



NEWSPAPER DIVISION
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Photo by Ted Hammond

Even body English didn't help Humphrey
Former vice president played in Williams Scholarship Fund celebrity golf tournament yesterday.
(See story on page 8)

By NICK COLEMAN

Attorneys for both sides cautiously tested the opposition yesterday as the class-action suit filed last month by Dinkytown residents against Twin City Red Barn opened in Hennepin County District Court.

The trial, which is expected to last a week to 10 days, is being heard before Judge Crane Winton. Winton served as mediator several times during the day-long hearing as the various lawyers clashed in disputes over relevancy of evidence, usage of language and the propriety of several motions.

THE SUIT ALLEGES that a Red Barn restaurant in Dinkytown would be contrary to the best interests of the area's residents. It is being brought by 45 individuals and three neighborhood planning and improvement associations. Defendants in the case are Twin City Red Barn Inc., Red Barn Systems Inc., Antler Construction Corp., Athanasia Rallis (the owner of the site of the planned restaurant) and the city of Minneapolis.

Red Barn Systems, an Ohio corporation, asked to be dismissed on the case on the grounds that it is not intimately connected with local progeny and has had no bearing on the issue. Attorneys for plaintiffs argued vigorously against the motion and it was subsequently overruled by Winton.

Kenneth Green, attorney for the plaintiffs, then proceeded to outline the course they intend to follow during the litigation of the issue. According to Green, the plaintiffs will attempt to prove that:

- The building of a Red Barn in Dinkytown would violate the comprehensive plan for the area drawn up by local planning organizations and the city planning office;
- The proposed restaurant is contrary to Red Barn allegations, drive-in type of restaurant, and as such constitutes a violation of the area's zoning ordinances;
- Proper building procedures were not followed in Red Barn's acquisition of the building permit;
- The wrecking permit issued to Antler Construction was either void or lapsed when the company demolished the building that formerly occupied the Fourth St. SE location;
- The defendants, in particular, representatives of Twin City Red Barn, have not dealt in good faith with the community. This is evidenced, Green said, by Red Barn implications that they wished to negotiate with members of the Dinkytown community while they were clandestinely planning to demolish the former building.

During the afternoon session a series of Red Barn business documents were submitted as evidence by the plaintiff's other attorney,

By RANDY TIGUE
Faculty Affairs Editor
Second in a series

When James Hogg, executive assistant to the president, took over the chairmanship of the All-University Council on Liberal Education (CLE) in the summer of 1969, he was well aware that formulation of a program for institutional support of educational development would be a high priority item in the coming year.

IN JUNE, CLE had been requested by the Senate Consultative Committee "to develop a plan following the lines of the 'internal foundation' mechanism which would put major funds into projects for academic renewal."

Hogg was faced with a problem in complying with the Consultative Committee's request. The problem raised the question of CLE's legal jurisdiction over matters of University policy.

CLE was originally established to improve liberal education for undergraduate students. However, any University-wide plan for institutional support for educational development would have to include graduate and post-baccalaureate professional programs, which lay outside the scope of CLE's original mission.

HOGG SOLVED the problem by recruiting a drafting committee composed of both members and non-members of CLE, including people familiar with post-graduate education.

Hogg appointed Warren Ibele, associate dean of the Graduate School, to the drafting subcommittee. Not only could Ibele provide the needed input in terms of post-graduate education, but his presence on the committee could prove to be a political asset as well.

As chairman of the Senate Committee on Resources and Planning, Ibele could provide a strong voice of support on the floor of the University Senate for an educational development program.

Hogg also appointed Maynard Reynolds, director of special education, to the drafting committee. As one who had worked on educational development projects financed by federal funds under Title III of the Elementary and Secondary Education Act, Reynolds was deeply committed to the idea of course development and renewal.

MOREOVER, Reynolds was also a member of the Consultative Committee, which had given CLE its charge. Hence, any program drafted would have a spokesman in the most powerful of Senate committees.

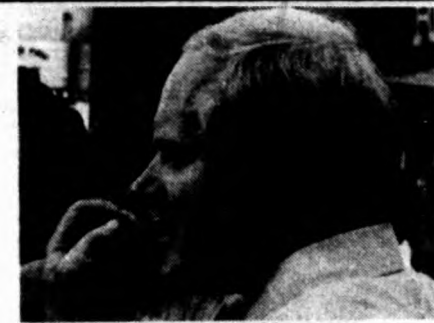
For student representation, Hogg chose Dan Studelska of Morris. Jay Smith, associate professor of accounting, was also added to the committee, as was Lloyd Lofquist, assistant vice president for academic administration.

Thomas Keller. The documents, many of them letters between Robert Lafferty, vice president of Twin City Red Barn, and officers of the national Red Barn System, were submitted individually to Lafferty who scrutinized them on the witness stand. After Lafferty would confirm the authenticity of each document, Winton would ask, "Are there any objections?"

AT THIS CUE, the document in question would pass among the defendants seven attorneys (two representing Twin City Red Barn, two for the Red Barn System, and one each for Antler, the city and defendant Rallis), who would carefully peruse it and voice their "no objection, your honor."

This procedure became routine until Keller attempted to enter "exhibit T for the plaintiffs." The exhibit was apparently a letter sent to Lafferty from the City Planning Department on March 6 and pur-

Attorneys for plaintiffs in suit against Red Barn present evidence to judge



Robert Lafferty

portedly voiced some objections of the department to the construction of the planned Red Barn. The introduction of the letter drew objections from each defense lawyer, all of whom argued that the letter contained only hearsay evidence and had no "materiality or relevancy to the matter."

In addition, John McNulty, attorney for Red Barn, contended the letter was "dated after the building permit was issued" and that the issuance of the permit should represent the real attitude of the City Planning Department towards the Dinkytown plans of Red Barn. After a heated round of arguments and contentions, Winton informed Keller and Green that the letter "may be appropriate later, but not now." Winton said that they hadn't established sufficient grounds to provide cause for the introduction of the letter as evidence.

Red Barn
(Continued on Page 2)

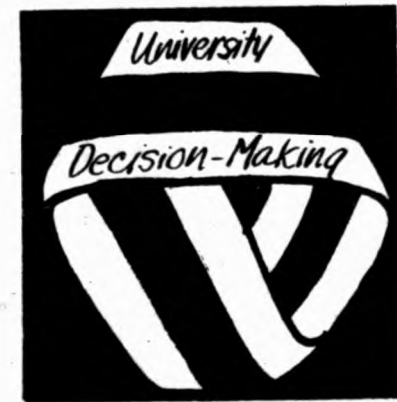


Tuesday,
June 2,
1970

Minnesota Daily

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CLE chairman solves problems by recruiting drafting subcommittee



development. The three per cent level of support which was to be phased in over a five-year period was selected by the committee because it was a level of support at which development funds would have an impact, but not be lavish, Werntz said.

The decision to base the level of support on the instructional budget was a result of the committee's belief that development ought to be related to the level of instruction, Werntz said.

● The three per cent would be dispersed equally in three directions, with the departmental, collegiate and all-University levels of governance each receiving one per cent. This division was chosen because the committee recognized the three levels at which decisions are made at the University and because "unless all of the University is engaged in development, we won't have succeeded," Werntz said.

● The actual allocation of money would be done on a competitive basis, with each academic unit receiving its one per cent only after presenting an acceptable development program to review committees at each of the various levels. In no case could the money be used to finance an

CLE
(Continued on page 5)

Proposal urges concern for elections

Senate to consider early quarter

By SUE CHASTAIN
Education Editor

A proposal to extend academic activities related to the fall congressional elections will be introduced at the University Senate meeting Thursday to counter a similar proposal on the Senate's agenda.

Written yesterday by an ad hoc faculty group, according to principal author Hyman Berman associate professor and chairman of the Social Sciences Program, the 11-point proposal offers a number



Hyman Berman

of educational options.

ITS MAJOR difference from the existing proposal, which will be presented to the Senate by Landis Boyd, head of the Department of Agricultural Engineering and chairman of the University Scheduling Committee, lies in the fact that it would "urge" rather than requiring faculty to begin teaching a week before fall quarter classes are scheduled to start.

The Boyd proposal, written by Richard Kain, associate professor of electrical engineering, suggests that the University recess classes the week before the Nov. 3 congressional elections and that fall quarter classes start Sept. 21 rather than Sept. 28.

Both proposals are based on what has been termed the "Princeton Plan," adopted by Princeton University, to recess classes the two weeks preceding the elections.

BERMAN'S proposal received an enthusiastic informal endorsement at a meeting of the College of Liberal Arts (CLA) Educational Policy Committee yesterday.

It contends that continuing business as usual at the University "would be just as unresponsive to the national crisis as closing its doors, emptying its classrooms and bolting the laboratory and library gates."

Instead, Berman said, "collective intelligence" of the University must be directed to the crisis.

RESPONSE CAN be made in these ways, he suggests:

- Courses focusing upon the crisis should be offered during fall quarter.

- Departments and scholars involved with the electoral process and the public issues relating to the crisis are urged to offer these courses fall quarter.

- Students who plan to work on resolving the national crisis during the summer should be able to register for up to three credits of work in an appropriate course after submitting evidence such as a paper or a log.

- University facilities — computers, seminars, rooms — should be made available to members of the University community wishing to use them in connection with the

crisis.

- Weekly University convocations in the form of lectures, debates, and film showings should be planned to focus on the national crisis.

- Students who want to participate directly in the political process should be encouraged by designating such activity as an approved University activity the two weeks prior to the Nov. 3 election.

- Teachers are urged to start classes a week before the scheduled start of fall quarter.

- An election information center manned by students and faculty should be established to serve the

state. Mobile non-partisan voting clinics would bring this service to all parts of the state.

- Tuesday, Nov. 3, election day, would be an approved University holiday.

- Midquarter examinations, if any, should be postponed to the week after elections.

CLA Educational Policy Committee members found Berman's proposal preferable to the Boyd proposal in part because the flexibility of Berman's proposal poses fewer problems for registration, Welcome Week, freshman camp and summer orientation.

Minnesota Daily

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Red Barn . . .

(Continued from page 1)

ANOTHER communication introduced as evidence and accepted by the lawyers for the defendants revealed that Lafferty had written in mid-December of 1969 to a Red Barn Systems officer concerning the "Dinkytown location," referring to the Fourth St. site. Red Barn did not make public their plans for the restaurant until eviction notices were sent to the five businesses occupying the demolished building on Feb. 26, 1970.

It is clear, that some complicated issues will be raised during the course of the trial that will be difficult to deal with.

The arguments will resume at 9:30 a.m. today.

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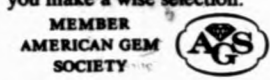
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By WARREN WOLTER

Second of two stories
 Today only one in 10 Ph.D.s is granted to a woman. This is fewer than in 1940.

Voice of Women Liberation

Female professors have frequently complained that they are stared at while on the job, but overlooked when the time for promotions and salary increases arrives.

THE REPORT produced last week by the Minnesota Planning and Counseling Center for Women supports their case.

The report shows that 74.1 per cent of the faculty men hold the position of assistant professor or above, while 54.4 per cent of the women are ranked at or below the instructor level.

Women comprise only two per cent of the School of Business Administration and Institute of Technology (IT) facilities, four per cent of the pharmacy faculty, 15 per cent of the liberal arts faculty, and 27 per cent of the College of Education faculty.

"One of the principal reasons there are so few women professors in IT," Richard Swalin, IT associate dean, explained, "is that the enrollment of women in engineering is extremely small. High school girls are not encouraged to go into the hard sciences or engineering. If they have an interest in science, they are urged to go into chemistry or biology."

LAWRENCE WEAVER, dean of the College of pharmacy, said that the female undergraduate enrollment in his school had increased by about 20 per cent in the last few years.

"In some of the new classes, we have 46 to 50 per cent female enrollment," he said.

Nevertheless, Weaver maintains there are fewer female pharmacy professors on his staff because trained women faculty members are not available.

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ROBERT KELLER, dean of the College of Education, attributed the imbalance between male and female teachers in that school to the fact that fewer women have Ph.D.s in education.

"If you go back far enough I suppose some anti-feminist sentiment

U women stew while Senate studies discrimination reports

is behind the number of women employed in faculty positions," Samuel Krislov, chairman of the Department of Political Science, argued. "But I think the discussions in the Daily have overlooked the problem of role perception which affects the way women act in pursuing their careers: If they don't pursue them with the same single-mindedness that men do, then their salaries are going to be lower and their ranks will be lower, too. The perception of husbands and wives as to what women should do is more important than any institutional bias."

With the single exception of research associates, women were paid less than men in all categories of University faculty employment, according to the planning center's report.

FULL-TIME women faculty members at the University receive median salaries that are 6 to 22 per cent less than the median salaries of male faculty members of the same rank.

Paul Cashman, vice president for student affairs, and Donald K. Smith, vice president for administration, said the report on women is being studied by a committee of the University Senate. But many women have been privately studying and stewing over their second-class status for months.

"University women are becoming less and less docile," said Vera Schletzer, director of counseling for the University General Extension Division and charter member of the National Organization for Women. "Maybe we thank the young radicals for this."

"YOU DON'T get anything unless you push for it, and there are a lot of docile little old ladies here who have nothing to lose. They've been here 20 or 30 years and they're still at the bottom of the pile. As I've said before to a couple of vice presidents here, they had better start dealing with the moderates or they'll soon have to start dealing with the radicals."

Mrs. Anne Truax, head of the Minnesota Planning and Counseling

Women
 (Continued on page 9)

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Generational backlash

Oregon, that maverick liberal state that gave Eugene McCarthy his only real primary victory in 1968 and has frequently elected some of the most vocal doves in Congress, last week defeated by almost a two to one margin an amendment to lower the voting age to 19.

It is not the first nor the last case of generational backlash. Similar amendments in other states, including Minnesota, will probably suffer the same fate.

ALTHOUGH THE organization spearheading the Minnesota amendment (the Minnesota Coalition to Lower the Voting Age) has succeeded in securing the support of almost all major office seekers in Minnesota, no one should underestimate the public reaction against University students in particular and against youth in general. This backlash will be a more important factor in determining the success or failure of the attempt than all the pious pleadings of politicians ranging from Hubert Humphrey to Clark MacGregor.

Minnesota has had little violence on its campuses, partly due to skillful administrators and partly due to a dull, uninformed, apathetic and basically Bible-belted conservative student body that is still excited about coed dormitories and that supposes panty-raids to be revolutionary activity. But neither had Minneapolis any notable or important violence in the streets when it elected Charlie Stenvig: the mood of reaction in America is generalized, it is not a reaction to specific events, but to the turn of events.

OVERCOMING THE REACTION at this point may not be possible. Cynics might argue that it really doesn't matter at what age young Americans can vote when they can be shot in Vietnam and on college campuses at just about any age. And what is anyone missing when since 1964 we have had to choose among Barry Goldwater, Lyndon Johnson, Hubert Humphrey and Richard Nixon for President? If this is enfranchisement, make the least of it.

Instant analysis

Usually we would wait until the day after Pres. Nixon has made his report to the nation to comment on its merits. Today, however, through the capacity of critical projection (and having read the White House press statements during the last week) we offer our first super-instant analysis. (Just add one presidential address and stew for 15 minutes.)

TOMORROW, WHEN the President speaks to the nation once again, he will, first of all, speak of the proud 190-year history of the nation. (We expect no change in this phrase until July 4, 1976, when Mr. Nixon will refer to "the proud 200 year history of this nation.")

The substance of Mr. Nixon's speech will deal with how very very very successful the invasion of Cambodia has been. Standing behind a stack of Viet Cong rifles (flown in specially by military jet), Mr. Nixon will again employ impressive visual aids consistent with his wonderful teaching techniques. He will show photographs of stacks of weapons and tons of rice being burned: All this has critically impaired the capacity of the

Viet Cong to wage war in the South. (That was what Lyndon said just before the Tet Offensive.)

AMERICAN TROOPS are now safe. The President has boldly protected them: he has risked and won. (We know because he is our President and he is telling us so.)

Not only, however, has a battle been won on the battlefield — negotiations are now moving faster in Paris. We are on the verge of a peace breakthrough paralleled only by the agreement finally reached on the shape of the conference table. Negotiation on other substantial issues is now possible because the NLF and North Vietnamese know that their position in the South is weaker than before.

FINALLY, THE PRESIDENT will note that the terrific performance of the South Vietnamese Army makes him more optimistic than ever that our withdrawal can proceed on time. He will confidently pledge that he will bring all American troops home by the end of 1971.

And George Gallup will run a poll which will show that 62 per cent of All-Americans think the President is doing a wonderful job.



letters to the editor

● Senators oppose Moos

As members of the University Senate, we regard President Moos' conduct at Thursday's meeting an affront to the Senate and to the University community at large. The President — and not the student protesters — must bear the major responsibility for the disruption that occurred.

