, effects of advertising on us all, and so on. We have a text, The Mass Media and Modern Society, by William L. Rivers, as well as assigned readings in other books, articles from magazines and newspapers.

Grades are determined as follows:

Mid-term	25%	Exams are usually a combination of short-answer and essay question.
Final	35%	
Project	25%	
Discussion Section	15%	
	100%	The project is a brief "position paper" on a topic of current interest.

Prof. Sihler: LING 320, Lecture 4.

PROFESSOR'S STATEMENT. This course is an Introduction to descriptive linguistics. It includes the following subjects: phonetics, phonology, morphology and syntax.

The two texts include:

Bolinger, Aspects of Language
Gleason, An Introduction to Descriptive Linguistics

Included in the regular work is a six-weeks Test, a Final exam, two 2 page (500 word) papers, and one term paper (10 pages). Class assignments are intended as vehicles of information rather than for grading purposes.

STUDENT EVALUATION.

Of the students who evaluated Professor Sihler's Linguistics 320 course, about 80% felt the professor is well organized, and well prepared when coming to lecture. 72% felt the professor usually expressed his ideas clearly, 14% felt that "sometimes" he was clear, and 14% stated that he usually did not express his ideas very clearly. 99% believed that the course was a valuable learning experience. A great majority of the students felt that the professor was interesting and entertaining, and that his lectures were relevant. There was a wealth of information presented with numerous examples, and he was always willing to answer questions.

The students most definitely have a voice in choosing paper topics, however, it is not as strong when deciding work loads. Both papers and exams were an adequate measure of one's knowledge of course material, however quite a few felt the papers were not challenging enough, and exams were quite simple. Grading was basically very fair.

100% of the students felt the reading and homework were neither too difficult nor excessive. In fact, many felt there was not enough assigned, and that there could have been a better bibliography for reference use. There was relatively little work, and even that, most considered to be fairly simple.

Generally, 99% of the students would have taken the course, after knowing what they already do; and 80% would recommend it to others.

Prof. Robson: LINGUISTICS 320, Lecture 1.

STUDENT EVALUATION.

Mrs. Robson was noted by her students generally, as being an interesting and organized lecturer. Although her enthusiasm generates interest within the class, there appeared to be a need for further and better explication of many of the theories or examples used. Most of the students considered the course a valuable learning experience.

Most of the students (85%) stated that Mrs. Robson was usually well organized. The other 15% said that she was sometimes well organized. Close to that same portion of the class, (90%) felt that the professor was well prepared. This preparation extended to knowledge of the subject.

The students were split on how well she expressed her ideas. 65% believed she usually expressed her ideas well while 35% believed she sometimes did. This division exactly coincides with the percentages that thought she usually did not assume too much prior knowledge of the subject (65%) and that thought she sometimes assumed this.

Many of the students would have liked to see more homework to go along with what was being done in class practice problems.

If the students in this class would have known what they know now, 85% would have taken this class. However, 55% of the students would take a different course from Prof. Robson and 75% would recommend this course.

Prof. Beck: MATH 211, Lecture 3.

STUDENT EVALUATION.

The evaluations of Professor Beck's Math 211 course were all favorable ones. Out of a total of 15 in the class, 100% thought that he is a well organized, well prepared lecturer. That same 100% also felt he expressed his ideas

clearly, in fact he communicates his excitement of the subject to the students. In his new approach to the difficult subject of calculus, he is interesting and exciting. Other comments about his actual lecturing ability ranged from the fact that he is easily understood, great in relating ideas to students. The only objection was made by one student, who stated that it was difficult for the slower students to follow. Interestingly enough, however, only 60% felt the course to be a valuable learning experience.

Basically, students have no major voice in choosing paper topics or deciding work loads. The entire grade, in fact, was to be based upon a final exam, which will be an essay based on mastery of materials covered during the semester. This method, the majority felt, is fair as well as effective.

All students felt the homework and reading neither excessive nor too difficult. In fact, many commented that there was not sufficient outside reading. The responsibility was left entirely to students and little was assigned. A further technique used which, through the positive comments, seemed to be favored, is that of outside study groups, where members of the class meet to work out problems together.

Generally, 65% of the the students, knowing what they now know, would have taken this course, as well as recommend it to others. 50% would have taken a different course by the same professor.

Prof. Hellerstein: MATH 221, Lecture #1.

PROFESSOR'S STATEMENT. The course is an introduction to the basic concepts of the calculus; limits, derivatives, indefinite and definite integrals with applications to problems of maxima and minima, related rates, finding areas under curves, volumes of solids of revolution as well as other physical applications.

The required text is Calculus and Analytic Geometry, by Thomas.

There are six and 12 week exams, a final exam and quizzes in discussion sections at the discretion of the TA. 60 to 80% of the grade is determined by the three big exams. 20 - 40% by the discussion section performance as determined by the T.A. The 20% flexibility in the grade distribution to be used only for student's benefit and may not be used to his disadvantage.

STUDENT EVALUATION.

Calculus 221 is a five credit course that consists of three large group lectures given by Prof. Hellerstein and two discussion groups, with about 15 people in the group taught by a T.A. There are two mid-terms and one Final exam. There are no papers. The professor is well liked by almost all of the students in the class. His lectures are well prepared and well organized. He has solid knowledge of his subject and expresses his ideas clearly. He usually does not assume too much prior knowledge of the topic under exploration. There is a good balance between theory and practical examples presented in lecture. The exams are fair, and they measure a student's knowledge of the subject, rarely containing trick questions. The students have no voice in determining the work load, except as they can affect their own TA. Yet, the homework and reading is not excessive nor, for the most part, too difficult. But it is necessary to work problems regularly to be able to grasp the concepts involved. The discussion sections are considered worthwhile. Most of the students answering the questionnaire felt that there was a need for the sections. They are used for finding answers to questions on difficult concepts or homework problems.

The students believed that the discussion sections were a valuable contribution to the students' overall understanding of the material. The T.A.'s do mostly review work on what was presented in Lecture and went over homework problems. Although they sometimes presented new material or went into greater depth than required on the old material, they did a good job. There is usually time for student discussion of the topics. The T.A.s are knowledgeable and willing to help, but are sometimes plagued by teaching inadequacies like difficulty in assessing the weakness of the class or putting too much emphasis on a quiz. Over all, though, the course is a valuable learning experience and highly recommended by the class. The professor himself is a large factor in the recommendations.

Prof. Kuelbs: MATH 221, Lecture 2.

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.

STUDENT EVALUATION. Number responding to the evaluation - 188, membership of class - 260.

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. Wasow: MATH 221, Lecture 3.

PROFESSOR'S STATEMENT. The course is an introduction to differential and integral calculus and plane analytical geometry; applications; transcendental functions.

The required text is: Calculus by Thomas.

Tests include 2 one-hour exams, a two hour final, plus quizzes by the T.A.s in their sections. Grades are based on the average of the quizzes, final and on T.A.'s evaluation of his students.

STUDENT EVALUATION.

The evaluations from the students concerning Math 221, with Professor Wasow, were basically favorable. A great deal of the students felt that the lectures were excellent, and precise as well as detailed. The professor seems to have solid knowledge of his subject, and holds his audience well. The quiz sections, for the most part, seemed to be a disappointment compared to the lectures, however, they aided understanding of various concepts and were an excellent chance to review these principles.

The T.A.s generally were very good, and always willing to offer help. There also was a great deal of opportunity for student discussion of topics. The exams covered the topics well, and were for the most part fair. However, there were some who felt they were not long enough to test one's knowledge. Although sometimes time consuming, the readings were valuable and helpful in understanding the course. Very few felt that the homework and reading was too difficult. Generally, the majority of the students would have taken this course, and would recommend it to others.

Prof. Buck: MATH 221, Lecture 4.

PROFESSOR'S STATEMENT. Introduction to calculus includes:

- 1) Study of functions of one variable
- 2) The operations of differentiation and integration
- 3) 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. Number responding to evaluation - 91.

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 that 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 per cent 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 excessive. 9% felt 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. Keisler, MATH 221, Lecture 5.

PROFESSOR'S STATEMENT. This course is first semester of calculus. This is a small experimental section which presents the basic material more intuitively. Infinitesimals are used instead of epsilon's and delta's.

The text is Keisler, Elementary Calculus - an approach

using infinitesimals (Experimental version).

Grades are determined in the following way.
 Weekly Quiz (20 minutes) 1/3 of grade
 Two hour exams (6 & 12 wks) 1/3 of grade
 Final exam 1/3 of grade

STUDENT EVALUATION.