President Moos decided unilaterally that the Viet Cong flag would not be allowed in the Senate meeting. He neither consulted the members of the Senate on this matter, nor did he publicly request the protesters to remove the flag voluntarily. Instead, representatives of the administration ordered in unidentified plainclothes police to remove the flag, irresponsibly aggravating an already volatile situation. The President's willingness to force a confrontation on such a trivial issue as the presence of a flag and his haste in adjourning the meeting, raise serious questions about his desire to have a thorough discussion with the Senate of the ROTC issue.

Until the past week, we had been pleased that the administration of this University had seemed responsive and sensitive to student concerns and had — along with responsible student leadership — contributed to the maintenance of peace on this campus. The arrest of student protesters and the President's conduct on Thursday, however, now raise real doubts in our minds about the administration's grasp of the current situation.

Finally, we are deeply disturbed by hints that next Thursday's Senate meeting may be held behind closed doors. To bar members of the University community from discussion of the crucial issues that now face the Senate would be unconscionable. We, as senators, would have no part in such an "executive session," and would do everything in our power

to make such a meeting inoperative.

*Alan Spear
associate professor of history
Grover Maxwell
professor of philosophy*

● Head: right and wrong

I have just read the Rev. Joseph B. Head's article in the May 27 Daily.

Mr. Head reports that "some of the 'virginal academic maidens' have yielded to the fires of socialism, homosexuality, and Unitarianism." "I have Faith," he says, "in . . . the 'American Way of Life' established by our forefathers who gave us the American Constitution and the Bill of Rights."

O.K., Mr. Head, we share your faith in the Constitution and Bill of Rights. Isn't it a pity that these excellent documents were drafted in major part by some of those execrable Unitarians?

We Unitarians really do hold to the Bill of Rights. And so we believe in the right of every man — be he homosexual, socialist, Unitarian, or Mr. Head himself — to think his own thoughts and freely to speak his mind.

*Robert S. Lehman
minister
first unitarian society of Minneapolis*

● U pickpocket

Have others noticed the kindly parking lot attendants who thoughtfully remove yesterday's yellow parking ticket stub from today's window? A nice gesture in what is often characterized as an impersonal university.

At 7:48 a.m., Monday, June 1, upon entering U of M parking lot no. 30 (25c), my windshield received a yellow stub (no. 25837) and I received a white stub (no. 26222) in exchange for a dollar

bill. There followed four quick flicks of the attendant's thumb — my God, had they devalued the currency overnight? No, I received only three quarters, and, as I drove into the lot, caught a glimpse of the fourth being deftly deposited into his pocket before the arrival of the next car.

My faith in the soundness of the dollar restored, I proceeded onward with the assurance that not all parking money is destined to be swallowed up by some nameless bureaucracy.

*Gary W. King
graduate student*

● SDS undemocratic

We are sympathetic with the idealism displayed by groups such as SDS, in that we would like to see a time where the need for armed forces will no longer exist. However, when one looks at the world situation realistically, with grave mistrust existent among countries, one sees the necessity for the maintenance of balance-of-power for security purposes. Because of America's role today in international politics, be it good or bad, it is important to our national security that we maintain a well-trained armed force.

One of the objectives of a university is to provide for a student, if he or she wishes, the facilities for acquiring specialized training toward professional and vocational goals. If a student wishes to enroll in ROTC as a means of professional training, then as a University student he should have that right.

It seems rather undemocratic that a handful of students, such as SDS, should force their view on a group of students that are exercising their privileges as students.

*Mayer A. Berg
Leo R. Kniebel*

Minnesota Daily

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New agreement may prevent strikers' eviction from Union

By FLOYD EGNER

A rumored eviction of strikers in the Union may not become reality, thanks to an agreement reached yesterday between representatives of the ad hoc strike committee and Union workers. The agreement attaches strings to the present 24-hour open door policy in the Union.

BOTH WORKERS and strikers were upset and demanded action after vandalism in the Union over the Memorial Day weekend. Desks were marked, walls were written on with felt tip pens, freezer doors were left open, glass in vending machines was smashed, a door was broken and early yesterday morning strike leader Bill Tilton had his car stolen.

Strikers at a meeting yesterday

blamed the acts on people not working with their organization—high school students and non-striking non-students who were staying in the Union.

CLA freshman Mary Altendorf and Carl Marquit met as strike committee representatives with Ed Siggelkow, Union director; Bertin Atkinson, assistant Union director and operator; Clarion Hennum, Union custodial supervisor; Claus Fransen, Union custodial supervisor; and Gerald Igelsrud, night manager of the Union, to discuss limiting sleeping and eating areas for strike committee members.

THE MEETING came after strike committee representatives met Monday afternoon with about 30 workers representing food services, the custodial staff and other Union workers. No workable agreement came from that meeting as the food service workers—all women—walked out.

The agreement, which will undergo a two-day trial period, would allow strikers to sleep in rooms 325, 326 327 and 320 from 11 p.m. to 7 a.m. and would make 108 available as strike headquarters, 315 Peace College, 213 and 214 (Minnesota Student Association offices) media, 213A speaker bureau and B-7 research.

Persons not known to members of the strike committee or custodial staff will not be allowed in the building from 11 p.m. to 7 a.m.,

the Union's pre-strike hours.

THE STRIKE Film Co-op has announced they are moving out of the Union for reasons of their own and not due to any outside pressure. They report they have lost more than \$1,000 in equipment to thieves. They have obtained offices on Seven Corners.

The agreement also forbids animals in the Union, moving of furniture and the taping of posters on the walls.

Strikers have agreed to leave of their own accord if they are not successful in keeping their members in specified areas.

WOMEN FROM food services complained in the afternoon meeting that no one had asked them about taking over the Union but that strikers had "just come in."

"It's too late now," one woman said, "you should have asked before. I'm leaving."

All the food service personnel walked out of the meeting commenting, "This is no hotel" and

"footprints on the lunch counters are too much."

THE STRIKERS had decided at their morning meeting to clean the entire Union last night from "top to toe," but custodial workers said they would be glad to do the work if they only didn't have to step over bodies to do it.

The strikers were reassured by the workers that they were not asking the strikers to leave for political reasons, but because they wanted to be able to run the building themselves.

Miss Altendorf reported she and Roger Jones, associate professor of physics, had talked to Pres. Malcolm Moos and he had agreed the administration would abide by the agreement reached between strikers and workers.

THE STRIKERS assured the workers they will not want to stay in the Union after spring quarter was over. Further arrangements about office space will be made through normal channels.

CLE . . .

(Continued from page 1)

ongoing University program.

The November draft contained only the plan. A second draft, released Dec. 3, added sections explaining the rationale for the plan. Stylistic changes were made in the second draft, and a third draft was released Dec. 29.

AS PREPARED by the drafting committee, the plan extended to the University faculty both a promise and a threat.

It promised to each department at the University more resources for experimental curriculum development than had ever been available before. Under the proposal, each department would receive an average of \$10,000 a year for development and would have an opportunity to gain even more, if it could come up with projects good enough to attract funds from the collegiate and all-University pools.

CLE

(Continued on page 6)

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CLE . . .

(Continued from page 5)

By way of contrast, a total of only \$60,000 was available for development purposes throughout the entire University this year under the small grants program.

However, that promise also carried with it a fiscal threat to every department at the University. The three per cent called for in the plan was not three per cent over and above the existing budget; rather it was three per cent taken out of the existing budget. For large departments, it would mean there would be no money to hire new faculty members; for others, it would mean less money for faculty salary increases. As Sen. J. William Fullbright (D-Ark.) told the Bar Association, the plan would force the University to decide where its values and priorities really lay.

IN ADDITION to the short term threat of less money for staff and salaries, the plan also posed a potentially more ominous long-range threat to existing programs, especially when combined with the University administration's commitment to change the budgeting system at the University.

According to Hale Champion, vice president for planning and operations, a goal of the central administration is to move away from the current incremental budgeting system, under which only the annual increments, or additions, undergo scrutiny, to a program budget, in which all University expenditures would be judged for their programmatic output.

A permanent educational development fund would assist program budgeting, Champion said.

HE POINTED out that under the educational development plan, de-

velopment funds could be used to finance experimental program only on a temporary basis. If an experimental program were successful, it could become part of the regular University curriculum only by gaining a claim on regular University funds, putting experimental programs in direct competition with existing programs.

Existing programs would continue to be funded only by proving themselves better than something new. If fully implemented, this aspect of the plan would prove to be both its worst threat and greatest promise.

Members of the drafting committee recognized both the threats and the promises and unanimously decided that the promises outweighed the threats. And, for the most part, CLE agreed with the committee.

ONLY TWO objections to the plan were raised within CLE, and one caused a serious problem.

The objection was made at the Feb. 3 CLE meeting by John Webb, associate dean for social sciences in the College of Liberal Arts. Webb objected to basing the dispersed distribution on instructional budget, saying a more fair distribution would be based on full time equivalent (FTE) faculty or on student credit hours.

Webb's arguments were convincing enough to persuade CLE to send the document back to the drafting committee for further consideration.

The drafting committee held three meetings and proceeded to compile masses of data showing exactly how much money every college and department at the University would receive under each of the three methods of distribution — instructional budget, FTE and credit hours.

THE DRAFTING committee came to the conclusions that inequities would exist no matter which system was used, that any inequities inherent in a budget-based distribution could be corrected in the review procedure and that budget data were far more reliable than were data on

FTE or student credit hours.

As a result, the committee returned to CLE a fourth draft that was substantially unchanged, and CLE passed the proposal on March 31 without a dissenting vote.

However, the real problem created by Webb's objections was not that they forced substantive changes in the proposal. Rather, the problem arose because the referral of the proposal back to committee meant that it could not pass CLE in time to make the docket for the winter quarter meeting of the University Senate.

AS A RESULT, it had to be held over until the spring Senate meeting, which has the most crowded docket in the history of the Senate. Because of the immense volume of business to be conducted this spring, whether or not the educational development plan will even come up for a vote on June 4 is still subject to doubt.

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SALVAGE II

A STUDENT COURSE EVALUATION

INTRODUCTION

The Salvage, Part II, a student course evaluation, is designed to enhance the educational process of both faculty and students. As such, it has a number of underlying purposes; first, to provide freshmen and transfer students with a useful guide when selecting courses, 2) to increase awareness among all students of the possibilities and alternatives of classroom education, 3) to offer professors feedback from courses, 4) to improve teacher effectiveness in terms of methodology and general approach, and 5) to attempt to reform curriculum by encouraging students to enroll in worthwhile classes and to seek meaningful educational experiences.

In addition, a course evaluation serves as a communication medium between students and faculty. It facilitates understanding of the mutual needs of both faculty and students, and how these needs are or are not being met. Hopefully increased awareness of the educational needs of students and faculty will result in a more open and challenging educational experience.

It is also important to remember that The Salvage, and The Salvage, Part II represent beginning course evaluation efforts. They are, regrettably, in no way complete or comprehensive surveys of University courses. Fortunately, efforts in this area have been recognized as worthwhile and deserving of continuation and expansion. Next year course evaluation will be funded by \$.05 per student from the incidental fee. This amounts to approximately \$6,000. The Salvage and The Salvage, Part II were done on a combined budget of less than \$5,000. Therefore future course evaluations will be expanded, hopefully, to a coverage of 800 classes per year, on a rotating basis, so that every class would be covered within a three-year time span.

The staff of The Salvage, Part II would like to here acknowledge the people that helped make this possible. For invaluable help, either in time, support, or money, we would like to thank:

University Computer Center
Dr. Cecelia Foxley
Living Learning Center
Political Science Department

All the Faculty and Students who participated

Becky Kroll, Director
Communications Center
for Academic Reform
Jan DeGross
Project Co-ordinator
Barb Rudolph
Academic Affairs Vice-President
Minnesota Student Association

HISTORY AND BACKGROUND INFORMATION

Student course evaluation first became a microscopic reality in the fall of 1967 when Steve Parliament published a booklet of evaluations called "The Curriculum: A Student Perspective." Modest in size, it nevertheless represented the first printed course evaluation project sponsored by the Minnesota Student Association.

Since that initial attempt, course evaluation has continued and been somewhat broadened in scope. The Salvage represented approximately two years of data gathering and compilation. The current evaluation, The Salvage, Part II, is the result of one year of concentrated efforts at data gathering and compilation. Because of the spring publication date, the courses evaluated were done either fall quarter, 1969, or winter quarter, 1970. In the future, it will be published in early summer and cover all three quarters, but funds were not sufficient this year to cover a summer staff.

The beginning of course evaluation is to decide what courses will be evaluated. This year is more representative than the first Salvage; an effort was made to cover five classes in each college per 1000 students enrolled. This did not become a hard and fast rule, it was simply an approximate guide by which we tried to work. We also tried to cover courses that many students would have to take, i.e. core courses, major requirements, and courses that were prerequisites to many advanced courses. Again, the efforts were not always entirely successful, but this was the guideline which we followed. Next, professors were contacted to enlist project approval and support and to allow questionnaires to be distributed in their classes. Professors were generally very cooperative, and we were refused very few times, usually for mechanical reasons—such as planned change in the course or rotating faculty. Professors were also asked to fill out a prospectus—a questionnaire describing course content, theme, purpose, texts, exams, and related courses for every course that was evaluated. After the evaluation forms were distributed and collected in classes, results were then key-punched and programmed through a computer.

Then all the information must be pulled together. In writing the evaluations, particularly the student reviews, an attempt was made to integrate subjective comments with the objective (computer) results. Attitudes and opinions expressed in the subjective section usually correlated with the objective results. In addition, since many courses had unique characteristics that were not covered on the questionnaire, the subjective comments also supplemented and individualized the objective part of the questionnaire.

The format of the book includes the course name, title, instructor, number of students in the class, and results of two questions taken directly from the questionnaire. Then, following the prospectus and student review, a professor reply was added this year. Every professor who had a course evaluated had a chance to reply or comment on his evaluation, and to have it included in the publication of his course evaluation if he so desired.

While the students writing and compiling the course evaluation were aware of faculty tenure, lack of time necessitated addressing all faculty by the same title. Throughout the book, all faculty are addressed as Professor even though not all faculty have achieved this status.

It is important to remember that an absolute comparison of courses on the basis of the ratings alone is difficult in that different students were asked to evaluate and rate different professors and courses. What means "strongly agree" to one student may mean only "agree" to another. Likewise, what is "adequate" to one student may be "poor" to another.

Rather than including the mean for each of the specific questions, the strict percentage of respondents for each category was included. It was felt that the percentage of respondents answering a certain way is a more accurate reflection of student response.

Special commendation should be here given to a college and a department who have each taken the initiative and conducted their own course evaluation covering all their courses. General College has begun to evaluate all courses within the college, and the results will be available to their students later. Because a different questionnaire was used, their results are not included at this date. The department of Political Science also carried out their own evaluation of all courses, and were kind enough to make their results available for use in this booklet. The standard questionnaire served their purposes, and so the results could be used here.

Towards the end of the evaluations, students will also find information on some experimental classes conducted during the year in connection with the Living Learning Center. Because few if any of the courses have an ordinary format, the standard questionnaire did not apply to the classes, and instead summaries of the class objectives, structure, and results are included.

THE LIVING-LEARNING CENTER

Students will also find information on some experimental classes conducted during the year in connection with the Living-Learning Center. Because few if any of the courses have an ordinary format, the standard questionnaire did not apply to the classes, and instead summaries of the class objectives, structure, and results are included.

In its first year of operation, the Living-Learning Center has been responsible for helping students create a large number and a wide variety of living-learning projects. Several of the individual projects as well as group programs and experimental classes are described below:

INDIVIDUAL PROJECTS

Study of the Value Orientation of the Hallucinogenic Drug Subculture as Compared to the Traditional American Values Derived from the Frontier Myth of American History.

This project involved the creation of six in-depth personality profiles of drug users. Field study locations included the West Bank area, selected areas of St. Paul, and the site of a rock music festival. The project was part of an Honor's Thesis. (CLA senior, 6 credits.)

A Study of Student Responses to Innovation in the Educational Process: Reactions to Field Experiences in the Community as an Integral Part of Learning.

This project involved the study of 50 junior education majors. Divided into six teams, these students are responsible for designing their own learning experiences and gathering data on the high schools first-hand from students, teachers, administrators, parents, and community residents in actual school-community systems. A student conducted a study of the students' experiences. (College of Education senior, 5 credits.)

The Effects of Lessening Student-Faculty Role Dissimilarity: A Study of Programs in Higher Education Which Recognize Both the Student and the Teacher as "Co-Learners."