In this course students use the text that the professor has written plus the corresponding lectures. The professor is highly organized and students felt that he got his point across. The main problem is that Professor Keisler seems very nervous which becomes discomfoting. Some students stated that the lectures were boring. There is a quiz once a week, two exams and a final. The T.A. is considered very capable and interesting. Students determine the topics in discussion sections. The exams are fair and comprehensive. There were some complaints of grading off too much for "stupid little errors". The homework and reading are neither excessive nor difficult. Almost all students completing the survey felt that the course was worthwhile taking, however there was a distinct split as to their preference of this professor as the lecturer.

Prof. Barwise: MATH 221, Lecture 6.

This course covers the basic material of first year calculus presented using infinitesimals instead of epsilon's and deta's.

The texts is: Elementary Calculus: An approach using Infinitesimals, by H. J. Keisler.

Grades are based on:

Weekly quizzes
 2 one hour tests
 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 this course. However, the teaching assistant was generally considered less organized and sincere compared to the professor.

Prof. Martin: MATH 221, Lecture 7.

STUDENT EVALUATION. Number responding to evaluation - 17, membership of class - 25.

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 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 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 lecture. 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 load, 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. Fadell: MATH 221, Lecture 8.

PROFESSOR'S STATEMENT.

This is a honors calculus course. Foundations of differential and integral calculus, derivative and integral with application are studied. Theorems, proofs and mathematical structure are somewhat emphasized.

The tests include:

3 hour exams
 one 2 hour final.

In general results are averaged. However, students who show steady and marked improvement may be forgiven early disasters.

STUDENT EVALUATION.

The evaluations from the students of Professor Fadell's Calculus 221 course are almost all favorable. As a lecturer

almost 100% of the class describe him as an interesting, pleasant, easy to follow, and enjoyable lecturer. The discussion sections were not rated as highly: a good deal of the students felt it a waste of time, and irrelevant to the course. In the section, the basis for discussions was the presentation of new materials, and most students expressed the fact that they would prefer a review of the lectures.

There were few exams, and the ones given were extremely fair. Grades were curved, and considered to be more than fair. Assignments were not mandatory and were reasonable. Most students had a favorable attitude about the homework, remarking that it was neither too difficult nor too excessive. The assignments also were helpful in the understanding of materials. Generally, almost all the class would recommend this course, as well as take another course with the same professor.

Prof. Brauer: MATH 222, Lecture 1.

PROFESSOR'S STATEMENT. Topics covered include: plane analytic geometry, polar coordinates, vectors, methods of integration and infinite series. Emphasis is on solving problems but theory is not ignored completely.

The text is Thomas' Calculus - Analytic Geometry.

Grades are determined by: Two hour exams, and a final consisting of problems. Grades are determined by exams, class work, and the T. A.'s evaluations. There is no set formula for deciding grades.

STUDENT EVALUATION. Number responding to the evaluation - 148, membership of lecture - 228.

Professor Brauer was noted by his students (75%-80%) as being a good lecturer and who cared about each individual student. A majority (80%) of the students thought that Professor Brauer was usually prepared, well organized and usually able to express his ideas clearly. Most of the students (over 80%) thought this course was a valuable learning experience. A majority knowing what they know now, would have taken this course and would recommend it to others.

Many felt that some T.A.'s (not all) were unable to explain the material satisfactorially, and were unorganized. The discussion periods were often considered useless. Other students stated that their T.A. and the discussion sections were great!

Prof. E. F. Moore: MATH 222, Lecture 2.

PROFESSOR'S STATEMENT.

The course investigates the following: analytic geometry, conic sections, symmetry, vectors, two- and three-dimensional coordinate systems; Methods of integration, including substitution, integration by parts, and partial fractions; Infinite sequences, infinite series, power series; Convergence of improper integrals and of power series; Indeterminate forms. The course has more emphasis on problem solving and less theory than in Math 221.

Required text:

Thomas' Analytic Geometry and Calculus (Chapters 7, 9, 11, 12, 13, 16)

Grades are based on:

Six week exam	20%
Twelve week exam	20%
Final Exam	40%
Discussion Sections	20%

STUDENT EVALUATION.

Calculus is a fairly dry subject and according to his students, Prof. Moore does not make it terribly exciting. The discussion sections were considered to be very worthwhile and the homework and tests were quite reasonable.

Almost all the students (95%) stated that the professor has command of the subject but difficulty in expressing his ideas clearly. 22% of the class felt that he usually expressed his ideas clearly while 37% stated that he usually did not express them well. 47% thought that the professor was well organized and 59% believed that he was well prepared. Roughly 30% said that he was sometimes well organized and well prepared. Because of a nervous mannerism, the professor often made confusing math errors on the board.

Another criticism was that the lectures and homework and reading assignments were not synchronized.

The discussion sections were considered very worthwhile. Over 97% stated that the sections contributed to their overall understanding of the course. The discussion sections are a place for working out homework problems, clarifying lecture material and answering question. About 70% said that they had an excellent opportunity to ask questions. Most students felt that the discussion sections were the most important part of the course.

Most of the students considered the reading and homework problems to be reasonable, and necessary for learning the material. Over 90% reported that the homework was neither excessive nor too difficult.

The exams are straight forward and do not contain unnecessary complexities. Most students were satisfied with them but many suggested that there be more tests.

Roughly 60% believed that the course was a valuable learning experience. Knowing what they know now, 82% of the students would have taken this course and 63% would recommend it.

Prof. Schneider: MATH 223, Lecture 2.

STUDENT EVALUATION. Number responding to the evaluation - 46; total in lecture 81.

Professor Schneider was noted by his students as being generally disorganized, but usually well prepared. All students believed that he had a solid knowledge of his subject. A majority of the students did not regret having taken this course and would recommend it.

50% of the students thought that the professor was only "sometimes" well organized. Most students (75%) felt that he was well prepared and 100% said that he had solid knowledge of his subject. A majority of the students did not regret having taken this course and would recommend it.

Most students (65%) stated that he sometimes expressed his ideas clearly, and 60% thought that he assumed too much prior knowledge. Most students (80%) thought that there was a good balance between theory and practical examples.

80% felt the course a valuable learning experience. Although the professor does a good job, disorganization occasionally caused confusion among some of the students.

All students stated that the discussion section, where lecture was reviewed, contributed to their overall understanding of the course. 70% felt that there was some opportunity for student discussion in the discussion sections. Students had no voice in the regulation of exams or work load. 50% said that the multiple choice tests were not a fair way to measure their knowledge, especially in a math course.

All students said that the reading and homework was not excessive. No students felt that it was too difficult. 87% said the homework was beneficial and quite a few enjoyed the text book.

Over 95% of the students responding, said they would have taken this course knowing what they now know. Nearly half the class would not take another course by this professor. Most (60%) said they would recommend the course.

Prof. Forelli: MATH 223, Lecture 3.

PROFESSOR'S STATEMENT. This course includes the theory and application of differentiation and integration of functions of several variables. The theory of elementary differential equations.

Texts include: Calculus, by Thomas; and Elementary Differential Equations, by Brauer and Nohel.

Grades will be based on exams (75%) and on discussion section performance (25%). There are three exams - a 6 week 12 week and a final.

STUDENT EVALUATION. 86 students responded to the evaluation and 154 members of the lecture class.

About 70% of the class stated that the professor was well organized and well prepared. 90% believed that he has a solid knowledge of the subject. 35% said that the professor usually expresses his ideas clearly while 45% said that he sometimes expresses his ideas clearly. The remaining 20% responded that he does not always express ideas clearly.

More than 50% claimed that the course was a valuable learning experience. 60% stated that the discussion sections were helpful and involved both new and review material. 80% of the students believed that they did not have any voice in determining the homework load, but most felt that the homework was neither excessive nor too difficult. The exams were considered fair, and covered the material adequately. 65% would recommend the course, but commented that it is a requirement for their major.

Prof. Hall: MATH 223, Lecture 4.

PROFESSOR'S STATEMENT. This is a standard Third Semester calculus/analytics course, augmented by work on linear algebra and differential equations. This is a special honors track section for students majoring in math subjects.

The required texts is Calculus, by Johnson, Kiokmeister and Wolk.

Grades are based on written problem sets, a take home exam, and possibly on brief orals as well.

Prof. Hall: MATH 223, Lecture 4.

STUDENT EVALUATION. Number of students responding to the evaluation - 22; number in the lecture - 26.

A number of comments need to be made. First, this is an honors section composed of students with both high math aptitude and motivation. Second, the class is small allowing for direct contact with the professor. He operates without the help of a TA. Discussion sections are treated as regular class periods and grades are based on take-home test problems.

Professor Hall was noted by his students as being an exciting lecturer, who stimulates a ready exchange between himself and the students. Almost every paper elaborated on the high quality of preparation and delivery exhibited by Professor Hall and referred to the overall value of the course. All stated that the professor was usually well prepared, usually well organized, had a solid knowledge of his subject, and expressed his ideas clearly. Indeed, many commented that this was always the case. Most (85%) felt that a good balance was maintained between theory and practical examples and there was unanimity in the expression that the course was a valuable learning experience.

While over half the class stated that Professor Hall "usually did not" assume too much prior knowledge, 40% did

feel that he "sometimes" did make this assumption.

73% of the students felt that the homework and reading was not excessive or too difficult. While there were several comments relating to the difficulty of take-home tests, they were generally regarded as being fair indicators of the student's ability and as being worthwhile learning experiences.

If the students in the class would have known what they know now, 86% would have taken this course. 86% would recommend this course and over 60% would take another course by the same professor.

There were several comments to the effect that the class moves quite rapidly and there is pressure on the students to keep up.

Prof. McQuillan: MATH 223, Lecture 5.

PROFESSOR'S STATEMENT. This is the third semester of beginning calculus. Differentiation and integration of functions of several variables, power series, and differential equations are covered in this course.

The text is Calculus and Analytic Geometry by Thomas. There are two tests and the final exam.

STUDENT EVALUATION.

Math 223, Lecture 5, with Professor McQuillan generally was rated highly among the students. As a lecturer the professor is well prepared and well organized. The professor has a good disposition, excellent teaching ability and an ability to express himself. The lectures are challenging but the professor does a good job of getting ideas across and stressing what is important. The quiz sections are generally helpful, and provided time for more complex aspects of the material to be treated. There was a good balance between discussion of homework and the presentation of the new material covered in class. The homework load itself, was rarely, if ever, excessive and little emphasis was placed upon it. It provided review and practice of material covered. The grading for the most part, seemed to be lenient, and thus far, there were few tests. Exams measured basic knowledge and they covered the major points of the course. Generally, 80% of the students would have taken the course if they had known what they know now, and would recommend it to others.

Prof. Wahl: METEOR 100, Lecture 1.

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, Introduction to Meteorology. Additional suggestions for reading are given during the course.

There are usually three exams during the semester (5, 9, and 13 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. 155 students responded to the evaluation, and 212 students comprise the lecture enrollment.

Meteorology is a popular course for fulfilling a student's science requirement.

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 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 sometimes 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, although they tended to be testing trivial aspects at times.

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 lecture, but he comes across to the students as being sincerely concerned about them.

Prof. Sechrist: METEOROLOGY 100, Lecture 2.

STUDENT EVALUATION. 61 students responded to the evaluation and 86 people comprise the lecture enrollment.

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 excessive.

The six-weeks exam was essay type, and the 12 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. Young: METEOR 100, Lecture 3.

PROFESSOR'S STATEMENT.

The purpose of this course is to acquaint the student with the earth's atmosphere - both its characteristics and its occasionally spectacular events, and to reach an understanding of the natural processes which combine to produce our weather and climate. The scientific emphasis will be on basic physical concepts, so that only a good understanding of basic high school math is needed.

The text is Introduction to Meteorology by Severre Pettersen.

Exams include: two (6 & 12 week), as voted by the class, plus the Final Exam. Rough weighting is: 30%, 30%, 40%. Later grades are weighted more heavily if improvement is shown. Also, a brief reading project is involving some students on an extra-credit basis.

STUDENT EVALUATION.

Professor Young was noted by his students as generally being well organized and prepared, as well as being a clear lecturer (over 90% concurred on these three points).

Young's students unanimously agreed that he possesses a solid knowledge of his field. A complaint which arose often, was that his lecture presentation was too simplified! They did note though, an excellent balance between theory and practical application. This seemed to be a particularly strong point in his favor. Several students commented that the application of textbook terms to everyday weather made the course a particularly valuable learning experience.

Even though this is a science course, there was no lab involved.

Concerning homework and exams, most students (in excess of 90%) felt that the homework was neither excessive nor especially difficult. A number of students did make contradictory remarks, however, to the effect that the text was far too technical. This seemed to be offset though, by the fact that exams were drawn almost exclusively from lecture. Students also noted that on several occasions the exam questions went into greater detail than the professor had in lecture. The general consensus was that the tests were fair. No papers were required.

If the students in this class would have known what they know now, 90% would have taken this course, but only about 70% by the same professor. 90% would recommend the course.

Prof. Wendland: METEOR 121, Lecture 1.

PROFESSOR'S STATEMENT.

This course covers:

1. Large scale climatic patterns and causes.
2. History of climates during last 10,000 years, and causes.
3. Man's impact on environment and possible effect on climatic patterns.

Recommended reading includes:

1. Claiborne, Climate, Man and History.
2. Reprint booklet locally prepared available from College Printing and Typing.

Grades are based on the following:

Six week exam	30%
Twelve week exam	30%
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 undergraduate 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 T.A.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 decide individually which he or she would like to take. There were no papers. The reading is neither excessive nor too difficult, but were hard to directly correlate to each particular lecture. The readings are optional and not directly essential for the exams. The exams cover material from the lectures. A majority of the students said that they were fair. This course and professor were overwhelmingly recommended.

Prof. Hambourger: PHILOS 101, Lecture 7.

PROFESSOR'S STATEMENT.

The first two-thirds of the course is on problems in ethics. The second section of the course is on problems of epistemology and metaphysics. In the first part of the section on ethics we study utilitarianism; then we attempt to use that theory in considering two sorts of practical moral questions: a) under what conditions is it morally justifiable for a pregnant woman to have an abortion? b) when and why are we obligated to obey the law? In the second section we look at skeptical arguments and attempt to discover what conditions we must meet in order to know something.

Texts include:

- G. E. Moore, Utilitarianism, Chapters I and II.
- Philippa Foot, "The Problem of Abortion and the Doctrine of the Double Effect"
- John Rawls, "Two Concepts of Rules"
- Bertrand Russell, The Problems of Philosophy
- Rene Descartes, Discourse on Method and Meditations
- David Hume, Inquiry Concerning Human Understanding

The grade will be based on two short (3 to 5 pages) papers and a final exam. Each piece of work will count about 1/3 of the grade. There was also a one page exercise required during the second week.

STUDENT EVALUATION. Number responding to the evaluation - 57, number enrolled - 87.

Prof. Hambourger was unanimously considered to have a solid background in philosophy, but 56% thought him only sometimes well organized, 27% usually not well organized and the remainder usually well organized. This could be due to the fact that only 15% thought he expressed his ideas clearly, while the majority (52%) maintained that he sometimes expressed himself clearly. 66% believed the professor did not assume too much prior knowledge, though some prior knowledge was assumed. He was generally characterized as being enthusiastic and knowledgeable but somewhat difficult to follow. 55% thought the course was valuable and the same percentage of the class would have taken the course again, knowing what they know now.

Most students (69%) enjoyed the discussion and thought it brought in both new material (25%) and review (45%). Only 56% thought there was sufficient opportunity for students to discuss. Many felt this was due to the TA's tendency to dominate discussions.

The majority of the students thought the reading (80%) and homework (85%) were neither too difficult nor excessive. 90% thought that they had no voice in deciding workloads, and half thought that they had some say in choosing topics for papers.

Prof. Chassler: PHILOS 101, Lecture 3.

PROFESSOR'S STATEMENT.

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: PHILOS 101, Lecture 6.

Professor's STATEMENT.

This course is a general introduction to philosophy. The required reading includes Introductory Readings in Philosophy by Singer and Ammemian, 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 Prof. 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 interesting lecturer who gets along well with students 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 helpful. Many said that the discussions were quite boring and felt that it would be better to have another lecture or have the T.A. introduce some new material.

76% felt that they had no say in determining work load, about 40% felt that did have a voice 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 student 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 they would recommend the course. Most of the students said they would take another course by the same professor.

Prof. Dretske: PHILOS 101, Lecture 1.

PROFESSOR'S STATEMENT.

The course attempts to familiarize students with the sorts of problems studied in selected areas of philosophy. The three areas covered in this course are theory of knowledge, moral philosophy, and the philosophy of religion.

A schedule of readings is available (all readings to be found in the text for the course: Philosophy, A Modern Encounter). Students are asked to read approximately 1-2 articles a week during the semester (approximately 20-30 pages). The articles assigned are supposed to parallel the lectures.

There are three exams: a one (1) hour six week
a one (1) hour twelve week
a two (2) hour final

The examinations are all about one-half short answer questions and one-half essay type questions.

STUDENT EVALUATION.

According to the students in Philosophy 101, lecture 1, Prof. Dretske is an excellent teacher. The professor and the lectures are rated very highly, but this is not always the case with the discussion sections, required reading and the exams.

Almost all the students commented that the professor and the lectures were excellent. 96% thought that Prof. Dretske was "usually" well organized and 98% felt that he was "usually" well prepared. Everyone in the class believed that the professor has a solid knowledge of Philosophy. When asked whether the professor expressed his ideas clearly 70% said that he usually did and 28% replied he sometimes did. Questions are encouraged and Prof. Dretske makes every effort to answer them completely.