This project involved studying the use and effectiveness of the Inquiry Method of teaching as it appears or does not appear in institutions of higher education. It also encompassed a study of regional differences in student-designed programs, and in attitudes of students, teachers, administrators, and parents towards increasing self-determination in student education. The student doing the project traveled to the West Coast and visited many colleges and Universities. To achieve his objectives he talked informally to students, attended classes, and more formally interviewed deans, faculty, administrators, and community people. (CLA sophomore, 15 credits.)

GROUP PROJECTS AND EXPERIMENTAL CLASSES:

Studies of Universities as Communities: Trends and Issues.

A group of students with similar interests concerning higher education decided to join together in the study of universities as communities, not just as centers of research and instruction. The project's aims were to determine the sociological factors that determine the shape of a community of teachers, students, administration, parents, staff, Regents, and to identify current trends of various college and university communities which are deterring or promoting a sense of community. The relationship between maintenance of creative community and learning was explored as one of the present issues in higher education. Field experiences included: observations of interaction between faculty, administrators, civil service staff, students, interviews, visits to other universities and colleges, and participant-observer roles. (15 students, 5 credits.)

Innovation in Higher Education.

This course was a group project involving a quarter's work examining philosophies and practices of higher education, tackling key educational issues at the University and other institutions of higher learning (Prescott, Goddard, Antioch, and others) and studying social change strategies in education. All this is done within the framework of the student designing his own course along a living-learning model. Individual or small group projects ranged from working with juvenile delinquents at Lino Lakes and working with local elementary free schools, to traveling throughout the Midwest to examine innovation at other colleges and universities. The culmination of the quarter's work was presented in as wide a variety of ways, with very creative group or individual expressions of what had been learned or studied. Slide, movie and tape shows, oral interpretative readings, and photographic essays were among the medias used. (15 students, 15 credits.)

Community Design Studios.

A further attempt to expand the opportunities in undergraduate education at the University, the Community Design Studios were set up to give architecture students an opportunity to learn about the communities and consumers they serve. Three studios were operated this year — one in the Model Cities Program in Minneapolis, one in Southeast Minneapolis (the University Community), and one in the Selby area of St. Paul. In addition, the Southeast studio included students from social work in an effort to set aside the habit of viewing problem solving in terms of separate and distinct disciplines. Design studio members are involving themselves in the life of the community, availing themselves of consumer-input and social problems orientation toward architecture. The community is their learning laboratory and they function as a service center into which community requests for assistance are channeled, becoming the raw materials for their educational experiences.

College students received from twelve to fifteen credits for creating and implementing a proposal for "A School Without Walls," designed for the benefit of high school students. Students recommended by counselors from Marshall-University High School because of their lack of interest in the present system, their frequent absences, or some other potential problem, have their afternoons free to participate in the programs designed by the University

KEY TO QUESTIONS

The following questions are found in abbreviated form at the beginning of each evaluation.

ABILITY

How would you rate your professor in general, all-around teaching ability?

- 1) excellent 2) good 3) adequate 4) less than adequate 5) poor

RECOMMENDATION

Would you recommend this course to a friend with interests similar to yours?

- 1) yes, I would 2) I am undecided 3) no, I would not

COURSE EVALUATION QUESTIONNAIRE

The University of Minnesota Course/Faculty Evaluation Project has been designed to encourage the student's participation in issues relating to the quality of his education. We ask that you fill out the following questionnaire as thoughtfully and objectively as possible; your responses will remain anonymous.

Course No. Title Instructor

1. Major Field

2. Circle: Freshman Sophomore Junior Senior Adult Special Graduate

3. What grade do you expect in this course?

4. Cumulative Grade Point Average (If 1st quarter freshman, put "Freshman")

5. Why did you take this course? (Check all relevant reasons)

- 1) Because I was interested in the subject
- 2) Because I like the professor
- 3) Because it fit into my schedule, others were closed
- 4) To fulfill distribution, major requirements
- 5) Because a friend recommended it
- 6) Because it sounded easy
- 7) Other

6. How much do you feel you have learned from this course?

- 1) A great deal
- 2) Quite a bit
- 3) Some
- 4) Not much

7. In the space below, comment on the lectures and general quality of instruction.

8. Do you have any comments about other aspects of the course? (readings, exams, etc.)

9. How would you rate your professor in general, all-around teaching ability?

- 1) Excellent
- 2) Good
- 3) Adequate
- 4) Less than adequate
- 5) Poor

10. The professor is stimulating and interesting to listen to.

- 1) Strongly agree
- 2) Agree
- 3) Undecided
- 4) Disagree
- 5) Strongly disagree

11. The professor is enthusiastic and personally interested in the class.

- 1) Strongly agree
- 2) Agree
- 3) Undecided
- 4) Disagree
- 5) Strongly disagree

12. How valuable were the course readings?

- 1) Outstanding in value
- 2) Almost all parts were valuable
- 3) Generally valuable
- 4) Some parts were worth reading
- 5) Practically of no value

13. How did the papers affect your learning of course material?

- 1) Extremely valuable in supplementing course material
- 2) Somewhat valuable in supplementing course material
- 3) It did not affect my learning of course material
- 4) The papers were not necessary to supplement material
- 5) No papers were assigned

14. How has this course affected your interest in this field?

- 1) Stimulated my interest a great deal
- 2) Stimulated my interest a little
- 3) Did not affect my interest one way or the other
- 4) Discouraged interest a little
- 5) Discouraged interest quite a bit

15. How often did you miss class?

- 1) Seldom, if ever, missed class
- 2) Occasionally missed class
- 3) Missed class fairly often
- 4) Missed class frequently
- 5) Rarely attended class

16. How much work outside of class did you do for this course?

- 1) I did all the required work and studied thoroughly
- 2) I did almost all the required work, but not all
- 3) I did some of the required work, but not all
- 4) I did not really study very much for the course

17. Would you recommend this course to a friend with interests similar to yours?

- 1) Yes, I would
- 2) I am undecided
- 3) No, I would not

students. Some "classes" include animal care, photography, recreation, art and journalism (writing and publishing their own newspaper). The University students spend their mornings together discussing problems, methods of solving problems, and hearing and questioning experts in the various problem areas. (15 students.)
Honduras Project

An opportunity for a living-learning immersion in a cross-cultural context, the Honduras project evolved out of recognition of the need to think of a liberal education in terms of survival behaviors in, and a functional understanding of, the world we face in the next few decades. The Living-Learning Center has accordingly provided an opportunity for undergraduates to become sensitized to the problems of the Third World, of developing nations. The time- and distance-shrinking aspects of our burgeoning technology require us to think in terms of educating men to function in a global village, to consider our Latin American neighbors as central to our concerns in a world community.

Winter quarter ten students, and spring quarter thirteen students, went to Honduras as part of a pilot project to set up an ongoing Field Study Center in Tegucigalpa, the capital. Based there but traveling throughout the country, the students observed and studied various problems in an experimental, living-learning approach. For example — a student reviewing economic development might make a site visit to a subsistence farm, subsequent visits to a large landowner's ranch, to United Fruit Company plantations, etc. Dr. Thomas Walz, Living-Learning Center director, and Tom Zoet, Teacher Service corpsman who serves as field coordinator, have key personal contacts there (Peace Corps, AID, Black Caribes, USIA, Honduran School of Social Work, etc.) that make viable living-learning exposures possible for students.

In addition, an orientation seminar is held for all participating students the quarter prior to departure. These seminars utilize University and community resource people who have considerable Latin American expertise to offer. The experience is concluded by a one-week seminar on campus after students return.

**COLLEGE OF
 AGRICULTURE, FORESTRY, AND HOME ECONOMICS**

AGRONOMY 19 Professor Lawrence Smith
PRINCIPLES OF AGRONOMY 39 students

Ability	Excellent 59%	Good 31%	Adequate 5%	Less than adequate 3%	Poor 0%
Recommendation	Would 82%	Would not 8%	Undecided 3%		

No prerequisites

PROSPECTUS:

Agronomy 19 studies principles and practices of plant and related sciences as they apply to increasing productivity and improvement of fieldcrops. Emphasis will be placed on selection and improvement through breeding of crop varieties, seeds and seeding, crop growth and development, crop production hazards, and harvest and storage of field crops. The medium of instruction is lectures and demonstrations.

STUDENT REVIEW:

Nearly all the students found Dr. Smith's lectures interesting and informative. He was termed thorough, well-organized, and clear. He used visual aids in class presentations, which students found helpful and interesting. Readings were selected and kept on reserve so that students were reading up-to-date material and not an outdated textbook. Some students, however, found this inconvenient and supplementary, but not essential. Exams were termed "straight-forward" and even "easy."

Dr. Smith's interest in students and his understanding of their needs was demonstrated by his use of pre-tests, to give students an idea of what an examination would cover, and a student steering committee. This was a group of volunteer students who met with him once a week or so to better communicate to the instructor in which areas students needed emphasis, what was clear and unclear, suggestions for improving the presentation of material, etc.

AGRICULTURAL ECONOMICS 1 Professor Jerome Stam
PRINCIPLES OF ECONOMICS

Ability	Excellent 38%	Good 31%	Adequate 16%	Less than adequate 3%	Poor 1%
Recommendation	Would 55%	Would not 30%	Undecided 12%		

No prerequisites

PROSPECTUS:

The course is a study of the organization and development of our economic system. Basic economic concepts in price determination are dealt with. The course is a background for macro-economics and should contribute greatly to the student's analytical ability in regard to economic and political questions—rather than to force him to rely upon the influence of others.

STUDENT REVIEW:

Student reaction to this course was very favorable. The lectures and the text were considered good. Two exams were given instead of one midquarter and response to this was enthusiastic. There were many complaints on the length of the tests, but most agreed that their content was fair. The material was covered thoroughly and right from the book, which brought mixed reactions. It was generally agreed that Professor Stam made what could easily be a boring course very interesting.

AGRICULTURAL ECONOMICS 25 Professor Walter Fishel
PRINCIPLES OF ACCOUNTING

Ability	Excellent 0%	Good 34%	Adequate 42%	Less than adequate 21%	Poor 0%
Recommendation	Would 29%	Would not 45%	Undecided 24%		

No prerequisites

PROSPECTUS:

The course is an introduction to the basic principles and use of accounting techniques. It is intended that this is the only course in accounting to be taken by these students. As such, emphasis has been placed on the use and interpretation of accounting information as much as on the bookkeeping mechanics.

At the beginning time is taken to emphasize the roll of accounting in the scheme of things: its structure as an information system, its place in the total organizational system on which it reports, its relation to decisions about the organization system on which it reports, its relation to decisions about the organization, and its relation to outside interests. Next the basic principles and concepts of bookkeeping and the fundamental mechanics of keeping accounts are studied, followed by basic report forms with respect to their construction. Finally, the use and interpretation of accounting information is investigated, including ratios, Cash Flow statements and their construction, and basic budgeting procedures.

Quizzes are given at irregular intervals (usually essay). After grading, the students are permitted to write paragraphs on missed questions and resubmit for regrading, with the higher grade then taken. Final grade is heavily weighted in favor of final exam, modified by quiz grades and lab work.

STUDENT REVIEW:

Student dissatisfaction with this course was rather high, due in part to the varying backgrounds of the students and their different expectations of what the course should be. Most felt the lectures were confusing and boring, while others felt that the subject was treated as well as possible. The book was rated quite poorly and most felt better books could and should be found.

The exams were rated the best aspect of the course. Students were given the chance to correct the exams after taking them, which all agreed was an excellent learning device. The complaints in this area were directed against the final, which most felt was much too long and complicated. Students would have preferred more quizzes and perhaps a take-home exam.

MECHANIZED AGRICULTURE 3 Professor Jack Frus
TECHNICAL DRAWING

Ability	Excellent 32%	Good 59%	Adequate 6%	Less than adequate 0%	Poor 0%
Recommendation	Would 68%	Would not 15%	Undecided 0%		

No prerequisites

PROSPECTUS:

The purpose of this course is to provide information necessary for an understanding of technical drawings, and to provide sufficient skills for one to express his ideas in a universal graphic language.

Another objective is to provide basic information and skills in technical drawing for use in other college courses, and more particularly in such courses as surveying, landscaping design, and building construction.

STUDENT REVIEW:

Lectures were excellent, easy to follow and comprehensible. They were very relevant to lab work. There is mostly practical application of drawing in this course. The frequent quizzes were such that they were aids in learning. The course was given at a good pace. Students commented that the textbook wasn't worth much, but it didn't really hinder the labs or lectures.

Note: Interior design students felt that the course had a few assignments which didn't pertain to their field. Perhaps this could be discussed with the professor at the beginning of the quarter. Other students were satisfied with the "relevancy" of the course.

FORESTRY 31 Professor Frank Kaufert
CONSERVATION OF NATURAL RESOURCES students

Ability	Excellent 16%	Good 52%	Adequate 28%	Less than adequate 2%	Poor 1%
Recommendation	Would 73%	Would not 20%	Undecided 5%		

No prerequisites

PROSPECTUS:

The general objective of this course is to develop an understanding of the basic principles of the conservation of natural resources, and the application of these concepts to current issues of renewable resource management in the United States.

Due to class size, the primary method of presentation is lecture with opportunity for questions and limited discussion.

STUDENT REVIEW:

The lectures were generally considered interesting and informative in this class. Response to the text was favorable and the supplementary readings were very good. Some students felt the course was too general and the class too large. Many complained of being unable to hear the instructor. There was general agreement that the tests should be more subjective.

HOME ECONOMICS 1 Professor Gloria Williams
CLOTHING SECTION 85 students

Ability	Excellent 5%	Good 35%	Adequate 40%	Less than adequate 12%	Poor 5%
Recommendation	Would 41%	Would not 20%	Undecided 38%		

No prerequisites

PROSPECTUS:

Major emphasis is placed on the aesthetic and economic factors influencing clothing selection in various stages of life. This course requires two exams and two papers. One exam is objective, the other essay. The readings are from a textbook and several other books on reserve.

STUDENT REVIEW:

Home Economics 1 was a very broad course that seemed to skim the top of many topics. Students liked the informal atmosphere and the personal anecdotes that the instructor added to liven the class. Some people felt that she was rather unorganized, but interesting and enthusiastic in spite of that.

The exams were called "guessing games," "confusing," and "irrelevant" by many unhappy students. The two written papers are from practical experiences in clothing selection. Everyone commented favorably on the papers and said they were the best part of the class and extremely valuable.

The reserve readings were more specific than the textbook and therefore more worthwhile. For someone who has had no previous background in clothing selection, Home Economics 1 would be a good course. Many felt, however, that the information given was too elementary and mainly common sense.

HOME ECONOMICS 23 Professor Eugene Larkin
DESIGN 1 students

Ability	Excellent 54%	Good 33%	Adequate 8%	Less than adequate 0%	Poor 0%
Recommendation	Would 75%	Would not 21%	Undecided 0%		

No prerequisites

PROSPECTUS:

Home Economics 23 is a beginning design course. No previous experience in art is required. In the first part of the quarter, short limited problems dealing with the elements of design: point, line, plane, color, value, and space are assigned. The last part of the quarter is given to one long problem. The goal is to become involved creatively in an individual and personal way.

STUDENT REVIEW:

Home Economics 23 lets each student develop in a creative atmosphere. Slides and discussions often accompanied the lectures, which were informative and directly to the point.

The grade was based on examination of a portfolio. Most students agreed that the course was interesting and intellectually stimulated their interest in the area.

RHETORIC 22 Professor Warren Gore
PUBLIC SPEAKING 16 students

Ability	Excellent 0%	Good 19%	Adequate 31%	Less than adequate 38%	Poor 19%
Recommendation	Would 31%	Would not 44%	Undecided 19%		

Prerequisite: Rhetoric Communication requirement or equivalent

PROSPECTUS:

This is a course in the fundamentals of speech-making. Emphasis is upon organizing the speech and projecting it to the audience.

STUDENT REVIEW:

Students felt Professor Gores classroom was handled very appropriately for the course. The lectures were short and precise, containing necessary information and little more, so that the class time could be devoted to the student's speeches. Students gave their speeches and then the class criticized and analyzed them. The teacher was considered very flexible and open to student's suggestions. The majority of students responded very favorably to the elimination of written exams, and felt the grade was much more fair based on speeches entirely.

Students enjoyed the class very much and felt they had gained much from it. The practical application of speaking in class gave them a good background for public speaking in the future.

PROFESSOR RESPONSE:

This class has been a good one, and I think we have learned some things and made some progress. Rhetoric 22 is a long-established course, the basic structure of which has been long-established also. Five different people teach it; we have great freedom to innovate or try different approaches. We have a general consensus on some of the skills and values that should be achieved or communicated by the end of the quarter. Emphasis is on performance skill, with lesser attention to theory, technique, or formal tradition. The central concern is understanding and being able to use the elements of persuasion in oral communication situations.