The students did not think highly of the discussion sections. 43% thought that they contributed to their overall understanding of the course, and many students expressed their belief that the discussion hour was a waste of time.

Although the reading was not considered excessive by 94%, it was thought to be rather difficult by 46%. The reading did not seem to be heavily stressed.

There were many unfavorable comments made about the exams. A large number complained that the tests were too difficult, long or obscure. One problem stressed by the students was that they did not know what to expect on the first exam.

Generally, the students felt that the course was worthwhile. Roughly 80% considered it a valuable learning experience. If they had known what they know now, 73% would have taken the course and 83% would recommend it.

Prof. Kappy: PHILOS 103, Lecture 1.

STUDENT EVALUATION. 56 students responded to the evaluation and 81 people are in the lecture.

Comments received on the lectures were generally good with an emphasis on the freedom to discuss course material in the lecture. Overwhelming opinion shows that the lect-

urer is well prepared (85%), organized (79%), and seems to be knowledgeable of the material presented (92%). The balance between theory and practical examples seemed to be satisfactory (77%). The course provided a satisfactory learning experience for most (74%).

There was less agreement among students on the value of the discussion groups. Favorable comments outnumbered the unfavorable ones (43% pro, 27% con). Both groups seemed to point to the fact that discussions seldom led to any conclusions. Most favorable comments related the value of discussion in terms of the rehash of lecture material and the availability of specific paper topics. Overall, 76% found the discussion valuable in digesting the course material. Almost everyone found the discussion to be an open opportunity to express their ideas on the course topics (85% a great deal, 13% some). While 2/3 said the sections dealt with review material, a significant 1/3 wrote in that both new and old ideas were given consideration. One worthy comment on sections points out that size could probably be decreased to give better results.

The course had a decided structure since there has never been any request for student input on exam structure or course work. Part of the reason for the latter may be explained by the 95% decision that the work load was not excessive. Exam comments were 2:1 in favor of the 4, 8, and 12 week papers plus a final. Of the 56 people answering the evaluation form, 68% would take this course and 22% would not. Despite some glowing comments, only 40% would have taken a different course from Prof. Kappy, while 34% say they would not. Over all, 57% recommend the course and 25% give it thumbs down.

Prof. Young: PHILOS 211, Lecture 1.

PROFESSOR'S STATEMENT.

For six weeks or so the class proceeds by class discussion. The discussion is about what it means for a conclusion in an argument to follow from the premises (not as dull as it sounds). Then we move into a reading of Lemmon's Beginning Logic to see how a "real" logician treats the topics we'd been discussing, and how he goes wrong. The assigned reading also includes Pospesel's Arguments.

Grades are based on a take home six-weeks exam, class quizzes, and a final exam.

STUDENT EVALUATION.

Most of the 24 students who responded evaluating Prof. Young's discussion were very impressed by his knowledge of the subject and his ability to summarize the knowledge of his students. He didn't assume too much prior knowledge and he taught the course accordingly. Yet 1/3 of the students felt that he was generally unprepared and unorganized for the discussion.

The aspect of the course which was most praised - a reflection of Prof. Young's teaching method - was that the opportunity for student participation was always present and that the professor always respected the opinions of the students. Therefore the discussion section was considered to be invaluable in attaining an overall understanding of the course.

Students have a voice in determining paper topics and work loads - this was emphasized by the students' comments. The majority felt that the homework was fair and valuable and the few who complain stated their reason as being "to little work".

Most students believe that the course was a valuable learning experience and that they would have taken the same course if they had known what they do at the present. Also most would sign up for another course taught by Professor Young. The course was highly recommended by all.

Prof. Singer: PHILOS 211, Lecture 2.

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. Text: M. Black, Critical Thinking; but the exact text assigned is unimportant. I do not 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. 101 Puzzles in Thought and Logic
Fearnside & Holther Fallacy, the Counterfeit of Argument
Singer & Ammerman Introductory Readings in Philosophy
Copi & Gould Readings on Logic

Final grades are based on:

2 one hour exams	50%
1 two hour exam (final)	50%

Consideration is given to improvement as well as other class work.

STUDENT EVALUATION. Number responding to the evaluation - 21, number in lecture - 33.

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 the material and tries to minimize complication 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. Hosler: PHILOS 211, Lecture 3.

PROFESSOR'S STATEMENT.

The topics considered are as follows:

1. Elementary symbolic logic
 2. Elementary probability calculus
 3. Philosophy of inductive vs. deductive reasoning
- The two text books are
- E. J. Lemmon's Beginning Logic
 - B. Skyrms' Choice and Chance

There are three take-home exams. Contribution to class discussion is considered to raise border-line cases.

Prof. Hambourger: PHILOS 211, Lecture 4.

PROFESSOR'S STATEMENT.

The course is an attempt to present the rudiments of propositional logic and quantification theory, that is of elementary modern symbolic logic. The first half is on propositional logic and is based on dittoed material I have prepared. The second is an introduction to predicate logic and uses a standard text.

Some time is spent discussion of philosophical problems relevant to the study of logic and how arguments can be presented in the symbolic languages we are studying. However little time is spent trying to analyze informal arguments in ordinary language, and this is not a course on how to think clearly; it is meant to be an introduction to formal logic.

The required text is Benson Mates' Elementary Logic.

Homework has been required about every two weeks.

There are two hourly, in class tests and a final exam. The best work of a student will be weighted more heavily than the rest in determining his grade; this is especially true of those students who do their best work at the end of the semester.

STUDENT EVALUATION.

The evaluation of the students for Philosophy 211 with Professor Hambourger were fairly diverse in opinion. There were those who felt that as a lecturer he needed more experience in balancing points related to the course. Some feel the professor takes too much time in explaining a point, and some report the opposite. Most of the time the lecture is well organized and well prepared. The professor is enjoyable and understandable. The format of the class is a lecture with no quiz sections. There are no papers, and the exams are reported to be relevant but difficult. Hambourger sets a class curve and grading is considered to be fair. Almost all students thought that the reading was neither too difficult nor excessive. It was found helpful in supplementing the course and preparing the student for the exam. Generally, the majority of the students would have taken the course again, and would recommend it to others.

Prof. Chassler: PHILOS 211, Lecture 6.

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 the 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. Number of students responding to the evaluation - 25, number in the lecture - 35.

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 had 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 & 2.

PROFESSOR'S STATEMENT.

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%
Final exam	30%
Lab	20%
Discussion	10%

STUDENT EVALUATION. Students responding to the evaluation - 192, number of students enrolled - 250.

Evaluation forms were filled out by 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 "Prof. 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 T.A. Repeated emphasis was placed on the importance of having a good T.A. 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. Cox: PHYSICS 102.

STUDENT EVALUATION. Number of people responding to the evaluation - 149, number in lecture - 192.

Professor Cox was overwhelmingly noted by his students as being usually organized and well prepared. He also has a solid knowledge of his subject and is able to express his ideas clearly. His students thought this course was a valuable learning experience. The most striking remark was that Professor Cox "really cares about the students". He is an extremely warm person. There were numerous statements such as, "He practically made this course!" and so on.

Knowing what they know now, most students (over 90%) recommend this course and are happy that they took it. However, half (40%) of the students think the labs are a waste of time.

Prof. Bowen: PHYSICS 107, Lecture 1.

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: R. H. March, Physics for Poets.
 Grades are based on three exams (100 points each),
 a final (300 points), problems and exercises (100 points)
 and a recitation evaluation (100 points).

STUDENT EVALUATION. Number of students responding to the evaluation - 147, number enrolled - 235.

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 (by 80%) to the course. 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 on general relativity was 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.

PROFESSOR'S STATEMENT.

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 section.

STUDENT EVALUATION. Number of people taking the evaluation- 137, number of students enrolled - 209.

Professor Dexter was noted by his students as being a well organized and prepared lecturer (85% concurred on this point). All recognized that he has a solid knowledge of physics, and about 80% said that the course was a valuable learning experience.

Throughout the evaluation of Dexter as a lecturer, there was divided opinion. About 40% of his students stated that he clearly expressed his ideas most of the time, 50% felt that this was true sometimes, and 10% felt that he usually didn't communicate well. Concerning the problem the professor assuming too much prior knowledge: 30% found this to be true, 30% felt it was true only sometimes, and 40% felt that this was usually 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 be a 60% - 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% reported 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. Dexter does however, use a curve in the tests.

If the students in this class would have known what they know now, 90% would have taken this course, but only 50% would choose this professor again. 60% would recommend this course.

Prof. Blanchard: PHYSICS 202.

STUDENT EVALUATION.

Most of Prof. Blanchard's students felt that he is well prepared and organized for lecture. They find the balance good between theory and practical examples, in the lectures. About 20% of the class felt that too much material is covered for the time allotted.