**RHETORIC 47
EFFICIENT READING**

Professor Ronald Brown

Ability	Excellent 71%	Good 21%	Adequate 5%	Less than adequate 0%	Poor 2%
Recommendation	Would 90%	Would not 0%	Undecided 6%		

No prerequisites
PROSPECTUS:

This course is designed to increase reading rate, comprehension, and vocabulary. For persons of average or above average reading ability who wish to achieve or maintain superior scholastic status. This is not a remedial course.

STUDENT REVIEW:

Students responded very favorably to this class, and unanimously felt the class was extremely beneficial and worthwhile. The professor was considered very competent in this field and effectively motivated the students to improve their reading ability. Much of the class time was spent in drills and reading, plus work on the tachistoscope and the use of Harvard films. The variety in class time use kept student interest throughout the quarter and encouraged their work.

Grading was done according to improvement, which most agreed was most fair. A few students indicated desire for entirely P-N system. As one student put it, "you get as much out of the class as you put in, and the instructor made you want to put more in."

COLLEGE OF BIOLOGICAL SCIENCES

**BOTANY 53
PLANT ANATOMY**

Professor John W. Hall
15 students

Ability	Excellent 13%	Good 60%	Adequate 20%	Less than adequate 0%	Poor 0%
Recommendation	Would 73%	Would not 6%	Undecided 13%		

Prerequisites: Biology 1-3

PROSPECTUS:

This is a course in elementary plant anatomy. Emphasis is put on the anatomy of flowering plants, but the course also includes development of structures and organs of plants. The general architecture of the plant is studied.

STUDENT REVIEW:

Response to this class was favorable. The instructor does an effective job of presenting the material to the class and both he and the teaching assistant tried to make the class interesting. Six quizzes were given and the exams were "just right." The labs were considered very helpful but the labroom itself was undersupplied and there weren't adequate facilities for all the students.

**BIOLOGY 70
GENETICS**

Professor Val Woodward
31 students

Ability	Excellent 65%	Good 32%	Adequate 0%	Less than adequate 0%	Poor 0%
Recommendation	Would 87%	Would not 0%	Undecided 6%		

Prerequisites: Biology 60

PROSPECTUS:

The idea of this course is to compare DNA life cycles of organisms ranging from viruses to man. The students determine how genetic information reproduces itself, and how it is translated into cell and organism phenotype. Grading is based on one of five alternatives: (1) take exams, (2) write papers, (3) give lectures, (4) conduct a research program, or, (5) any combination.

STUDENT REVIEW:

The student reaction to this course was very favorable. The lectures were very interesting, well organized and informative. They dealt with current topics rather than generalities and there was a great amount of freedom for the student to pursue his own interests in the field. The professor was enthusiastic and personally interested in the class. Response to the discussion sections was favorable and class participation was greater than in many other courses. The tests were considered interesting but difficult and the students were able to study under their own motivation, which many thought was an ideal way of learning. The time schedule for the lectures was inconvenient.

**BIOLOGY 52/MICROBIOLOGY 53
MICROBIOLOGY/GENERAL MICROBIOLOGY**

Professor Peter J. Chapman
17 students

Ability	Excellent 35%	Good 47%	Adequate 6%	Less than adequate 6%	Poor 0%
Recommendation	Would 47%	Would not 29%	Undecided 18%		

Prerequisites: Biology 50 or 51; Organic Chemistry 62

PROSPECTUS:

An introductory course in Microbiology for undergraduates in the CBS core covering early history of subject, morphology, and structure of organisms, metabolism, genetics, antibiotics, etc. What is hoped in giving an outline is enough detail to be stimulating without being able to cover detailed chemical interactions because of the prior background of these students.

STUDENT REVIEW:

The lectures were well organized and well presented. They covered much material, yet were geared to undergraduates. The exams required much memorization.

PROFESSOR RESPONSE:

This is the first time that I have taught this course and in order to provide continuity I have followed the course outline of previous instructors. In the future I shall restructure this course considerably and eliminate much extraneous material.

I appreciate learning of student reaction to my lectures and find any comments helpful.

**GENETICS 66
PRINCIPLES OF GENETICS**

Professor Franklin Enfield
118 students

Ability	Excellent 15%	Good 53%	Adequate 22%	Less than adequate 8%	Poor 2%
Recommendation	Would 46%	Would not 19%	Undecided 33%		

Prerequisites: Biology 2 or 49; Math 10 or 15 recommended.

PROSPECTUS:

The genetic material—its identification, transmission and distribution, arrangement, change and structure, and function are studied in Genetics 66. Also an attempt is made to relate the science of genetics to current social, moral, and legal questions. Besides the lectures, many unscheduled discussion sections are arranged which about 50% of the students attend. Three hour exams and a final are given, with the final grades determined by the best of the two hour exams and the final.

STUDENT REVIEW:

Students taking "Principles of Genetics" generally agreed that a different or more current textbook should be used. They also indicated that the exams were very fair and tested the material adequately. Due to the wide variety and backgrounds of students their reactions to the lectures and the course as a whole varied greatly. Some people did not like the problems and fast pace of the lectures. Others thought the course was well organized and at times too slow and elementary. If one has had the prerequisites for this course it probably would not be too difficult. However, if a student is weak in mathematics and never took Biology 2, he would have trouble with this course, and probably should wait to take it.

**COLLEGE OF BUSINESS ADMINISTRATION
BUSINESS FINANCE 56
FINANCE FUNDAMENTALS**

Professor Gavin L. Collins
123 students

Ability	Excellent 15%	Good 42%	Adequate 31%	Less than adequate 8%	Poor 3%
Recommendation	Would 59%	Would not 18%	Undecided 20%		

Prerequisites: Accounting 24, 25, and 26; also recommended are basic microeconomics and macroeconomics.

PROSPECTUS:

The purpose of Business Finance 56 is to provide a comprehensive introduction to the main concepts in the field of finance. Emphasis is placed on the management of money-capital within the firm and the interaction between the economy, the money capital markets, and the firm. The objective is to provide a conceptual framework within which business finance problems may be solved, both by the users of money-capital (the firm) and by the suppliers of money-capital (creditors and stock purchasers), course content includes the following: assumptions of the price system; possible legal forms of business organization; money, the banking system, and legal interest rates; working capital analyses; capital budgeting; dividend policy; capital markets; and current reading of the Wall Street Journal.

A mid-quarter and a final determine the grade, with 40% and 60% weight respectively.

STUDENT REVIEW:

Professor Collins was rated good to adequate. Students complained that course objectives were hazy—they were never sure what direction the class was going in. Many students felt that much of the class was duplication of the material given in previous courses; others felt the professor assumed too much previous knowledge and were often lost in lectures. Other complaints were that the instructor often went off on tangents and spent too much time on unimportant points.

The text was generally rated very highly but many students commented that it was not emphasized enough in the lectures or exams. Some students indicated a wish for more homework problems. All felt that the labs were generally worthless and should be eliminated.

**INDUSTRIAL RELATIONS 52
FUNDAMENTALS**

Professor Oxnam
108 students

Ability	Excellent 13%	Good 44%	Adequate 27%	Less than adequate 8%	Poor 6%
Recommendation	Would 50%	Would not 19%	Undecided 29%		

STUDENT REVIEW:

Most students found the lectures of a poor quality. The lecturer talked mostly to the students in the first few rows of the auditorium, and read his notes to the class. Too much information was presented at once, and note taking was difficult.

The text was considered by most as irrelevant, but the outside readings were informative.

Overall the course contained quite a bit of material and students should be cautioned not to fall behind.

**INSURANCE 53
RISK MANAGEMENT AND INSURANCE**

Professor C. Arthur Williams, Jr.
160 students

Ability	Excellent 41%	Good 44%	Adequate 13%	Less than adequate 7%	Poor 1%
Recommendation	Would 55%	Would not 12%	Undecided 29%		

Prerequisite: Econ 1-3, or consent of instructor; an introductory statistics course recommended.

PROSPECTUS:

The aim of this course is to provide a theoretical and institutional framework for identifying and measuring the pure risks facing a business or family and to present ways to handle these risks. Five basic methods are analyzed, with emphasis placed on insurance. Primary concern is with the management of pure risks but other concepts and tools presented should prove useful for any type of risk. The course also alerts the student to several major social problems associated with risk management and insurance and acquaints him with present and proposed solutions. Exams are multiple choice. The midquarter counts one-third of the grade, and the final counts two-thirds.

STUDENT REVIEW:

Students found both good and bad points about this course. Lectures were considerably very well organized, interesting, and clear. A large number of students commented that the outline technique for lectures was very effective and helpful. There were several complaints that too much material was covered in too short a time. Many commented that the test questions were tricky and unfair. One student suggested giving tests combining multiple choice and a few essay questions. Almost everyone thought that the book, *Risk Management and Insurance*, was too detailed, dull, and boring. Most students agreed that Professor Williams was interesting to listen to and interested in the class.

**MANAGEMENT 60
BUSINESS POLICY**

Professor John Mauriel
18 students

Ability	Excellent 44%	Good 50%	Adequate 0%	Less than adequate 0%	Poor 0%
Recommendation	Would 89%	Would not 0%	Undecided 5%		

STUDENT REVIEW

Students reacted very favorably to this course. There were very few lectures — it was mainly class discussion concerning case studies with the instructor serving only as a guide and resource person. There were also no exams, but 8-10 short papers instead. The initiative was placed on the student, and the emphasis was placed on the student thinking rather than taking notes and memorizing facts. All in all, it was considered a very stimulating and beneficial class which "bridges the gap between theory and practice." The only possible criticism is that it should be a 4 credit course.

**MARKETING 57
PRINCIPLES OF MARKETING**

Professor Richard Sauter
145 students

Ability	Excellent 19%	Good 63%	Adequate 17%	Less than adequate 1%	Poor 0%
Recommendation	Would 66%	Would not 11%	Undecided 21%		

Prerequisite: Econ 2

PROSPECTUS:

The objectives of Marketing 57 are to provide understanding of the marketing process, the variables in decision-making and to develop skills in analyzing problems. The midquarter and final exams determine 75% of the grade. The remaining 25% will be from quizzes, class discussion, etc. in the discussion sections which meet twice a week. The exams consist of short answer and multiple choice questions. The two hours of lecture a week provide basic knowledge and a framework for analysis of marketing problems.

STUDENT REVIEW:

The students in this course rated the lectures as good, but the professor was hindered by a large classroom and no PA system. Many felt that the text was inadequate but that the other readings were good. Reactions to the tests were controversial. Some thought they were good while others called them "picky" and "unfair." People either thought that discussion sections were great and very helpful or thought they were irrelevant and a complete waste. Possibly this was due to different TA's and their teaching methods.

PRODUCTION 150 Professor Thomas Hoffman
ADMINISTRATION OF PRODUCTION 28 students

Ability	Excellent 7%	Good 29%	Adequate 43%	Less than adequate 14%	Poor 4%
Recommendation	Would		Would not	Undecided	
	32%		43%	18%	

Prerequisite: Quantitative Analysis 181; Quantitative Analysis 158 desirable

PROSPECTUS:

This course presents the basics of production from a managerial viewpoint. It emphasizes techniques, managerial problems and decision-making processes in administering production. Graduate business majors lacking an undergraduate requirement, usually Production 50, take this course. Professor Hoffman requires only one text, *Production: Management and Manufacturing Systems*, which he wrote. One short typewritten paper about a related subject, e.g. analyzing the presence or absence of production principles in some business enterprise, is required as well as a few reviews of articles about related fields, which let the student see actual difficulties in using operating principles. The midquarter and final resemble homework problems with additional essays. The exams compose 90% of the grade.

STUDENT REVIEW:

Every student complained about closed circuit television lectures. The majority disliked the lack of discussion about complicated principles, which Professor Hoffman covered too fast. On Wednesdays he came in person, but many felt he was unprepared. Criticisms also involved exams that were lengthy and too picky, too much emphasis grades and too much similarity between the lectures and the book. Most considered the readings good, but a few wanted additional suggested readings, and some thought the exams were adequate. If Professor Hoffman lectured live, the students would have been about 75% more satisfied.

TRANSPORTATION 54 Professor Donald Harper
FUNDAMENTALS OF TRANSPORTATION 141 students

Ability	Excellent 33%	Good 47%	Adequate 18%	Less than adequate 1%	Poor 0%
Recommendation	Would		Would not	Undecided	
	50%		13%	36%	

Prerequisite: Econ 3

PROSPECTUS:

This is an introductory survey of transportation in the American economy which stresses the fact that transportation is a business function and problem.

The specific purposes are 1) to introduce students to this so they will be more effective and enlightened businessmen and citizens, and 2) to provide a foundation for those who wish to take advanced courses in the area. The course is divided into three parts; the implications of transportation for the business firm, the system of transportation in the U.S., and the role of the government in transportation.

Two multiple choice exams are given—one after the first one third of the course and the second at the end of the quarter.

STUDENT REVIEW:

Students felt that Professor Harper did a very good job of making a boring topic somewhat interesting. Only favorable comments were made concerning his class structure—he would lecture for half or less of the time, then allow questions and discussion for the remainder of the time.

Readings were considered boring and almost unnecessary as they duplicated lecture material. The most prevalent complaint, however, concerned the multiple choice exams. Most students felt that an essay test would be more appropriate, and probably be less picky and ambiguous.

COLLEGE OF EDUCATION

ART EDUCATION 10C Professor Mary K. Hiniker
SURVEY OF ART ACTIVITIES 28 students

Ability	Excellent 46%	Good 36%	Adequate 7%	Less than adequate 7%	Poor 0%
Recommendation	Would		Would not	Undecided	
	96%		0%	0%	

No prerequisites

PROSPECTUS:

This class, designed for Elementary Education majors, is basically a studio course in art with an emphasis on creative experience. There is no text book used for the class at this time.

The 10C instructors do not lecture per se as in other academic courses, but verbal information is presented when introducing an art project, during the art activity and also with the class as an evaluation procedure. Each instructor introduces whatever art media he deems most pertinent and emphasizes design as basic to each art experience. An emphasis is also placed on the development of an art vocabulary. There are seldom any examinations given, nor is outside reading required. The 10C course is basically a creative studio course, whereas art methods are presented in Art Ed 84.

STUDENT REVIEW:

Professor Hiniker won unanimous favorable comment and support from her class. They very much enjoyed the experimentation and freedom allowed in the class, and the lack of pressure from readings and exams. A topic is introduced to the class, with explanation and instructions, and the students are then free to experiment, adapt, and create their own version. The professor was cited as giving "excellent guidance with much freedom of expression." Grades were based on attendance and effort, not on talent. This eliminated the feeling of pressure and competition. All felt they had learned much that would be useful later, besides having spent a very enjoyable quarter.

CURRICULUM AND INSTRUCTION 55 Professor Mildred Hume
TEACHING IN INNER-CITY SCHOOLS 59 students

Ability	Excellent 59%	Good 29%	Adequate 5%	Less than adequate 3%	Poor 0%
Recommendation	Would		Would not	Undecided	
	71%		5%	20%	

Prerequisite: Concurrent registration in elementary school student teaching, or consent of instructor.

PROSPECTUS:

The purpose of Curriculum and Instruction 55 is to help the student understand the problems and effects of living in the inner city, and how this relates to the needs of the school children and the roles of school personnel. There are discussions with inner city teachers, and different cultural backgrounds are presented through speakers and literature. There is no course that can be taken as a prerequisite, but courses dealing with urban, minority, and family relationships are recommended for background and for possible further course work. The grade is based on the midquarter and the final which will be entirely essay in the future.

STUDENT REVIEW:

There was general agreement among the students that this course was relevant and helpful, but that the exams were picky and ambiguous. Several commented that the type of knowledge gained could not be graded and suggested that the course be offered P-N. Though Professor Hume was considered enthusiastic and interesting, reactions to the guest speakers varied; the most common objection was disorganization. Readings were considered valuable by most and the majority of students felt they learned quite a bit.

CURRICULUM AND INSTRUCTION 56 Professor Harlan Hanson
KINDERGARTEN 34 students

Ability	Excellent 50%	Good 41%	Adequate 6%	Less than adequate 0%	Poor 0%
Recommendation	Would		Would not	Undecided	
	91%		0%	3%	

STUDENT REVIEW:

Almost everyone in Ed Cl. 56 dug Professor Hansen. "His enthusiasm is contagious!" wrote one of his students. There was a great deal of discussion in class, and no objective exams. Professor Hansen was stimulating and, most of all, relevant. Many students felt that they learned things that will help them in their future teaching.

Students were annoyed that no papers or midquarters were handed back so no one knew how he was doing. Also, Professor Hansen didn't assign readings until late in the course, and then the books were hard to get a hold of. Still, virtually everyone agreed that this was a very valuable, stimulating course.

CURRICULUM AND INSTRUCTION 61 Professor John Cogan
TEACHING SOCIAL STUDIES IN THE ELEMENTARY SCHOOL 26 students

Ability	Excellent 29%	Good 47%	Adequate 13%	Less than adequate 8%	Poor 0%
Recommendation	Would		Would not	Undecided	
	79%		11%	5%	

Prerequisite: Education 75B

PROSPECTUS:

The general purpose of the course is to develop an understanding of the current status and trends in the elementary social studies and specifically to develop and experiment with objectives and methods of social studies instruction. Topics of discussion are materials, techniques of evaluation, and the role of the professional teacher in the elementary social studies program. There is actual classroom teaching experience by the students working with small groups of elementary school children in the school setting.

There are no exams; the student contracts for his grade and is expected to fulfill all the requirements for that grade.

STUDENT REVIEW:

The main objection to this course was lack of feedback. The emphasis was on discussion rather than lecture and some students felt that there was not enough method taught. The readings were rated as generally worthwhile and the microteaching was considered a helpful practical experience.

PROFESSOR RESPONSE:

The class make-up was typical of those I have had here at the university during my first two quarters on the job. Some students were highly motivated, self-directed and willing to take on the responsibility of patterning their own learning environment and will, I feel, probably become good teachers. Others wanted to be spoon-fed through lectures, did the bare minimum to meet the stated requirements and generally lacked the commitment I believe is necessary to become a competent professional. Most indicated to me at one time or another that they enjoyed and found profitable the on-site experience at Marcy School near campus in which they had the opportunity to experiment with various methods used in the teaching of social studies. I'm sure there are others who would rather have met in 214 Pattee for three 45 minute sessions per week and been lectured to about how it should be done rather than doing it.

EDUCATION 75B Professor Marlowe Berg
INTRODUCTION TO ELEMENTARY SCHOOL TEACHING 26 students

Ability	Excellent 12%	Good 54%	Adequate 27%	Less than adequate 0%	Poor 0%
Recommendation	Would		Would not	Undecided	
	90%		12%	19%	

No prerequisites

PROSPECTUS:

Education 75B is treated as a practical "seminar" devoted to examining relevant aspects of the modern classroom that are not covered in other classes. This is based on a survey compiled by the students. Grade depends on class presentation and paper. No midquarter or final.

STUDENT REVIEW:

The vast majority of the students, 92% to be exact, took the course because it was required.

Group presentations, guest speakers and films were the principle means of instruction. Reaction was mixed. Some found the presentations and speakers boring and irrelevant, while others termed them interesting and stimulating.

The readings were termed helpful and generally valuable. Students liked the change from a straight lecture format but many felt the student presentations were of little value and the weakest area of the course. Those who were student teaching appreciated the fairly easy class load, yet strangely enough some students complained about the lack of exams.

METHODS AND STUDENT TEACHING 67B Professor Gary Asp
TEACHING SECONDARY SCHOOL MATH 19 students

Ability	Excellent 74%	Good 21%	Adequate 0%	Less than adequate 0%	Poor 0%
Recommendation	Would		Would not	Undecided	
	74%		0%	26%	

STUDENT REVIEW:

This class was conducted on a seminar basis with most of the information coming from other students and the experience they have had in student teaching. The professor was considered "very organized and hard-working," and also adept at tying together loose ends. There were only two outside projects besides some short readings and no exams. Students reacted very well to this free, informal, pressure-less atmosphere.

MUSIC ED 56 Professor Muffy Dickenson
TEACHING MUSIC IN EL. ED. 24 students

Ability	Excellent 92%	Good 7%	Adequate 0%	Less than adequate 0%	Poor 0%
Recommendation	Would		Would not	Undecided	
	100%		0%	0%	

STUDENT REVIEW:

Students were unanimous in their praise for Professor Dickenson—her enthusiasm, personality, and love for music came through to the class and helped generate interest and motivation in the classroom. Students felt they learned much that could be used later in their teaching.

The reading was considered fair and interesting. Exams were the only criticism—some people felt that they were too picky. The project was considered very worthwhile and a good learning experience. The good reaction to the course was best evidenced by the number of students who would recommend the course to friends.

CHILD PSYCHOLOGY 80
CHILD PSYCHOLOGY

Professor Albert Yonas
210 students

Ability	Excellent 20%	Good 51%	Adequate 24%	Less than adequate 3%	Poor 2%
Recommendation	Would 76%	Would not 2%	Undecided 20%		

Prerequisites: Psychology 1 and 2

PROSPECTUS:

Introduction to the science of child behavior. The course is a survey of developmental psychology that will introduce basic processes in development such as perception, cognition, and learning. It will also attempt to give an understanding of children at different stages of development—how they behave, feel, think, talk, etc., and if possible why it covers genetic factors and development from the prenatal up to adolescence.

The class also includes a choice from: observation of children, a field trip to a school or institution for retarded, experiments with children, or a written summary of a book.

STUDENT REVIEW:

This class was very well received. The lectures themselves proved to be "interesting, enjoyable, informative, controversial, pleasantly informal, pro-innovation, and allowing a good degree of class participation." Some students commented, however, that the lectures were too much based on the text, which was rated quite poorly. The instructor and his "helpful, open-minded, imaginative, encouraging and objective" attitude toward his students and subject was recognized as highly commendable by his students.

Students also were very happy that there were choices made available to them. They had a choice from four options listed in the prospectus as to a project, and a choice of multiple choice or essay test for the mid-quarter. The project was generally though worthwhile and made the course more relevant (i.e. dealing with and understanding children).

The supplementary texts were considered excellent and very valuable, and many wished that they would have been the required readings instead of the "dry and wordy" text.

One suggestion for the future was continuation of the recitation-type discussion sessions that students could schedule when registering. They were of great benefit, and Professor Yonas' time and interest in making such a large class more personal and individual was greatly appreciated.

CHILD PSYCHOLOGY 81
ADOLESCENT PSYCHOLOGY

Professor John Masters
267 students

Ability	Excellent 9%	Good 43%	Adequate 31%	Less than adequate 13%	Poor 5%
Recommendation	Would 49%	Would not 22%	Undecided 27%		

Prerequisite: Psych 2

PROSPECTUS:

The aim of the course is to explore the theories and research concerning development during adolescence. Physiological, cognitive, and social development are the primary areas explored. The goals of the course include the encouragement of skepticism and restraint from the patent acceptance of broad generalizations concerning adolescence which are often found in the mass media.

Three midquarters, an extensive interview with an adolescent which counted the same as a midquarter, and a final determine the grade. The midquarter and interview count 15%, the final 40% of the final grade.

STUDENT REVIEW:

Such a large class as this naturally has a wide variety of opinion—and there were few comments that weren't balanced by exactly the opposite feeling. Generally students felt the lectures were not especially stimulating, but that they were somewhat informative. Some complained that research was over emphasized adding to the boredom. Most commented favorably on the use of outside speakers and visual aids.

The readings were judged adequate, fairly interesting and not excessive. Students did feel that the total class load was excessive for a 3 credit class. The three midquarters and the interview (although the frequent tests made studying for the final easier) were too much of a burden. The interviews were not well prepared or did not know specifically what to interview were not found especially helpful usually because students were not well prepared or did not know specifically what to look for. All agreed that the class size was detrimental and forced the use of objective, multiple-choice tests, which were considered picky, ambiguous, and not really geared to the knowledge to be measured.

COLLEGE OF LIBERAL ARTS

ANTHROPOLOGY 100
PRINCIPLES OF CULTURAL ANTHROPOLOGY

Professor Eugene Ogan
71 students

Ability	Excellent 35%	Good 56%	Adequate 7%	Less than adequate 0%	Poor 0%
Recommendation	Would 70%	Would not 9%	Undecided 18%		

Prerequisites: None; Anthro 1A or 101 helpful.

PROSPECTUS:

Anthropology 100 is an intensive introduction to cultural anthropology with special emphasis on social anthropology. The scope, methods, and interests of cultural anthropology are examined. The variety of ways of living found among peoples around the world are also explored. Some of the main concepts used by anthropologists to describe and categorize the varieties of human behavior are introduced as well.

Grades are based on three series of take-home questions, based on reading and lectures, which will be answered in a short essay.

STUDENT REVIEW:

Lecture comments ran the distance from "concise, well organized, logical and fairly stimulating" to "boring" and "fragmented." Most students found the lectures interesting and mentioned Professor Ogan's sense of humor. As one student pointed out: He "tells enough jokes to keep you awake."

Students liked the idea of three papers instead of exams. Several students thought the questions were not tied in well enough with the lectures and readings. A few students thought there was too much work in the course.

PROFESSOR RESPONSE:

This course, like other introductory courses in the social sciences (at least) faces the problem of trying to do two things at once: 1.) To give a picture of the discipline to students who will not study the subject further; 2.) To provide background for further study in the field. Perhaps these two goals are not compatible.

ANTHROPOLOGY 101
PRINCIPLES OF BIOCULTURAL EVOLUTION

Professor Dennis Puleston
49 students

Ability	Excellent 12%	Good 53%	Adequate 24%	Less than adequate 6%	Poor 0%
Recommendation	Would 67%	Would not 6%	Undecided 20%		

No prerequisites

PROSPECTUS:

Anthropology 101 has no prerequisites and is designed for non-majors. This course is a presentation of human biological and cultural evolution as indicated by the fossil record. Emphasis is placed on explaining the physiology and behavior of present day man.

Both midquarter and final examinations are given including a wide variety of types of questions from true-false to essay. A couple of papers are also required.

STUDENT REVIEW:

The majority of students who took this course enjoyed it. The texts were good reading and not difficult. The main complaint was that the professor's lectures followed the assigned readings too closely. Despite this factor most students attended the class regularly and would recommend Anthropology 101 to a friend. Feelings varied about the exams and papers. Some students felt that they were difficult but fair, while others thought that they were unrelated and picky. Most of the students said they learned quite a bit from this course.

ANTHROPOLOGY 185
LANGUAGE AND CULTURE

Professor Harvey B. Sarles
50 students

Ability	Excellent 72%	Good 20%	Adequate 0%	Less than adequate 4%	Poor 0%
Recommendation	Would 74%	Would not 2%	Undecided 20%		

No prerequisites

PROSPECTUS:

This is a course in concepts about what language might be, what and how it relates to communication. It presents a critical view of the idea of a human being equated with language; and showed how models of thought affected the definition of the subject. It also tries to show that current models of dialect thought about language have direct social implication, since it is skill (reading and writing) based on language which makes for or inhibits success in the elementary school system.

STUDENT REVIEW:

"The professor's assumption was that the class was interested and would do what it believed to be relevant worked with our class." This attitude was "refreshing" and "extremely conducive to learning."

The class collectively determined what the course would consider and accomplish. Class discussion was free and stimulating to those who can handle the idea of 'self-education' and 'self-motivation'. The students evaluated themselves which opened the way to interaction.

Students who need something concrete and organized might not be happy with this course; but those who need a little belief in themselves as students are excited by this course and find it relevant to their lives and thoughts.

PROFESSOR RESPONSE:

The class was fairly select in terms of high motivation particularly and interest.

ART HISTORY 1
PRINCIPLES OF ART

Professor Donald Torbert
285 students

Ability	Excellent 13%	Good 50%	Adequate 23%	Less than adequate 10%	Poor 4%
Recommendation	Would 50%	Would not 20%	Undecided 30%		

No prerequisites

PROSPECTUS:

Primary aim of the course is to provide students with a workable and historical and critical vocabulary; also to teach students to see and perceive in ways that are valid for the arts of architecture, sculpture and painting as well as possible within one quarter's time.

The course content has to do with the nature and uses of art, modes and limitations of definitions of art, the abstract means basic to visual expression, and the modes of form composition.

The text is organized historically, but the lectures are topical—dealing with relatively constant problems. The students are called upon to synthesize the two modes of approach.

Discussion sessions will be reinstated.

STUDENT REVIEW:

The title of the course should be changed to Art Appreciation, and one should expect a course on how to evaluate art, not an art history course.

The professor himself drew mixed reactions from his students. Some were very satisfied. It was generally agreed upon that he was very knowledgeable in his field. He had been teaching the course 20 years. Many students thought the professor was very monotonous, mechanical and repetitious. Yet, many students were stimulated by the course. Again, one must be interested specifically in art appreciation to enjoy the course. It is not good for a distribution requirement. There were many criticisms of the professor's insulting, degrading and offensive attitude toward his students, especially those who chanced to fall asleep. His 'disciplining' of students was annoying.

Professor Torbert used slides to supplement and explain and illustrate the principles he was speaking of. Generally, it was felt that this was very helpful and interesting, thereby complementing his lectures well.

The quizzes did not make many happy. The students were too rushed to answer to their satisfaction. Study questions would have been a definite aid. Also, exams should be reviewed in class as to make it more valid and effective learning experience. There was too much discrepancy between the different TA's grading of these exams. Also, too much weight was put on certain words. These exams could have been fair measurements of knowledge by themselves.

PROFESSOR RESPONSE:

This class (winter, 1970) had a higher proportion of uninvolved, uninterested and lackadaisical students than I have ever previously encountered. This may be related to the fact we eliminated discussion sections this year—and they will be reinstated. If a student is to take much from the course he must be willing to, and like to, apply topical lecture material to historical reading assignments—which means, among other things, attend class regularly.

ART HISTORY 147
MODERN AMERICAN AND EUROPEAN ARCHITECTURE

Professor Donald Torbert
52 students

Ability	Excellent 46%	Good 42%	Adequate 6%	Less than adequate 0%	Poor 0%
Recommendation	Would 63%	Would not 33%	Undecided 4%		

Prerequisite: 3 credits in Art History, Sr. or Grad. status.

PROSPECTUS:

The course deals with the nature and sources (generally European) of the several esthetic movements that by and large constitute U.S. architecture in the 19th century. The social nature of architecture and of these several style movements is stressed. The course surveys the Classic Revival (French and Roman), neo-Gothic, Italian Villa, neo-Baroque, neo-French Renaissance and Queen Anne revival movements. It terminated with the beginnings of the modern movement in the late decades of the 19th century.

Tests usually involve an objective quiz (slide identification), a subjective mid-quarter, and a final that combines both the objective and subjective.

All graduate students and art history majors are required to write papers; however, this practice may be discontinued in the future.

STUDENT REVIEW:

One student commented that he enjoyed listening to Professor Torbert. He was a good instructor and had a good sense of humor. Most students felt that he was interested in his subject and had a thorough knowledge of the material. However, he often assumed a background in architecture not commonly held by all the students.

Lectures were considered packed, with little or no discussion time provided. Students did consider the visual nature of the course to be good, but witnessed difficulty in locating slides for later study.

The absence of a main text was the chief criticism of the course, especially since students found it difficult to obtain the books on reserve. On the other hand, a number of students said that it was not altogether necessary to go over the readings in order to get a good grade.

CLASSICS 42
GREEK AND ROMAN MYTHOLOGY Professor Peter O. Bodurin
139 students

Ability	Excellent 14%	Good 50%	Adequate 29%	Less than adequate 4%	Poor 0%
Recommendation	Would 48%	Would not 12%	Undecided 34%		

Prerequisites: None, Courses in Ancient Religions and Ceraeco-Roman literature helpful.

PROSPECTUS:

The course is developed in four stages. First there is a discussion of the general background to the study of classical mythology. The mythman's conception of reality—space, time, cause and effect, etc.—is discussed. The aim of this part is to let students realize what differences there are between us and the myth men; also, to show that to the ancient Greeks and Romans, the myths were not fables told only for entertainment and not to be believed. They formed a serious part of the culture, religion and history.

Second there is a discussion of the creation myths, including the stories of the gods and goddesses. Parallels in non-Ceraeco-Roman creation myths are discussed. The sagas—stories of the heroes and their sociological significance are discussed next.

Myth in the philosophers is the fourth stage of discussion. All through the course, myth as represented in art and literature is emphasized.

STUDENT REVIEW:

There were strong consistent comments about this course. First, the course material itself was interesting to most. The professor did well except for his accent, which was difficult to understand, and that he spent too much time in lectures reviewing the myths and not enough time expanding on them. Students felt the professor could have interpreted the material more deeply.

It was overwhelmingly agreed upon that there was just too much material, too much reading and too much more to go into to keep this a two credit course. This definitely should be expanded to at least three credits, if not four or five credits.

Also, the grading system and the exams were rated extremely poor! Professor Bodurin should review his testing system and communicate to his students what is expected for good examination performance. His lack of communication about this discouraged and infuriated too many students to be overlooked.

It does seem that this could be an excellent course with this instructor if the number of credits increased, the method of examination be changed and above all continue expanding the readings rather than reviewing them because this is where the education and learning comes in.