Most (70%) of the students agreed that the laboratory and discussion sections helped toward an overall understanding of the course but that the correlation between the labs and lectures was poor. Among the 30% who believed that the labs were "a waste of time", the main criticism was either that they were not worth the time or the T.A. was not helpful.

Student voice in the decision of work loads for the course is nonexistent.

Homework and reading were considered fair by 66% of the class while the other 34% felt that the workload was more than for other five credit courses.

A majority stated that the course was a valuable learning experience and knowing what they know now, they would have taken the course. Only half felt that they would take Prof. Blanchard in another course.

Prof. Rollefson: PHYSICS 207, Lecture 1.

PROFESSOR'S STATEMENT.

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 3 one hour exams, a final and discussion-lab sections. Each of these count roughly for 1/3 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. Hart: POLI SCI 101, Lecture 1.

PROFESSOR'S STATEMENT.

A few concepts are used over and over to analyze political life. We start with them. Then we examine each of four institutional complexes in American politics: Congress, the Presidency, the courts, urban politics. In each case we ask how the institution works (in terms, of course, of the concepts we have). And we see the methods by which political scientists explain the working of the institutions. All this is descriptive and analytical. We have another approach to learn: how to evaluate political institutions. In this last part of the course it is up to you to reason out your own judgments, challenged (we expect) by Harrington and Dahl.

The required books are:

Dahl, Modern Political Analysis
 Matthews, U.S. Senators and Their World
 Neustadt, Presidential Power: The Politics of Leadership
 Anthony Lewis, Gideon's Trumpet
 Banfield and Wilson, City Politics
 Harrington, Towards a Democratic Left
 Dahl, After the Revolution

Grades will be made of 1/5 exercise responses, 2/5 six and twelve weeks tests, 2/5 final examination. Exams will be part multiple choice, part essay.

What you make your own will be what you read and hear in lecture, confront with your existing ideas, reject, accept, and especially revise into your own framework grows. The most helpful part of the procedure, from this viewpoint, will be the discussions. We have set up short exercises each time we come to a new body of material so you will find out immediately how much you have made it your own. These should make the discussions more active sessions.

STUDENT EVALUATION. Number of students participating in the survey - 117, number of students enrolled - 203.

The overall impression the students had of Prof. Hart was that he had a solid knowledge of his subject. As a lecturer, 87% felt he was usually well organized and 96% agreed he was usually well prepared. Nearly 50% felt that only sometimes did Hart express his ideas clearly while 40% felt he usually did, and 12% felt he usually did not. Almost half the class felt that Hart sometimes assumed too much prior knowledge. But only 11% said this was usual and 37% said this was not usually true. 84% felt there was a good balance between theory and practical examples in his lectures. 82% agreed the course was a valuable learning experience.

Three-fourths felt the discussion sections contributed to the overall understanding of the course - $\frac{1}{4}$ disagreed. While $\frac{1}{3}$ felt the discussion section emphasized both new material and review, 25% felt the emphasis was placed on new material, and 41% felt it was placed on review. With a few exceptions, most students felt there was opportunity for some student discussion with 74% saying there was a great deal of opportunity.

Nearly all students agreed that they had no voice in deciding their work load; however, there were no papers to be written. 40% felt the homework and reading was excessive but only 20% felt it was too difficult. The overall impression was that the homework and reading was valuable but at times boring. The exams have been of different types (i.e. essay, multiple-choice, etc.) and were generally felt to be a fair measure of the students' knowledge.

Knowing what they know now, 75% would take the course. 39% would take a different course by the same professor and 65% would recommend the course.

Prof. Wilde: POLI SCI 101, Lecture 3.

PROFESSOR'S STATEMENT.

The course really tries above all to give students some feel for the importance of politics (as contrasted with political science) in human life. One of the most distinctive aspects of politics is the "socialization" of private problems into public issues, and then the continuing interaction between public and private interests. Political science can help us to analyze this, but unless we accept and understand its significance there is really little reason to learn (or teach) its concepts and methods. It is also important for us, as political creatures, to learn to apply as systematically as possible some standard of evaluation to politics. In this course various varieties of democratic theory are examined and applied.

The reading list includes:

Dye and Zeigler, The Irony of Democracy
Wolff, Moore, and Marcuse, A Critique of Pure Tolerance
Duane Lockard, The Perverted Priorities of American Politics
Skolnick and Currie, eds. Crisis in American Institutions
Rubenstein, Rebels in Eden
Cook and Morgan, Participatory Democracy
Esposito, Vanishing Air
Davies, The Politics of Pollution.

Grades are based on papers (40%) a mid-term (20%) and a final (40%).

The sections in the course offer fairly independent approaches to themes and ideas of the course. They are taught as "mini-courses" by TA's in most cases, under my supervision. One set is offering an imaginative and extensive consideration of the problems and promise of participatory democracy. Another is concentrating more on various basic problems of policy, such as poverty. My own section offers the student an opportunity to engage in "field" research, away from the library, defining a project for himself within the general rubric of the "politics of pollution".

STUDENT EVALUATION. Number of people taking the evaluation: 107, number of students enrolled: 218.

Professor Wilde was very highly recommended by his students. He was cited as an interesting, well prepared and organized lecturer, as well as an informed, political scientist. About 90% considered the course a valuable learning experience and would recommend it. 65% would recommend the professor.

Over 90% thought the professor expressed his ideas clearly. 80% felt that the balance between theory and practical examples was good.

The discussion sections were also given high ratings. 90% found the discussions to be valuable in understanding the overall content of the course. Students noted that both new material and review material were discussed, and that students were given ample opportunity to contribute.

Opinions were split about 50-50 regarding whether or not students have a voice in choosing paper topics. A large number noted that they liked the idea of writing papers that were thought papers (versus pure research). Although work loads are almost exclusively determined by the professor, 70% did not think the reading was too difficult. Opinions were again split 50-50 as to whether or not the reading requirements were excessive.

If the students in this class had known what they know now, 90% would have taken this course, 65% would choose another course taught by Wilde, and almost 90% would recommend it.

Prof. Hayward: POLI SCI 106, Lecture 1.

PROFESSOR'S STATEMENT.

This course is a comparative study of the politics of Europe, Asia and Africa.

The final grade is based on a six-week exam, a twelve week exam or a paper and the Final exam.

STUDENT EVALUATION. Students responding to the evaluation: 139; number of students enrolled: 206.

Professor Hayward was generally noted by his students as being well prepared and having a solid knowledge of the subject. Almost all thought the course was a valuable learning experience.

81% stated that the professor was usually well organized and 92% replied that he was well prepared. 68% reported that the professor expressed his ideas clearly, and 60% believed that he usually did not assume too much prior knowledge of the subject. Most students agreed the balance between theory and practical examples was good and that the course was valuable. Some felt the lectures amusing and interesting and others were bored by them.

66% stated that discussions contributed to overall understanding of the course, whereas 22% felt it did not. Both new material and review of lectures and reading were the topics of the discussion sections. 63% thought there was a great deal of opportunity for student discussion and 27% said there was only some opportunity.

Students had a choice of writing a paper, on any topic concerned with Comparative Politics, or taking the twelve week exam. Otherwise there was no student choice in determining work loads. Comments regarding the exams reflected the attitude that exams were too long for the time allotted and very often did not draw on a lot of the material presented. Grading was considered fair.

64% thought the reading assigned was excessive; 20% thought it was not. 63% did not find the reading too difficult, but 28% did. Some students felt that the reading selections were valuable and well chosen; while others failed to see the relevancy, and felt they were too technical or boring.

Knowing what they do now, 70% would have taken the course. 55% would take another course by the same professor. 71% would recommend the course to others.

Prof. Harlow: PSYCH 201, Lecture 1.

STUDENT EVALUATION.

All students agreed that Professor Harlow has solid knowledge of the subject, but was not always well organized or well prepared. He could not express his ideas well enough in a lecture.

About 49% felt he was sometimes organized and well prepared. 49% observed that he was usually not organized or well prepared. About 65% felt he did not express his ideas clearly, and 10% felt he only sometimes expressed his ideas well. No one felt that he assumed too much prior knowledge.

About 90% of the students felt the discussion section was very good, many commented that it was better than the lecture. The discussion covered mostly new material and there was a great deal of student discussion and participation.

The homework was not excessively difficult, although some complained that occasionally there was over-loading. Most students felt that the tests were fair.

About 75% of the students would take the course again and recommend it, but 95% said they would not take it over with the same professor.

Prof. Wasserman: PSYCH 202, Lecture 3.

STUDENT EVALUATION. Students responding to the evaluation: 62, number of students enrolled: 186.

Over 95% of the respondents thought the professor was well organized and well prepared for lecture and all recognized that he had a solid knowledge of psychology. $\frac{3}{4}$ of the students thought he expressed his ideas clearly and the remainder felt that he sometimes did. 58% thought he did not assume too much prior knowledge. 85% considered the course a valuable learning experience.