COMPOSITION 28
ADVANCED WRITING Professor Patricia Fergus
21 students

Ability	Excellent 40%	Good 48%	Adequate 8%	Less than adequate 0%	Poor 0%
Recommendation	Would 72%	Would not 8%	Undecided 20%		

Prerequisite: Freshman English and Composition 27

PROSPECTUS:

Composition 28 is a study of narrative and descriptive writing and their roles in exposition. The course progresses from objective description to impressionistic description to single-incident narration to autobiographical narration. Emphasis is placed upon writing technique and the critical evaluation of essays and student papers.

Grading is based upon five or six papers, a final exam, and class participation.

STUDENT REVIEW:

The quality of instruction in this class was rated very highly. Readings and class discussions were usually interesting and valuable. The instructor was interested in both the subject and the students. Her constructive evaluation of student papers was detailed and informative. Writing assignments were sometimes difficult, but they were good learning devices.

ECONOMICS B
SCOPE, METHODS, AND APPLICATION OF ECONOMICS Professor Harlan M. Smith
158 students

Ability	Excellent 25%	Good 43%	Adequate 19%	Less than adequate 7%	Poor 4%
Recommendation	Would 54%	Would not 18%	Undecided 21%		

No prerequisites.

PROSPECTUS:

The course is designed to give the average citizen an idea of what economics is about, to correct some popular fallacies in the field of economics, and to help students to begin to apply economics to some economic problems of our society.

STUDENT REVIEW:

The students rated the content of this course as surprisingly interesting and informative.

Professor Smith impressed the majority of students as quite knowledgeable. He spoke fast and covered a lot of material. Some students felt his lectures were organized. During the lectures, Professor Smith added many ideas of his own, as well as conveying facts. His main purpose seemed to be in interesting the students in the field of economics. He did a good job in this.

Guest lecturers were enjoyed. They were interesting, informative and supplemented Professor Smith's lectures. They also provided contrast from the normal lecture.

The reading was very heavy. So many felt that this course was worth more than three credits, for the amount of reading. The choice of books seemed very good, though. They were enjoyed by most.

The testing on the midquarter and final seemed fair.

ECONOMICS 1
MACROECONOMICS Professors Heller and Foster
243 students

Ability	Excellent 17%	Good 41%	Adequate 30%	Less than adequate 9%	Poor 4%
Recommendation	Would 55%	Would not 15%	Undecided 25%		

No prerequisites.

PROSPECTUS:

This course introduces the basic theory that economists use to analyze problems of inflation, unemployment, and the balance of payments.

The course starts with a general overview of the kinds of social problems treated by Economics, and a brief discussion of the role of markets in the economy. Most of the course time is then devoted to the specific problems mentioned above—inflation, unemployment, balance of payments difficulties, and the macro-economic theory which we use to analyze them.

Section instructors decide on number of midquarters, homework, and final. The constant is a short answer test covering the weekly lectures all attended. This counts 25%—the weight of the rest of the elements depends on the section instructors. Two texts are required and two workbooks are recommended in addition.

STUDENT REVIEW:

Students had a wide variety of feelings concerning this class. Their reaction to the M.T.W. and F discussions varied according to the T.A. in their recitation sections. However response was fairly unanimous concerning the Thursday lectures, given by Heller and Foster. While many students enjoyed hearing the men and their personal insights into the field of economics, there was much confusion due to the lack of coordination on material covered in the recitation section and lectures. Students also felt that the lecturers changing every week further contributed to the lack of continuity. The suggestion was made to make the lectures optional for those students interested. Most also felt that basing 25% of the grade on

this part of the course was very unfair and should be eliminated.

Readings were considered moderately light and appropriate for the course. The supplemental workbook and programmed text were considered beneficial and worthwhile.

ECONOMICS 2
MICRO-ECONOMICS Professor Boddy
484 students

Ability	Excellent 19%	Good 46%	Adequate 26%	Less than adequate 7%	Poor 2%
Recommendation	Would 55%	Would not 14%	Undecided 26%		

Prerequisites: Economics 1.

PROSPECTUS:

This course is a survey of the working of the economy at the micro-level—consumers, firms, industries. Among the aspects studied are the demand theory, costs of the firms, comparison of the performance of different types of industry structure, and factors affecting the distribution of income.

There is one required text, and another text and a workbook are recommended. Each section instructor has a wide degree of discretion in determining the method of testing. Usually the midquarter and finals are problem or essay questions. One part of the final consists of a short-answer test on the material covered in weekly lectures.

STUDENT REVIEW:

Students reaction to the professor was very favorable. Most felt that he had excellent grasp of knowledge in the area, and a sincere concern for the students' understanding of the material. Reaction was not as favorable towards the course content. Students commented that the material covered was too hypothetical and they would have preferred a more practical account. The most common complaint was that the lectures and text relied too heavily on graphs which many students thought irrelevant or too technical.

Generally the students were happy with the professor and the lectures. Dissatisfaction varied with the recitation sections, because the grading and exams varied according to the recitation instructors.

Several suggestions for change were more frequent quizzes with less weight per exam, more work sheets for problems, and special sections for non-majors for those who need less of a technical background.

ECONOMICS 65
INTERM ECONOMIC ANALYSIS I Professor Terry D. Monson
53 students

Ability	Excellent 19%	Good 74%	Adequate 6%	Less than adequate 2%	Poor 0%
Recommendation	Would 60%	Would not 23%	Undecided 13%		

Prerequisites: Economics 1-3, if possible Math 10, Calculus.

PROSPECTUS:

The purpose of this course is to introduce students to the tools of microeconomics and to encourage them to apply these tools to many business and economic issues we find today. Content includes demand analysis, production and cost theory, market structure, and factor pricing.

Class grade was determined by an essay final (one-third), a paper applying economic analysis (one-third), and four home problems (one-third).

STUDENT REVIEW:

Students rated Professor Monson quite highly in all aspects. They felt that the lectures, particularly Professor Monson's delivery of the material, was the best aspect of the course. He knew the material well, gave clear, interesting lectures, and usually held everyone's attention. Students and instructor alike felt that the text used was very poor, and it has already been changed.

The Professor gave no midquarters—only a final, a paper, and homework problems. Reaction to the problems was generally good, to the paper very mixed—some for, many against because of timing, "busywork"—but only a minority of students expressed a desire for the midquarter to be reinstated.

ECONOMICS 69
GOVERNMENT REGULATION OF BUSINESS Professor Malcolm R. Burns
79 students

Ability	Excellent 30%	Good 53%	Adequate 10%	Less than adequate 4%	Poor 0%
Recommendation	Would 48%	Would not 14%	Undecided 33%		

Prerequisite: Economics 65.

PROSPECTUS:

This is not a political-science type institutional survey of government regulation. It is instead a rather rigorous introduction to the subject matter of applied microeconomic analysis and industrial organization. The course looks critically at such topics as market structure, business behavior, and market performance and the uses of the insights gained here to examine the nature, impact, and results of the U.S. Antitrust laws.

STUDENT REVIEW:

The course itself was interesting. There was much work for this course but most students felt "challenged" by this. The instructor's lectures and presentation were excellent. He was well organized and concise. He used good understandable illustrations and had a tremendous ability to communicate with students.

Much of the 'problem' with this course is that it is a three credit elective. Professor Burns asked a lot of the students and they responded. Most of the reading was good for the course and lectures. There were many "reserve" readings from the library which inconvenienced commuters. As for exams, only certain articles were needed. Grading was rigorous.

The general feeling about this course was that it was a challenge and worth the effort.

ECONOMICS 104 AND 104A
INTERNATIONAL ECONOMICS Professor Edward Coen
84 students

Ability	Excellent 27%	Good 49%	Adequate 14%	Less than adequate 6%	Poor 2%
Recommendation	Would 68%	Would not 9%	Undecided 19%		

Prerequisites: Economics 1-2 or 65-66.

PROSPECTUS:

This is a broad survey of international economics including the case for free trade, the case for infant industry protection in underdeveloped countries, the potential role of common market arrangements in promoting economic development, the nature of balance of payments difficulties, alternative techniques for elimination of the balance of payment deficits, proposals for reform of the international monetary system.

STUDENT REVIEW:

Generally, the students felt good about this course. The professor spent too much time on basic material at the beginning of the quarter and students indicated that the professor covered the material too slowly during the rest of the quarter. Students surmised that the professor was unable to communicate well with the students. His language offended a few students but an equal number of students enjoyed his 'style.' Most students felt he was just 'good.'

Readings were criticized as irrelevant and dry. Some students enjoyed the readings.

The grading system made almost everyone happy. He had weekly problem assignments to let the students work out the ideas for themselves. It was a good 'learning device'. This was one-half of the grade. The other half was a paper. No exams were given.

ENGLISH 60 Professor Andrew MacLeish
INTRODUCTION TO THE ENGLISH LANGUAGE 149 students

Ability	Excellent 30%	Good 37%	Adequate 24%	Less than adequate 5%	Poor 2%
Recommendation	Would		Would not	Undecided	
	31%		34%	33%	

Prerequisite: Completion of or exemption from Freshman English.

PROSPECTUS:

The objective of English 60 is to acquaint the student with basic facts about the history of the study of grammar, the relationship between speech and writing, the contrasts among three grammars of English (Traditional, Structural, Transformational), and American English dialects and usage.

STUDENT REVIEW:

Professor MacLeish was considered an extremely intelligent, competent, and enthusiastic lecturer. In the words of one student, "Very animated instructor who presents the information explicitly and interestingly." Student reaction to the lectures brought mixed emotions on a number of points such as subject interest, speed, material comprehension level, and class questions.

Reading was considered light but this could be because one of the books was judged as boring, irrelevant, and worthless. This was the book which was edited by H. B. Allen.

The midquarter was fair, but too much for a forty-five minute period.

FAMILY STUDIES 1 Professor Barbara Wahlstrom
DYNAMICS OF DATING, COURTSHIP AND MARRIAGE 15 Students

Ability	Excellent 47%	Good 40%	Adequate 7%	Less than adequate 0%	Poor 0%
Recommendation	Would		Would not	Undecided	
	87%		0%	7%	

No prerequisite

PROSPECTUS:

The title of the course is a good description. More specifically, the major purposes of the course are to supply the students with knowledge of research and information available in the field and to help them develop and/or practice interpersonal skills (empathy, communication, etc.). Because of this, there is a great emphasis on such learning techniques as small group discussions and role-playing. Generally the course begins with discussion of the dating process and follows the logical sequence through courtship and marriage. The "normal" course of development of an interpersonal relationship is described and discussed in a societal context and special emphasis is given to problems commonly encountered and possible solutions.

There are no prerequisites as this is an introductory course, but general background in any behavioral science is helpful.

STUDENT REVIEW:

Professor Wahlstrom was rated very highly. No one seemed unhappy with her teaching. Lectures were well received and many desired more of these. Readings satisfied most.

The class discussions were handled well, taught in such a way as not to be embarrassing to students. These were lively and interesting. The atmosphere created was open and comfortable. It is notable that no one wouldn't recommend this course. It was well received and enjoyed by everyone.

FAMILY STUDIES 100 Professor David Holland
HUMAN SEXUAL BEHAVIOR 41 Students

Ability	Excellent 7%	Good 17%	Adequate 39%	Less than adequate 22%	Poor 12%
Recommendation	Would		Would not	Undecided	
	54%		27%	17%	

Prerequisite: 15 credits in psychology of sociology

PROSPECTUS:

This course examines and discusses the nature of sexual functioning, sexual development, ethics and attitudes, and research problems.

STUDENT REVIEW:

Students in Family Studies 100 generally felt that class lectures were inadequate and somewhat dull. However, the assigned readings were cited as being "excellent, informative, and highly worthwhile."

The written papers which were required were considered to be quite valuable in supplementing the course material.

The two major criticisms of the course were the multiple-choice examinations, and the limited amount of class discussion due to the size of the class.

Despite these criticisms, a majority of the students would recommend this course readily to other students.

GEOGRAPHY 1 Professor Richard H. Skaggs
PHYSICAL GEOGRAPHY 276 Students

Ability	Excellent 10%	Good 57%	Adequate 25%	Less than adequate 4%	Poor 3%
Recommendation	Would		Would not	Undecided	
	48%		21%	33%	

No prerequisite

PROSPECTUS:

Geography 1 attempts, through study of heat and moisture balances and flows, to derive global scale environmental processes and types. The course illustrates the range of natural environment types, the processes involved in these environments, and man's role in adapting to and modifying these environments.

Two textbooks and several reprints from Science American and professional journals are used for readings. Grade is determined by one midquarter (40%), the final (50%), and one or two quizzes (10%). All exams are objective and usually multiple choice.

STUDENT REVIEW:

This course was rated "average for the U" and a "typical CCTV course." Students reacted rather negatively to the use of CCTV — citing mechanical difficulties such as not being able to see graphs and maps and poor audio tuning, in addition to the problems entailed in not being able to ask questions, particularly in a course with so many scientific terms involved. Students felt that Professor Skaggs knew the area very well, skipped basics and instead covered specifics and technicalities.

Students felt exams were adequate and fair, although some questions were rather ambiguous. Almost unanimously the students felt the Bobs-Merrill reprints were extraneous and too difficult with little value. The other materials were rated favorably as clear and helpful, but many students wished a text had been used instead to better organize the course.

GEOGRAPHY 4 Professor Joseph E. Schwartzberg
HUMAN GEOGRAPHY 238 Students

Ability	Excellent 19%	Good 45%	Adequate 31%	Less than adequate 4%	Poor 1%
Recommendation	Would		Would not	Undecided	
	45%		39%	16%	

No prerequisite

PROSPECTUS:

The main objectives of the course are. (1) To make the student more aware and appreciative of the regional diversity within the world and the interrelatedness of things within and between particular regions. (2) To familiarize the student with a number of basic geographic concepts and the nature of the geographic approach in order that they may see their own environment and the world in general with greater sophistication. (3) To teach a limited body of basic factual information.

Exams include a short map quiz, a midquarter and a final. The mid-quarter and final are multiple choice tests. In addition, there are three take-home problems worth 25, 50 and 100 points respectively and an optional field problem used as an extra-credit measure.

STUDENT REVIEW:

Most students indicated that Professor Schwartzberg knew his material thoroughly and presented it in well-organized lectures, though some lectures tended to be "sleepers," (i.e. easy to sleep through). The films and outside speakers were considered the greatest assets to the course and the recitation sections and outside map projects were generally thought of as valuable and exciting additions. A majority of students felt they learned much from the course.

The major criticisms of the course were (1) that the outside reading load was too heavy and the sources were often difficult to locate, and (2) that the midquarter exam was unusually difficult and not a true test of learned material.

GEOLOGY 64 Professors Glenn B. Morey and
INTRODUCTORY SEDIMENTARY AND STRATIGRAPHY 13 Students
 P. A. Sandberg

Ability	Excellent 8%	Good 77%	Adequate 8%	Less than adequate 0%	Poor 0%
Recommendation	Would		Would not	Undecided	
	62%		8%	23%	

No prerequisite

PROSPECTUS:

A brief summary of sedimentary processes including textural and mineralogical analysis, evaluation of paleo-environmental indicators and methods employed in the reconstruction of ancient depositional environments. In the second half of the course, the above principles are used as a basis for outlining earth history as found in the sedimentary record.

STUDENT REVIEW:

This course was a practical, useful course to most interested in this field. Lectures were usually informative and technical. The labs were only "fairly useful" but they became better as the quarter progressed. Reactions concerning the readings were varied because there was no one text, but readings out of several texts.

PROFESSOR RESPONSE:

Course content is divided approximately in half; first half being principles of sedimentology (Morey) and second half principles of stratigraphy. Neither of the above instructors will teach the course next year. The stratigrapher in the course is F. M. Swain who is on leave this year, and the department hopes to hire a full-time sedimentologist next school year. Morey is attached full time to the Minnesota Geological Survey and teaches only when special need arises, and Sandberg is here on leave from the University of Illinois.

Next year instructors are free to change the course content to conform with their special interests.

HISTORY 2 Professor Thomas Noonan
MODERN EUROPEAN HISTORY 112 Students

Ability	Excellent 42%	Good 47%	Adequate 10%	Less than adequate 1%	Poor 0%
Recommendation	Would		Would not	Undecided	
	72%		8%	18%	

No prerequisites

PROSPECTUS:

The aim is to introduce students to the major developments in European history between 1715 and 1870. Areas covered included the enlightenment, enlightened despotism, the ancient regime, the French Revolution, the intellectual trends of the 19th century, the Industrial Revolution and nationalism and its effect in central Europe.

There is a midterm exam and a final exam consisting of almost solely essay questions. Each TA makes additional assignments for his section — quizzes, book reports, etc.