There were no papers in the course. The students had no voice in determining work loads. The class was evenly divided as to whether or not the exams measured knowledge of the course material. The grading was considered fair.

82% did not think the reading excessive and 60% did not think it was too difficult. Most students considered the reading challenging and often too technical for an introductory Psychology course.

The professor was considered interesting, but sometimes too advanced for the level of the course. 75% would have taken the course had they known what they do now. 56% would take another course from the same professor and 71% would recommend it to other students.

Prof. Schmaltz: PSYCH 202, Lecture 4.

STUDENT EVALUATION.

Prof. Schmaltz's Introductory Psychology lecture was received with enthusiasm by his students. Both the course material and lecture presentations were hailed as being comprehensive, intellectually stimulating, and extremely enjoyable. The professor himself was generally praised as being charismatic and witty.

99% felt that the course was a valuable learning

experience. Slightly over 97% of the students polled responded that Schmaltz was well organized, prepared and demonstrated a solid knowledge of psychology. Over 98% applauded the balance between theory and practical examples. 87% felt Schmaltz's ideas were expressed clearly and nearly 85% felt that he did not assume too much prior knowledge.

The class was evenly divided in the evaluation of the exams. Half criticized them as being concerned with some trivia, the other half felt the exams were challenging and fair.

The reading was apparently technical and often difficult, but those who finished them generally praised their variety and insight.

The overwhelming enthusiasm for the course is evident in that 98% reported that knowing what they now know, they would have taken the course and would recommend it to others. Over 75% said they would take another course by the same professor.

Prof. Gilman: PSYCH 210, Lecture 1.

This is an introductory course in Psychological Statistics. Primary emphasis is placed upon use of statistical techniques for testing and rational decision-making from psychological data. Lectures emphasize the theoretical and conceptual reasons for many statistical procedures, and avoid the "cookbook" approach, while laboratory exercises and homework emphasize practical, computational problems.

Students vote at the beginning of the semester with regard to the number of exams, their relative weight, etc. For the last several semesters, students have chosen three exams of equal weight, each noncumulative. Homework problems are assigned weekly and are required; homework scores determine "borderline" grades only.

STUDENT EVALUATION.

Most students responding to the evaluation, thought the professor was well organized, well prepared and expressed his ideas clearly. Most recognized that he has a solid knowledge of his subject. Almost half the class thought that Gillman sometimes assumes too much prior knowledge. A majority thought the course was a valuable learning experience, giving a good balance between theory and practical examples. The students reported that many considered the material dull, but Gillman presents it clearly, concisely and effectively. The professor is reportedly fair, pleasant, eager to help.

About 2/3 thought discussion sections and labs contributed to their understanding of the course. The discussion sections were used mainly for review, although some new material was presented. The opportunity for student discussion ranged from "a great deal" to "practically none", with most answers lying between these two extremes.

Slightly over half the class said students have a voice in deciding work loads; the other half said they had no voice in the matter. The tests did measure knowledge of the material; they were graded fairly and leniently, but many students felt that the tests were too long. The great majority of the students thought the reading was neither too difficult nor excessive. Most of the students would take the course again; would take a different course from Gillman; and would recommend this course.

Prof. Bridgeman: PSYCH 210, Lecture 3.

STUDENT EVALUATION. Number of students responding to the evaluation: 25; number enrolled: 66.

Lectures were generally regarded as being uninteresting and dull. Many comments attributed this to the fact that the subject matter - statistics - is inherently boring. There was a division as to the value of the class. 44% said it was a valuable learning experience and 52% said it was not.

Almost all the students (96%) stated that Professor Bridgeman has a solid knowledge of his subject. 44% stated that he was usually well organized and 36% felt that he sometimes was organized. 48% stated that he was usually well prepared and 48% stated that he was sometimes well prepared. No one felt that the professor usually assumed too much prior knowledge but he rated poorly in his ability to express himself. This inability coupled with the nature of the subject matter may explain why 64% would not recommend taking the course. 40% stated that he sometimes expressed himself clearly while 44% stated that he usually did not.

The discussion section was felt to be very important. 88% believed that such sessions contributed to the overall understanding of the course. Most of the time was spent on review. However, there was not a great deal of opportunity for student discussion. While 60% said there was some discussion opportunity, 36% felt there was practically none and only 4% felt there was a great deal.

A large majority (84%) felt that the homework and reading was not too difficult and only 16% complained of excessive work load.

If the students in the class would have known what they know now, 48% would have taken the course. However, the comments emphasized that enrollment in Psychology 210 was a requirement for psychology majors and as such, was not a matter of choice. 40% stated they would not take a different course by the same professor. 28% said that they would have.

Prof. Bear: PSYCH 210, Lecture 5.

PROFESSOR'S STATEMENT.

The goals of the course are:

To provide the student with a basic understanding of the statistical procedures employed in the social sciences;

To provide the student with the ability to carry out some of these procedures himself;

To encourage the student to think critically.

The text is Statistical Reasoning in Psychology and Education by Minium.

There are three exams and a final scheduled. All will be open-book take-home tests. The grade on the exams, and the final grade in the course will reflect mastery of the course material. An A will indicate thorough mastery; a B reasonably complete mastery; a C spotty but adequate comprehension; a D weak comprehension.

STUDENT EVALUATION.

In order to evaluate this course and lecture session, the results have been divided into different parts dealing with the Professor, the Discussion Sections, the tests, reading and homework, and General Information.

Some important information to keep in mind when reading this evaluation is that the makeup of the students questioned was: Freshman - 2, Sophomores - 22, Juniors - 29, Seniors - 8, special student 1, and 13 no reply. A total of 75 students filled out the questionnaire, out of a possible 90 in the lecture hall. The general overall expected grades were either A's or B's with only a few C's. This course is required for psych majors and is a dry statistics course.

About 90% of the students feel that Gordon Bear is well organized, well prepared and has a solid knowledge of his subject. About 75% feel that he doesn't expect too much prior knowledge while 25% thought that he sometimes or usually does. Again 90% felt that he expresses his ideas clearly, and maintains a good balance between theory and practical examples. They also feel that the course was a valuable learning experience.

Most students feel that if the course is a required one, Gordon Bear is the professor from whom to take it. He approaches the subject realistically, takes time with the slower learners and presents a simplified version of a dry, involved subject matter. However, a few students felt that Bear over-simplified the material. Those students generally expected A's in the course.

Those students who answered the next section concerning discussion, lab and quiz sections were 87% of those filling out a form. 60% felt that the discussion section contributed to their overall understanding of the course, because material was a review of the lectures. 40% felt that since the discussion section was made optional, they saw no real purpose to them.

In the next sections, concerning tests, papers, grading, reading and homework, the majority of students felt that the reading was adequate and presented a fair challenge. Evidently there are very few papers expected because there were no complaints. Regarding the exam, they felt that Bear's idea of a take-home exam was a highly practical one, but because of the nature of such an exam, the grading was very stiff because students could compare answers. To this the students raised an uproar. One made such a comment to the effect that Bear was defeating his own purpose because he set such high grading standards that he himself encouraged the cheating and answer comparisons.

Prof. Massaro: PSYCH 225, Lecture 1.

The course includes: logical and methodological study of perception, sensation, memory, human performance, and cognitive behavior.

Tests include:

Matheson, Bruce, and Beauchamp, Introduction to Experimental Psychology

Alpern, Lawrence, and Walsk, Sensory Processes

Weintraub and Walker, Perception

Fitts and Posner, Human Performance

There are three exams of which two are short answer and one is a take home.

STUDENT EVALUATION.

Professor Massaro was described by his students as a dynamic and fascinating lecturer. He was seemingly able to transform a dry required course into a stimulating experience. Over 2/3 thought the course was a valuable learning experience.

A great majority of the students felt that Professor Massaro was well organized (81%) and prepared (92%). All students recognized that the Professor has a solid knowledge of his subject. While a majority of students stated that Prof. Massaro expressed his ideas clearly and did not assume too much prior knowledge, a sizeable minority said that he was sometimes lacking in these areas.

65% thought that both the discussion sections and the labs contributed to their understanding of the course. The students were allowed a fair amount of freedom in choosing their experiments.

The majority stated that the homework and reading were neither excessive (86%) nor difficult (77%).

If the students in this class had known what they know now, 75% would have taken this course. 60% would have taken a different course from the same professor.

Prof. Suome: PSYCH 225, Lectures 2 & 3.

PROFESSOR'S STATEMENT.

The course is experimental psychology. It covers how and why one runs experiments - in the area of psychology. The lecture portion of the course focuses on theory and methodology of experimentation; the laboratory portion focuses upon an independent study designed and performed by the student.

The text is Matheson, Bruce and Beauchamp, Introduction to Experimental Psychology.

The grades are based on three open-book, open-note, short-answer exams for the lecture portion of the course (2/3 of the final grade); and an introductory experiment, plus an independent experimtn (1/3 of final grade).

Prof. Thurlow: PSYCH 225, Lecture 4.

PROFESSOR'S STATEMENT.

Introduction to methods of experimentation in Psychology. Discussion of theoretical formulations, testing of hypotheses, measurement and control of variables - with illustrations, problems and laboratory experiments from several areas of psychology.

Required reading:

Underwood, Experimental Psychology
Underwood, Problems in Experimental Design and Inference
Alpern, Lawrence and Wolsk, Sensory Processes
Dustin, How Psychologists Do Research
Scientific American articles (reprints).

Grades based on two hour-examinations, final examination, laboratory work and quiz section grades. "Objective" type questions, and short answer problem type questions.

STUDENT EVALUATION.

When evaluated by his class, Prof. Thurlow was said to have been quite well organized (64%), well prepared for lecture and having a good solid knowledge of his subject. About half the class expressed that he adequately expressed his ideas but some 20% still felt that he could have explained more clearly at times. 52% felt that he sometimes assumes too much prior knowledge, though 48% said that this was not the case.

Fewer than half felt that the course discussion contributed to the understanding of the course, and 40% felt that new material was being introduced during the sections. 56% said that discussion opportunities did exist. Labs were reportedly helpful, especially for the hard-to-understand lecture material which was gone over.

64% felt they had no say in paper topics and 80% stated that they had no voice in work loads. Over half the students felt that homework and reading were excessive, but 72% stated that the course work was not too difficult. Reading seemed to be a bit heavy at the start and seemed to discourage students. The readings played a very small role in exams while lecture material was most important. Some were of the opinion that the reading was average to boring.

60% would have taken the course knowing what they now know, only 30% felt they would take another course by the same professor, and 28% would recommend the course.

Prof. Pilliavin: SOC WRK 205, Lecture 1.

PROFESSOR'S STATEMENT.

The course covers selected topics pertaining to the field of social welfare. The purpose is to acquaint students with some of the problems with which social welfare is concerned and how society has dealt with these problems. Discrepancies between what might be theoretically sound and what actually is done are discussed.

The required reading includes:

J. Handler, Reforming the Poor
R. Quinney, Crime and Justice in Society
D. Mechanic, Mental Health and Social Policy
Weinberger, Perspectives on Social Welfare.

The final grade is based on a mid-term (25%), a paper (35%) and a final exam (40%).

STUDENT EVALUATION.

Professor Piliavin's course seemed to be characterized by excellent lectures. However, many students were dissatisfied with the reading load and some were unhappy about testing methods.

An overwhelming majority of the students (115 students, or 93%) saw the lecture as a valuable learning experience, and all except one student judged that the professor had solid knowledge of his material. Professor Piliavin also seems well organized; 95% of his students stated he was usually well organized. Many commented very favorably on his lectures, in terms of both content and presentation.

There were no discussions in the course. However some students commented that because of the number of people in the course and its introductory nature, they felt that sections were badly needed.

Work for the course seems to have been one paper, the topic of which was chosen by the student, and one exam. There was 97% agreement that students had a voice in choice of paper topics and many looked to the paper as the primary learning agent in the course. The test, however, was

controversial. Many felt that the test was too specific for an introductory course and tested one's knowledge of a specific article in the readings rather than general comprehension of the body of material covered in lecture and readings both. Some also objected that there was no choice of essay questions and that grading (done by two T.A.s) was arbitrary.

In terms of work load, only 4% felt they had a voice. Part of the explanation of this may be that only 44% felt that the reading load was not too excessive. Comments on reading included some who felt that in addition to being too heavy a load, it was also dry and confusing.

Despite the problems, most students seem to be satisfied with the course. 79% would have taken the course knowing what they know now, and 72% would recommend the course.

Prof. Heffernan: SOCIAL WORK 206, Lecture 1.

STUDENT EVALUATION.

Pertinent facts: This is a new course in the Social Work Department, required for all Social Work Majors. 70 students out of about 120 enrolled, filled out evaluations. The percentage figures in the evaluation are based on the total number of students answering a given question, not on the number of students filling out the questionnaire.

Professor Heffernan seems to be knowledgeable in social policy, for all students replied that he had a solid knowledge of his subject. While only 3% felt that the professor was usually not well organized or prepared, roughly 3/4 of the class pointed out that he at times, had difficulty expressing his ideas clearly. This may be due to the fact that Professor Heffernan sometimes assumed too much prior knowledge, 74% felt this was true, and that his balance between theory and practical examples was satisfactory to only half the class. A number of students volunteered that a basic background in political science and economic theories, which is not a prerequisite for this course, would aid a student in understanding the lecture material.

Discussion sections primarily examined new material presented in the reading, with some review of lectures included. Over 90% noted that a great deal of opportunity was given for student discussion. 70% believed that the discussions contributed to the overall understanding of the course. It was often pointed out that discussion sections provided practical examples which could be used to clarify the theories mentioned in lecture.

Only a few students (3) felt that the homework and reading were either too difficult or excessive, and a variety of opinions was stated concerning how interesting and how appropriate the texts were. Nearly 80% of the class thought students had little voice in deciding work loads, while the same percentage responded that they were allowed a say in choosing paper topics. It was generally agreed that the exams were fair, although some were of the opinion that the exams left little room for creativity.

With some students noting that Professor Heffernan encouraged questions and discussion of the concepts he presented, the course was considered a valuable learning experience by 76% of the class and was recommended by 57% of the class.

SOCIOLOGY

The Sociology Department conducts its own course evaluation which is made available to students. When the W.S.A. course evaluation went to press, their results were not completely compiled. Students interested in the sociology evaluation, should go to the Sociology Department.

Prof. Goodson: EDUC POLICY STUDS 300, Lecture 1.

STUDENT EVALUATION.

Professor Goodson was viewed by his students as an interesting and effective instructor, who is well informed on current issues. His class periods contain an enjoyable balance between lecture and group discussion.

All of the students felt that Professor Goodson was usually well organized and prepared. His class also felt that he knew his subject very well. Some students (33%) expressed the feeling that he sometimes assumed too much prior knowledge of the subject. Most of the class (over 95%) thought he related theory to practical examples very well. The students also enjoyed his "mini-lectures" method thus allowing a larger portion of classtime for open discussion. Professor Goodson does not have lab/quiz groups as such, but conducts his classes in a lecture-discussion format, with the emphasis on discussion which is usually centered around new ideas and materials (rather than review).

The class stated that the course work consisted of a certain amount of required reading, discussion and a semester project paper. No exams were given, therefore grading was based mainly on the project paper and participation in the discussions.

Twenty-one students said, that knowing what they do now about the course, they would have chosen it. Most of the students, 75% felt that they might choose Professor Goodson for another course. 99% would recommend the course to others.

Prof. Shaw: EDUC POLICY STUDS 300, Lecture 3.

STUDENT EVALUATION.

Professor Shaw was seen by his students as a well informed and well prepared instructor. His class periods

are largely devoted to practical applications of theories obtained through lectures and readings, while still keeping abreast with the times. Most of the students, 87% felt Professor Shaw knew his subject well and 84% thought the course was a valuable learning experience. There are no lab/quiz sections; but the lecture periods include a large amount of open discussion. Professor Shaw also has a great variety of guest-speakers who "rap" with the students about educational experiences.

All students reported that they had been able to choose their own paper topics. Most (80%) felt the work load was not too heavy.

85% would have taken the course, knowing what they do now about it. 48% would take another course with Professor Shaw as an instructor, but 84% would recommend this course to others.

Prof. Altbach: ACADEMIC REVOLUTION, Lecture 1.

PROFESSOR'S STATEMENT.

This course is a comparative analysis of 1) growth of universities in the modern world, 2) student politics, 3) the modern multiversity.

STUDENT EVALUATION.

The general consensus was that Prof. Altbach was well versed and knowledgeable, but he presented his material in a rather dry and uninteresting fashion. Many students considered the course extremely each and boring because of the repetition of material. Most of his students however, do feel that it was a good learning experience.

71% felt that Prof. Altbach was well prepared, while only 4.8% thought he wasn't. Also in conjunction with his preparation, 90.4% felt that he had a solid knowledge of his subject while 9.6% stated that he did not. One student commented that whenever material was dry, the professor's wit compensated. There are no discussion sessions.

There were no tests; instead there were independent projects which did not have to be written on material pertinent to the course itself. Because of this, the students felt the papers were somewhat a waste as far as learning, but they were graded leniently. They also felt that more comments were needed on the graded papers.

There was no required reading but a bibliography was suggested and most students felt that the books suggested were interesting and very well chosen. Out of the class, 86% felt the reading was not too difficult, and 96% felt they had free choice in paper topics.

48% said they would take the course had they known what they now know, and 43% would recommend it.