STUDENT REVIEW:

The course presented a thorough view of European history between 1715 and 1870. The lectures were interesting and correspond well to the reading assignments. The professor was intellectually stimulating and interesting to listen to, though the students were divided as to whether his humor about certain peoples was really humor, or was bias. Overall, he was an excellent lecturer.

The main criticisms were the faults of some of the TA's and that the reading was heavy and boring material, although they did make the remainder of the course more easily understandable.

HISTORY 12 Professors Bernard Bachrach and
MEDIAEVAL, RENAISSANCE HISTORY Robert Hoyt
 112 Students

Ability	Excellent 36%	Good 41%	Adequate 12%	Less than adequate 3%	Poor 0%
Recommendation	Would		Would not	Undecided	
	69%		17%	11%	

No prerequisites

STUDENT REVIEW:

The overall feeling toward this course was summed up very well by one student: "depending on who was lecturing the course ranged from dull to extremely interesting." With several different lecturers, interest in the course seemed to fluctuate. On the whole, however, the students rated the lectures as quite good. Most students liked the examination system and thought the exams were very reasonable and they covered the material adequately. The readings and text for History 14 were well co-ordinated with material presented in lectures. A few students thought that too much reading was assigned, but most people did not mention this. About 75% of the students indicated that they learned quite a bit from the course and that it further developed their interest in history.

HISTORY 23 Professor John C. Chalberg
AMERICAN HISTORY 261 Students

Ability	Excellent 21%	Good 56%	Adequate 18%	Less than adequate 4%	Poor 0%
Recommendation	Would		Would not	Undecided	
	64%		11%	22%	

Prerequisite: Sophomore

PROSPECTUS:

Students in this American History course spend two hours a week in lectures and two hours a week in a recitation session. All papers are assigned by the Teaching Assistants and there are no tests in the lectures. American History 23 is part of a two quarter sequence.

Readings for the course are taken from a series of 6 paperbacks that varies according to the T.A.

Professor Chalberg views this course as the demythologizing of American History and concentrates on the expansion of America, its major proponents, and the implications of their "success."

STUDENT REVIEW:

The majority of students took this course to fill a distribution requirement. They felt they learned quite a bit from the course but attributed this learning mostly to the required papers. The students had differing opinions about the course depending upon their T.A. Many students felt that there was quite a bit of reading to do for the course and that some of the books were very difficult to read. It was suggested that books of differing opinion be used so that students could form their own opinions rather than taking the opinion of one author, the lecturer or the T.A.

Almost all of the students felt that Professor Charlberg was personally interested in the class, which was reflected in his concern for several students who were unable to gain regular admission into the class.

**HUMANITIES 22
AMERICAN LIFE II**Professor Ivan Smith
37 Students

Ability	Excellent	Good	Adequate	Less than adequate	Poor
	19%	27%	54%	0%	3%
Recommendation	Would		Would not		Undecided
	41%		14%		41%

Prerequisite:

PROSPECTUS:

The aim of the course is to examine various expressions of the religious impulse in American culture through a historical approach. As a supplement to the more directly analytical or historical works, literature, art, and music are used to give an interdisciplinary view.

The midquarter is a take-home paper designed to "synthesize" a problem encountered in the course, and the final is of the essay type.

To get a better balanced view of American culture, one may take the sequence Humanities 21, 22, 23.

STUDENT REVIEW:

According to the students, the course was somewhat interesting. The readings were usually valuable and the professor gave quite a few reading assignments. Most of the students were dissatisfied with the lectures, which consisted mostly of class discussions. Though Professor Smith tried hard, the discussion did not get much of a response from the class. Over half of the students felt that the paper was valuable. Some thought that more quizzes or exams would have helped them.

JOURNALISM 1**INTRODUCTION TO MASS COMMUNICATION**Professor George S. Hage
23 Students

Ability	Excellent	Good	Adequate	Less than adequate	Poor
	34%	55%	4%	3%	0%
Recommendation	Would		Would not		Undecided
	75%		14%		11%

No prerequisites

STUDENT REVIEW:

The general consensus of this class was that the readings and lab work were repetitious of the book and lectures. Responses ranged from "could be better" to "very good and excellent."

There were two tests; one midquarter and a final. The main criticism of both tests was that the tests did not cover relevant course material. The students also did not know what to expect from either test.

Professor Hage was rated mediocre to good, but also rated as a better lecturer than was Professor Robbins, the other instructor for the course.

JOURNALISM 3**COMM. IN MODERN WORLD: MASS MEDIA**Professor F. Gerald Kline
Students

Ability	Excellent	Good	Adequate	Less than adequate	Poor
	39%	56%	5%	0%	0%
Recommendation	Would		Would not		Undecided
	83%		6%		26%

Prerequisites: None, but suggest a 30 w.p.m. typing ability

PROSPECTUS:

This course looks at the mass media as an institution of society subject to influences by social forces in addition to its role in the development of society. We will also examine the organization of society, the historical development of freedom of speech, mass media's growth, contemporary theories of mass communications, criticism associated with mass media, and the operations of mass media in other societies.

STUDENT REVIEW:

Most students felt that Professor Kline's lectures were very interesting and relevant though he tended to go off on tangents. The relevancy came about because of Professor Kline's immense ability to up-date concepts in the texts.

Besides the two texts there was quite a number of associated reading. Students found the associated readings interesting but generally difficult to obtain.

The midquarter was rated low. It was considered ambiguous because it tested specific facts instead of concepts which they felt was the main thrust of the course.

JOURNALISM 6**BEGINNING PHOTOJOURNALISM**Professor Stuart Bay
10 Students

Ability	Excellent	Good	Adequate	Less than adequate	Poor
	60%	20%	0%	0%	0%
Recommendation	Would		Would not		Undecided
	80%		10%		10%

Prerequisites: Journalism 1 and 5

PROSPECTUS:

This course stresses photography as a creative means of communication. Students learn the use of the camera and darkroom processes, and develop technical and visual skills. It is an applied course which mixes lectures and labs with critiques.

Students are graded on their photographic performance. There are no quizzes or midquarters, and the final is optional. Each student starts with a B, and if he completes all the assignments acceptably and on time, he receives a B. If he does an extra assignment that is acceptable, he receives an A.

STUDENT REVIEW:

Student reaction to the course was extremely favorable. Most of the students stated that they had learned a great deal from the course and thought that it had stimulated their interest in the subject. Among the good points of the course were interesting and informative lectures, relaxed classroom atmosphere, and individual student critiques and assistance. The class covered a large amount of material which required quite a bit of time.

JOURNALISM 11**JOURNALISTIC WRITING FOR NON-MAJORS**Professor Sims
14 Students

Ability	Excellent	Good	Adequate	Less than adequate	Poor
	14%	14%	43%	21%	7%
Recommendation	Would		Would not		Undecided
	43%		14%		36%

Prerequisite: Sophomore, C average, Engl C, 3A, 3B, or Comm 3 or Rhetoric 3 or Communications 3

PROSPECTUS:

This course deals with newspaper fact-gathering and newswriting, with specialized reporting, and fundamentals of press law. It is designed for those majoring in other areas who desire knowledge and experience in journalistic writing.

STUDENT REVIEW:

Student response to Journalism 11 was varied. Many of the students felt that lectures were concise, interesting, and informative. However, a large minority of the students stated that the lectures were dull and unorganized.

Professor Sims seemed interested in his students and was very conscientious in correcting and commenting on papers.

Assignments were given in reasonable amounts, but weren't always thoroughly explained in advance. These assignments were considered extremely essential in the learning of the course material. Students generally valued only certain portions of the required readings.

**MUSIC I
INTRO TO MUSIC**Professor Everett L. Sutton
152 Students

Ability	Excellent	Good	Adequate	Less than adequate	Poor
	56%	38%	3%	1%	1%
Recommendation	Would		Would not		Undecided
	83%		13%		3%

No prerequisites

PROSPECTUS:

Music I is an introduction to the listening techniques which will help non-musicians appreciate more fully the structure and style of musical composition. It is hoped that the student can develop his own standards in judging compositions and performances. After two weeks of general introduction to "record-jacket" jargon, this course considers the musical characteristics of the Baroque, Classical, Romantic, and modern eras. Each unit is accompanied by tapes for outside listening, and a listening exam follows each two week unit. An attempt is made to identify musical characteristics, rather than specific themes, movements, or compositions.

There is no textbook — a mimeographed syllabus outlining the entire course is used in conjunction with tapes. Concert reviews are sometimes also used as grades or for extra credit.

STUDENT REVIEW:

Professor Sutton was rated very highly in all aspects by students in his class. He was considered a good lecturer, clear, humorous, and interesting enough to keep everyone awake in spite of the 8:15 class hour. He was also considered enthusiastic and personally interested in students' understanding of the material.

Most students enjoyed using the listening tapes instead of a textbook, and also stressed the necessity of devoting one hour per day outside of class to listening. Most also preferred Walter Library (stereo tapes) to the language labs for listening, but regretted the short hours Walter was open. Exams were considered fair, even "challenging," although some students felt the frequency of exams cut deeply into class time and required constant studying or review.

MUSIC 32**MUSIC LITERATURE**Professor Alan L. Kagan
51 Students

Ability	Excellent	Good	Adequate	Less than adequate	Poor
	47%	49%	2%	0%	0%
Recommendation	Would		Would not		Undecided
	84%		4%		4%

Prerequisites: None; Music I or 50 good preparatory courses.

PROSPECTUS:

Music Literature 32 covers the Classical and Romantic eras and includes the major composers, musical genres, forms and styles. It is a survey course of musical compositions, trends, transitions, and the predominant musical elements.

Professor Kagan requires reading of one text book and one paperback book. Students also listen to approximately 20 music tapes. There are 3 exams during the quarter which include identification of music from tapes, true/false questions and multiple choice questions. The final grade is based on the exams.

STUDENT REVIEW:

Students in the class thought that the course was interesting and well organized. The classroom format of having half the lecture hour as a lecture and the other half as a listening session was endorsed by the students. There was a "help" session outside of class for those students who were having difficulty with the course. Most students thought that the exams were fair.

The majority of students thought that three or four credits should be given for the course because of the unusual amount of required course work.

PROFESSOR RESPONSE:

Communication with students has been hampered by the physical structure of holding the class in an auditorium. We have tried to overcome this by holding voluntary small listening sessions.

Theft of new listening equipment created a special handicap because inferior equipment was the substitute. This will be corrected next year.

MUSIC 50**INTRODUCTION TO MUSIC**Professor Everett Sutton
72 Students

Ability	Excellent	Good	Adequate	Less than adequate	Poor
	53%	36%	10%	0%	0%
Recommendation	Would		Would not		Undecided
	81%		6%		10%

Prerequisites: Junior or Senior, non-music major.

PROSPECTUS:

Music 50 is an introduction to the music of the western culture of the past three centuries. The main interest of the course is the aural analysis of musical forms. Selected compositions of each musical era are studied for texture, phrasing, and structure, providing a basis for understanding and appreciating various musical forms.

Exams are given bi-weekly, and consist mainly of the analysis of musical selections. Homework involves listening to music tapes for several hours weekly. There is no text, but brief handouts are supplied. The course is open to junior and senior non-music majors.

STUDENT REVIEW:

Students found this class to be very enjoyable. The instructor was very enthusiastic, and lectured in an interesting and entertaining manner. As a result, most students found their interest in music stimulated.

Some difficulty was experienced in adjusting to the aural orientation of the course. Exams were challenging. Although the course is an "introduction," some previous musical background was a valuable aid in understanding the course topics.

PHILOSOPHY 3**ETHICS**Professor Douglas Lewis
64 Students

Ability	Excellent	Good	Adequate	Less than adequate	Poor
	42%	37%	8%	3%	8%
Recommendation	Would		Would not		Undecided
	68%		8%		13%

No prerequisites

STUDENT REVIEW:

Several students commented favorably on the informal atmosphere of this class while other students considered it disorganized. Lectures were generally found to be interesting, although reactions to recitations were mixed, due to the use of different T.A.'s for different sections. The majority of students rated the readings as at least generally valuable. Although one student commented, "We reached no conclusions," most felt that this was not the object, and that they had learned a great deal through development of their own thinking. Over three-fourths of the students found Professor Lewis enthusiastic, stimulating, personally interested in the class, and generally a very good instructor.

**POLITICAL SCIENCE 1
AMERICAN GOVERNMENT**

Professor Robert Crewe
147 students

Ability	Excellent 35%	Good 48%	Adequate 11%	Less than adequate 3%	Poor 2%
Recommendation	Would		Would not		Undecided
	63%		14%		22%

No prerequisites

PROSPECTUS:

Analysis of principles, organization, precedures, and functions of government in the United States—national, state, and local. Attention is given throughout to current issues.

STUDENT REVIEW:

Although there was a wide variety of opinion, as in any large class, the majority of students rated Professor Crewe quite highly. His lecture style was rated clear, candid, and casual, and the relaxed atmosphere he maintained encouraged class questions and discussion, even in a class this size. Readings were not considered excessive, but there was no syllabus and some students had difficulty keeping up with the reading on their own with no guidelines or deadlines. There were two take-home exams, consisting of essay questions. While all favored this kind of test, some students felt that questions were ambiguous, and they had difficulty knowing what was expected, especially when the midquarter wasn't returned until after the final.

**POLITICAL SCIENCE 25
WORLD POLITICS**

Professor Joanne Arnaud
62 students

Ability	Excellent 25%	Good 54%	Adequate 14%	Less than adequate 6%	Poor 0%
Recommendation	Would		Would not		Undecided
	65%		21%		14%

No prerequisites

PROSPECTUS:

Introduction to contemporary international relations; policies of great powers; nationalism; and internationalism.

STUDENT REVIEW:

The instructor of Political Science 25 was very favorably rated by her students. Students felt that even when the material was dry and uninteresting, Professor Arnaud used her own humor and enthusiasm to make the class more tolerable. The only criticism was that she read the lectures from her notes, and sometimes read too fast. Most students felt, however, that the instructor was clear, easy to understand, and easy to take notes from. She was also always available outside of class and very willing to talk with students.

Readings were rated dry, difficult, and excessive in amount. Exams were considered very fair, they involved learning rather than simply memorized facts. Grading was criticized several places as being unfair—or misunderstood. This could perhaps be clearly explained at the beginning of the quarter. Other suggestions for improvement included more discussion, more papers, more recitation sections, and more current readings.

**POLITICAL SCIENCE 40
CONTEMPORARY POLITICAL IDEOLOGY**

Professor Edwin Fogelman
108 students

Ability	Excellent 78%	Good 21%	Adequate 0%	Less than adequate 1%	Poor 0%
Recommendation	Would		Would not		Undecided
	92%		2%		6%

No prerequisites

PROSPECTUS:

Liberalism, communism, fascism, Nazism, taking account of democratic and dictatorial regimes in theory and practice. Emphasis on ideas, role of policy, power nationally and internationally.

STUDENT REVIEW:

Political Science 40 was rated very highly due mainly to the excellent teaching by Professor Fogelman. His lectures were considered well detailed, clear, interesting, and given in a well-formed, educated manner. As one student expressed it, "I never found a boring lecture or an unprepared one." Professor Fogelman was also cited as being very open-minded, unbiased (tried to present both sides to an argument) thought-provoking, dynamic, and he was commended for skillfully eliciting class participation and discussion, which students greatly appreciated.

Exams were considered appropriate and very fair, and grading received the same commendation. The only negative reactions were to the term paper—which was considered unnecessary, and to the amount of reading. Although the reading was excessive and not closely connected to class material, students termed it of excellent quality and very worthwhile.

**POLITICAL SCIENCE 51
FIELD WORK**

Professor Charles H. Backstrom
10 students

Ability	Excellent 20%	Good 60%	Adequate 10%	Less than adequate 10%	Poor 0%
Recommendation	Would		Would not		Undecided
	60%		20%		30%

Prerequisites: Political Science 2

PROSPECTUS:

Field study of political organization, leadership, and activities in local community and state. In election (even-numbered) years course deals with legislative candidates; in alternate (odd-numbered) years, with interest groups.

STUDENT REVIEW:

Students reacted to this course very favorably. The emphasis of the course was not on classroom activity but rather on outside work, so lecturing was held to a minimum. Most students felt the professor was well versed in the field, and they appreciated his lack of restriction or stipulations. Instead the professor was available when needed, and the students worked in a "self-motivated, self-guided" way. "An unusual course for the U."

**POLITICAL SCIENCE 130
ADMINISTRATIVE PROCESS I**

Professor Charles Walcott
11 students

Ability	Excellent 65%	Good 35%	Adequate 0%	Less than adequate 0%	Poor 0%
Recommendation	Would		Would not		Undecided
	70%		10%		20%

Prerequisites: Political Science 1 or consent of instructor

PROSPECTUS:

Organization theory and administrative behavior. Problems of centralization, rationality, bureaucratic processes.