The professor stated that the students were given a mid-term book review and a final paper for graduate students, with a final take-home for undergraduates. The final papers and take-home would account for at least 65% of the total grade.

Prof. Wolff: ED PSYCH 120.

PROFESSOR'S STATEMENT.

This course is a basic introduction to developmental psychology. Emphasis is on perceptual-cognitive-linguistic development and on application of developmental concepts to educational practice. Students can fulfill requirements for the course by a) class problem sets, b) independent reading, or c) independent project of some kind.

Required book is Nash, Developmental Psychology: A Psychological Approach.

Class: three sets of problems each one to be answered within one week. Independent reading: reading log. Independent project: paper or some other appropriate amount of project.

Grades will be determined on the basis (almost exclusively) of commitment to whatever option student chooses. Quality of outcome is secondary importance - process by which outcome is reached is primary.

STUDENT EVALUATION.

This course is another Education requirement open to only juniors and seniors. Its basic content is an introduction to developmental psychology. Emphasis is on perceptual-cognitive-linguistic development and on application of developmental concepts to educational practice. The course requirements consist of three major options from which the student may choose: a) attending class and doing problem sets, each to be answered within one week; b) Independent reading and a reading log; or c) independent project, paper or some other appropriate project. The grade is almost exclusively based upon which ever commitment the student chose to do. The quality of the end result is of secondary importance, emphasis is based upon the process by which the outcome is reached. One book is required for the course.

The class size is about 50 students. Average attendance was around 38 people. 57% of these 38 students felt that the professor was usually well organized, while 40% felt he expressed his ideas clearly. 60% felt that the course was a valuable learning experience. To those students who chose problem sets, the course proved to be extremely valuable. The sets were designed not to give back ideas and facts given in class, but to apply what they had learned to various situations, formulate new ideas, and stimulate thinking. Opinions of the professor ranged from

Prof. Klausmeier: ED PSYCH 301, Lecture 1.

PROFESSOR'S STATEMENT.

Course Description: principles and techniques of learning, individual differences in abilities.

Books required: Klausmeier and Ripple, Learning and Human Abilities 1971; Rec: "Really Understanding Concepts"

The course is recommended for prospective teachers in Elementary Education and graduate students in Elementary Education, also others whose primary interest is in early and middle childhood learning.

Papers:

1. A term paper (students' choice of topic) and an optional paper, the latter may be used to raise one's grade.
2. Two or three exams including a final, the scores on the highest two count toward the grade.
3. A 2 to 3 page self-report, which is to explain to what extent the students have achieved their objectives.

Grading: A letter grade will be assigned to each of the test scores and to the required paper. Each will count equally toward the grade. The self-report will not count in the grade but is required. Completion of an evaluation of course and materials at the mid-term and final is also required but is not graded.

STUDENT EVALUATION.

Professor Klausmeier was noted by his students to be extremely knowledgeable in his field, however, they felt that the lectures were somewhat boring. Knowing what the course is like, 56% of the students said that they would have taken the course, 44% said that they would not. 60% of the students said that they would recommend this course to others, while 40% said that they would not.

Most of the students (80%) stated that Professor Klausmeier was well prepared and 69% stated that he was usually well organized. About 43% felt that he sometimes expressed his ideas clearly, the rest of the students were divided, 35% stated that he usually expressed the ideas clearly, while 22% stated that he did not. About half (57%) stated that he sometimes assumed too much previous knowledge. Student comments indicated that they felt it was necessary to have prior experience in teaching in order to obtain full benefit from the course. Most of the students found an overabundance of audio-visual materials, however, they did find this material helpful and thought that there was a good balance between theory and practice.

Discussion Section: About 64% of the students felt that their discussion section had contributed to their overall understanding of the course, 36% felt that it did not. Most of the students felt that there was a great deal of opportunity for discussion of topics which they found interesting.

All students felt that there was a great deal of flexibility in choosing paper topics and deciding workloads, however, 42% of the students found the homework and reading excessive, while 58% did not. Likewise, 42% of the students felt that homework and reading was difficult while 58% felt that it was not.

"presenting a very interesting lecture in a most pleasant manner", to "jumping from one subject to another and getting off the track a lot", or the "professor brings in his own experiences and experiments" to "the professor has taught me the true meaning of boredom". The majority of the students felt that the course book was quite dry and hard to follow. 76% of the students reporting, felt that they still would have taken the course even after knowing what they now know. 43% would take another course from the same professor and 72% recommend this course to other students.

Prof. Looft: ED PSYCH 321, Lecture 1.

Number of people responding to the evaluation - 49 out of 200 enrolled.

Description of the course: The course is concerned with adolescent development in American culture. All aspects of the psychology of adolescents/youth/young adults are grist for this course's mill. Course lecture presentation is oriented around the instructor's view of adolescent development; student's individual work is centered upon their own perspectives on this topic.

Books required: because there are no exams, it is inappropriate to say that books are "required". However, several books are recommended, and a large bibliography of related books and articles is distributed.

Paper or exams? Each student is requested to engage, either alone or with a team, in some kind of meaningful activity or project related to the course's subject matter. There are no exams.

Grade: Each student is a member of a group of about 20 students. Each group decides, presumably through consensual procedures, the grades of its members.

STUDENT EVALUATION:

Most of the students (93%) stated that Professor Looft was usually well organized and well prepared. All students thought him to be knowledgeable in the field. About 70% felt that he expressed his ideas clearly and 90% felt that he did not assume too much prior knowledge.

A great deal of audio-visual material was used to present materials; students thought that there was a definite balance between theory and practice. Comments from the students noted that Professor Looft was very interesting and responsive to student ideas and interest.

Extremely favorable opinion was given by the students as to the flexibility and choice in workloads. A majority of the students responded that they would recommend this course to others and found it a worthwhile learning experience.

HELP BUILD A COMMUNITY PHARMACY

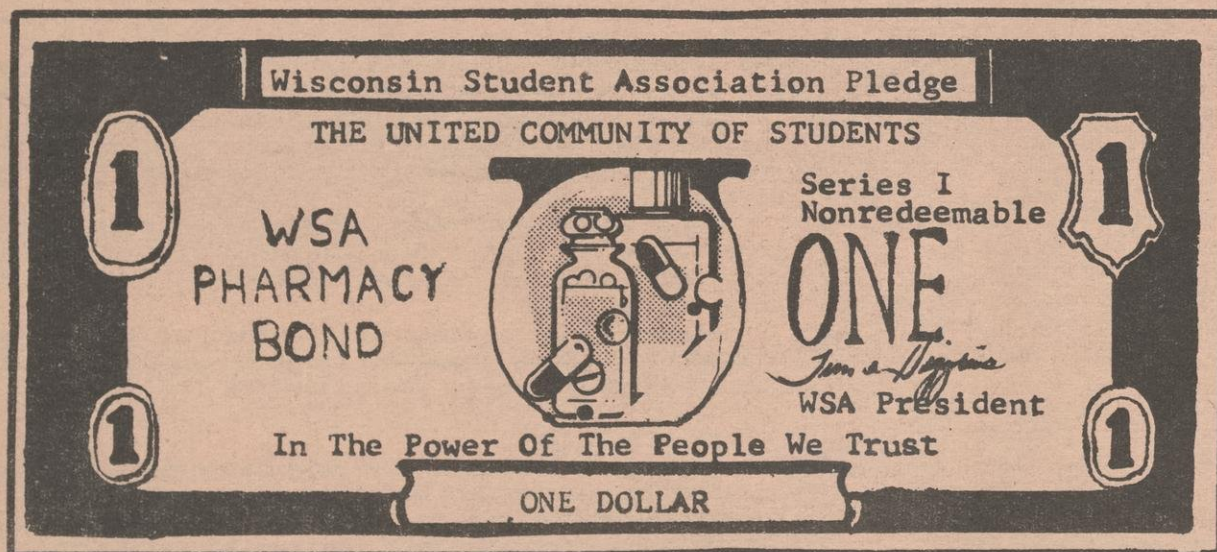


Year after year UW students spend thousands of dollars on prescription drugs. Only one corporation currently provides local prescription "service" and the prices are astronomical.

Year after year thousands of dollars are taken out of the student community instead of being returned to you in the form of lower prices, expanded services, and more jobs for students who need money. We must build an alternative to the current exploitative economic system. As a community we can take control of our own institutions and make them serve us.

The Wisconsin Student Association is asking for your help. WSA legally pledges to establish a nonprofit pharmacy upon the purchase of 5000 or more Pharmacy Bonds. The Bonds are nonredeemable (i.e., contributions) except that all of us will soon be able to buy at our new pharmacy.

BUY A BOND - IT'S THE AMERICAN WAY



Nonredeemable contribution

Bonds may be purchased at the WSA Store, the WSA Office (511 Union), or booths around campus.