STUDENT REVIEW:

Professor Walcott was unanimously rated very highly by students in his class. His lectures were clear, interesting, and thought-provoking. He elicited class participation and response, and all agreed that the small size of the class contributed to an informal, free discussion atmosphere. He didn't pretend to have all the answers, and challenged students to think for themselves—which gave them "an analytical framework for approaching Political Science."

Exams and readings and all consequent grading were judged fair, comprehensive, and appropriate.

**PSYCHOLOGY 4
LAB PSYCHOLOGY**

Dr. J. Bruce Overmeyer
92 Students

Ability	Excellent 15%	Good 43%	Adequate 32%	Less than adequate 6%	Poor 4%
Recommendation	Would		Would not		Undecided
	32%		37%		30%

Prerequisite: Psychology 1 and 2

STUDENT REVIEW:

Evaluations of Psychology 4 varied widely. Most people rated it adequate, but almost all had reason for complaint. Two-thirds to three-fourths of the students described the lectures as adequate or good. A few students liked the lectures and said that they were well organized and interesting. The rest of the students found the lectures quite boring. One student remarked, "The Psychology department policy of mass education and dehumanization of its lectures fails miserably in any attempt at education." The lecturers talked too fast for many students, and some students found the lecture materials over their heads. Skipping lectures was fairly common. The mimeographed lecture outlines were very helpful, and students felt that if outlines were detailed for all of the lectures, they would be much more beneficial.

Labs were more well-liked than lectures, but here, too, there was disagreement. Depending on a student's interests and temperament, the lectures were either informative and fun, or "mickey mouse" and boring. The lab instructor also made a difference.

Psychology 4 required too much work for two credits, and the grading was on a strict curve, making an "A" very difficult to obtain, were the other chief complaints made by students.

**SOCIAL SCIENCE 62
THE STRUCTURE AND DYNAMICS OF POVERTY**

Professor Khosrow Riggi
48 Students

Ability	Excellent 21%	Good 46%	Adequate 19%	Less than adequate 8%	Poor 2%
Recommendation	Would		Would not		Undecided
	61%		19%		15%

No prerequisites

PROSPECTUS:

This course is an attempt to face the following questions:
1.) What is the scope and intensity of poverty in the U.S?
2.) How can one define and measure poverty?
3.) How can one compare the scope and intensity of poverty over time?
4.) a.) What is the structure and shape of income and wealth distribution in the U.S?
b.) What has been the shape of income distribution? What changes have been observed in the income distribution?
c.) What are the criteria on the basis of which income is distributed?
5.) Evaluation of income distribution with respect to ethical, cultural, economical, political, and social characteristics.

Beyond this evaluation, the question of the possible solution is meaningful. This is the question aimed for and discussed.

STUDENT REVIEW:

The course itself surprised most of the students. The subject was much more economically oriented rather than humanistic, moral, etc. This was not expected.

The instructor — Professor Riggi — made the class exciting and challenging for most of the students. His teaching style was very objective concerning the American way of life. His ideas were generally stimulating and thought-provoking. His style was defined as "passionate." His instruction was intense and dynamic. He showed deep concern for the subject he taught. Only one person's interest in this field was discouraged. Most found it intellectually stimulating and valuable.

**SOCIAL WORK 90
AMERICAN SOCIAL WELFARE**

Professor James Wiebler
76 Students

Ability	Excellent 55%	Good 37%	Adequate 4%	Less than adequate 3%	Poor 0%
Recommendation	Would		Would not		Undecided
	86%		1%		8%

Prerequisite: Sociology 3

PROSPECTUS:

This course offers three options to the student:
Option "A": "Here's the way it really is approach."
After the first two weeks of class, "So long." Thereafter the student will keep a diary, averaging 3 to 5 pages per week, of what he has seen/done/heard about social welfare in the Twin Cities. He should plan to spend 4½ hours per week attending, participating, observing social welfare phenomena in the Twin Cities, completely planning his own program. Each week should mean something different in the way of field contact. The diary will be due two weeks before the end of the quarter. In addition, the student will be asked to rejoin the group and enrich the last two weeks of class with his experiences. Grades will be 3/5 from the diary, 1/5 from class in-put, and 1/5 from an essay exam (thought questions).
Option "B": "Here's the way the experts see it approach."
After two weeks of orientation, classwork, "So long." The assignment will be to read and critique three good social welfare books. A five page (minimum) critique/review of each of the books will constitute the required paper. The grade will be based 2/5 on the book critiques, 2/5 on an objective examination, and 1/5 on class in-put during the last two weeks of class when the student will be required to rejoin the group.

Eighty per cent of the class found Professor Wiebler enthusiastic and personally interested in the course. Lectures were informal, and relaxed, yet provocative. The chief criticism of lectures was that at times Professor Wiebler's enthusiasm limited comments by the class.
Option "C": "Rap and just plain Jim approach."

For those who like the method of classroom things done in the first two weeks, more of the same — Guest speakers will be in and the student will go out for two assignments, (1) a welfare attitude survey, and (2) a social welfare agency analysis. The student will be graded on the following basis: 2/5 class participation, 1/5 welfare attitude survey, 1/5 essay exam.

STUDENT REVIEW:

Flexibility was considered to be the most important aspect of this course — the ingredient that made it a worthwhile undertaking. Many students commented that this was the "best" course they had taken at the University. The three options were felt to be an exciting addition to the class plan.

The lack of structure produced frustration for many students, although this was often felt to be due to the overwhelming structure found in most courses. When students realized that any learning would have to be self-motivated, rather than instructor-dominated — they generally rose to the occasion and most did really learn.

**SOCIOLOGY 3
SOCIAL PROBLEMS**

Professor Richard Sykes
136 Students

Ability	Excellent 26%	Good 48%	Adequate 21%	Less than adequate 3%	Poor 1%
Recommendation	Would		Would not		Undecided
	70%		10%		15%

Prerequisites: None; the course is intended primarily for freshmen and sophomores.

PROSPECTUS:

In this course, sociological, economic, historical, and ethical insights are used as bases for the presentation of a broad overview of social problems of the U.S. and the world. Problems examined include population, war, racial conflict, and the social organizations of developed and develop-

ing societies. Guest speakers are used to provide additional insight and stimulate interest, when convenient.

Grading is based upon a midquarter test on lectures, plus one of three alternatives: 1.) an exam on the readings, a book review and a final exam; 2.) a research paper; 3.) a research paper and a final exam.

STUDENT REVIEW:

The lectures were generally of good quality. The professor's slow pace made note-taking easy, but also led to boredom. Heavy emphasis was placed upon statistics. Course readings were very dry and often time consuming. Guest lecturers were interesting and enjoyable.

**LINGUISTIC 52
PHONETICS**

Professor Iris L. Wares
12 Students

Ability	Excellent 50%	Good 33%	Adequate 0%	Less than adequate 0%	Poor 0%
Recommendation	Would 83%	Would not 8%	Undecided 0%		

Prerequisites: Linguistics 50

PROSPECTUS:

The aim of the course is to give students a general background in phonetics, including experience in production, recognition and transcription of speech sounds plus an introduction to articulation theory to aid students in recognizing, producing, and describing the sounds encountered in language study.

Some type of quiz is given every week or ten days. Two book reports are graded in with daily grades. The final consists of four half-hour tests given during the last two weeks.

STUDENT REVIEW:

Students had nothing but praise for the instructor. Several students did not appreciate unannounced exams, but others said the atmosphere was so relaxed that they did not get "up tight" about them.

**SOCIOLOGY 53
CRIMINOLOGY**

Professor David A. Ward
176 Students

Ability	Excellent 74%	Good 22%	Adequate 3%	Less than adequate 1%	Poor 0%
Recommendation	Would 92%	Would not 1%	Undecided 5%		

Prerequisites: Sociology 1, Psychology 1-2 recommended

PROSPECTUS:

The course is a survey of major areas in sociology, including sociology of law, the data of criminology and theories of causation. This is a good preparatory course for many upper division courses in the criminology area.

Grading is based on two tests, one objective and one essay, and the final objective test. No papers were assigned.

STUDENT REVIEW:

Student response to this course was very favorable. The lectures were interesting and the instructor was easy to listen to, and seemed to be very enthusiastic. The reading assignments were quite long and the exams were difficult but fair. The students' interest in this field was greatly increased by the class because the material was relevant to modern problems. Guest lecturers spoke occasionally to the class and this was greatly enjoyed.

**SOCIOLOGY 100
CONTEMPORARY PENOLOGY
(Sociology of Confinement)**

Professor David A. Ward
105 Students

Ability	Excellent 76%	Good 21%	Adequate 2%	Less than adequate 1%	Poor 1%
Recommendation	Would 93%	Would not 2%	Undecided 5%		

Prerequisite:

PROSPECTUS:

This course is intended to give students a feeling for life in a confined set up to which people are committed and to give them the informative and methodological tools necessary to evaluate, not just what these institutions accomplish but to critically evaluate what their staff members claim they accomplish.

STUDENT REVIEW:

The course material, Professor Ward, and the readings were highly rated. The material itself was very stimulating to the student's minds. The professor added a field trip to Stillwater Prison, several movies, tapes and guest lecturers — all of which varied and supplemented the course quite well. Many students desired a little more of Professor Ward though. The class was not quite long enough for the importance and interest to course material.

It was the general consensus that Professor Ward "spoke from experience and with enthusiasm, related well to students and had a good understanding of subject matter and students." Professor Ward was definitely a big factor in the popularity of this course.

The readings were long, but the general feeling was that they were very enjoyable, interesting and much worth the time spent on them. They supplemented the course rather than repeated anything said in class which impressed many students. Perhaps Professor Ward's classes should be expanded to four or five credit courses judging by the desire for more of Professor Ward's experiences and the happiness with all the reading.

Exams didn't rate quite as highly. An essay midquarter came late in the quarter. Some felt it was "ambiguous" and "limited in scope," although many were very happy and satisfied with it. The final was optional to those who were not satisfied with the midquarter. Other options such as a paper were desired. It was noted that the exam was definitely not the "regurgitating" type. One had to reason for himself, and not repeat the readings or the lectures.

Overall, it seems that this class satisfied over 95% of students on all its facets except the midquarter. This is exceptional and deserving of merit.

**THEATER 11
INTRODUCTION TO THEATER**

Professor Arthur Ballet
484 Students

Ability	Excellent 93%	Good 5%	Adequate 0%	Less than adequate 1%	Poor 0%
Recommendation	Would 95%	Would not 1%	Undecided 2%		

No prerequisites

PROSPECTUS:

Theater 11 deals with the history and theory of plays and production, as well as with various arts and crafts of theater. The information is disseminated mainly through lectures, and information tested by the use of two mainly objective exams, a midquarter and a final, and written reviews of several plays that students are required to attend during the quarter.

STUDENT REVIEW:

For a class of this size, the unanimity of opinion was very amazing. Students almost without exception rated Professor Ballet as an excellent instructor. His lectures were informative, concise, interesting, humorous, entertaining, and stimulating. Students felt he presented the material in a most enjoyable way, and further enhanced the class with his own ability and personal anecdotes. The few complaints were mainly concerned with the class size — students wished there could be more flexibility in the type of examination and more time for class discussion, but realized that the large class number inhibited this sort of thing. Exams were considered adequate to fair, grading appropriate, and reaction was extremely favorable to the use of play reviews or critiques instead of some other sort of paper. Students felt that this helped them apply what they were learning to actually understanding or criticizing a play.

INSTITUTE OF TECHNOLOGY

**CHEMICAL ENGINEERING 102
PRINCIPLES**

Professor Arnold G. Fredrickson
33 students

Ability	Excellent 21%	Good 64%	Adequate 15%	Less than adequate 0%	Poor 0%
Recommendation	Would 79%	Would not 9%	Undecided 9%		

Prerequisite: Chemical Engineering 101

PROSPECTUS:

This course is an introduction to fluid mechanics. The aim is to teach students some methods for solving commonly occurring practical problems, and also to show them a bit of the structure and scope of fluid mechanics.

The two exams and final will be multiple choice and true-false, but mainly problem-solving. In addition, there will be three homework problems each week, which are to be turned in and graded.

STUDENT REVIEW:

Lectures for Chemical Engineering 102 were generally considered worthwhile and interesting, but a large number of students thought that the material was covered too quickly. One student referred to the course as "a lightning glimpse of fluid mechanics." Almost all felt that they had learned quite a lot, and many responded that their interest in the subject was stimulated. There were complaints that the exams were somewhat difficult and not very closely related to the material that was emphasized.

**C.E. 101A
FLUID MECHANICS**

Professor John Hayden
56 students

Ability	Excellent 55%	Good 40%	Adequate 0%	Less than adequate 0%	Poor 0%
Recommendation	Would 60%	Would not 22%	Undecided 7%		

Prerequisite: Math 32

STUDENT REVIEW:

Professor Hayden's class was interesting and well prepared. One student vowed that he never missed a lecture. The exams were generally considered difficult but as one student put it, "Exams actually measured understanding." For a majority of the students, interest in this field was greatly increased by this course.

**GENERAL CHEMISTRY 4
GENERAL PRINCIPLES**

Professor Herbert S. Golinkin
26 students

Ability	Excellent 12%	Good 50%	Adequate 19%	Less than adequate 4%	Poor 12%
Recommendation	Would 23%	Would not 31%	Undecided 42%		

Prerequisite: Predicted math GPA of 1.90 on ACT, Math 2 or college algebra. High school chemistry and four years of high school math are also strongly recommended.

PROSPECTUS:

General Chemistry 4 is an introductory course in chemistry. Atomic structure is used as a basis for the study of chemical behavior. Topics covered include periodic behavior, acids and bases, the behavior of matter, and solution theories.

The eight hours of class per week consist of four lectures, one recitation, and three lab hours. Grading is based on four one-hour quizzes and a two-hour final exam. No papers are required, but weekly homework is assigned.

STUDENT REVIEW:

Student reaction to the course was less than enthusiastic. The lectures were detailed and rapidly paced, and some difficulty was experienced in trying to keep up with the lecturer. An understanding of the topic prior to the lecture was often helpful. The text was of great value to the course, and high school chemistry experience was also found to be essential.

Exams were difficult, but fair. The stress of the tests was upon application of knowledge rather than upon memorization. Labs were considered of little value to the course. The experiments were largely irrelevant to the lectures.

**GENERAL CHEMISTRY 5
GENERAL PRINCIPLES OF CHEMISTRY**

Professor Robert C. Brasted
74 students

Ability	Excellent 54%	Good 30%	Adequate 9%	Less than adequate 3%	Poor 1%
Recommendation	Would 42%	Would not 20%	Undecided 28%		

Prerequisite: General Chemistry 4; an ACT Math predicted score of 1.9 or better, high school chemistry, physics, and four years math recommended.

PROSPECTUS:

The aim of this course is to present the principles of chemistry in as rigorous fashion as is compatible with the background (in math and science) and needs allow; also, to provide the background needed for additional courses in chemistry (as the course in Principles of Solution Chemistry and Organic Chemistry).

For the terminal student, the course should be able to give the needed understanding to meet the confrontations that are now almost daily in political and environmental decisions.

The course content includes nuclear and atomic structure, basic units of matter properties based upon structure, bonding of atoms and molecules, understanding the states of matter, physical and chemical principles that govern why and how reactions occur. Our physical and chemical heritage and its appreciation.

STUDENT REVIEW:

The course was very comprehensive, interesting and widely relevant. Prof. Brasted was a big factor in this course. He was very enthusiastic and personally interested in his chemistry and teaching of it. He tried to present with much zeal, how relevant chemistry is. His only difficulty in doing this was the rate at which he spoke. He is a very fast speaker. Students indicated that prospective students should be prepared to be alert and awake because Professor Brasted says a lot quickly. It is helpful to have a science and/or math background. Without this, it will be a difficult course. It is hard to grasp on to all that the professor is saying. Perhaps the professor could tie his ideas together a little more; but most students felt challenged and happy with the professor.

The text was a "reference," not a lecture material which was good. The problem book was "very appropriate," it was felt.

As for the labs, it was felt that they should be made optional and/or P-N. There was too much weight put on them for most students. The T.A.'s were excellent.

Exams were "very hard" but "fair" measurements of knowledge.

**GENERAL CHEMISTRY 15
GENERAL PRINCIPLES**

Professor Herbert S. Golinkin
101 students

Ability	Excellent 7%	Good 34%	Adequate 27%	Less than adequate 23%	Poor 9%
Recommendation	Would 11%	Would not 59%	Undecided 24%		

Prerequisite: Physics 21, 22 or 22T, or consent of instructor. General Chemistry 5 parallels the material in this course.

PROSPECTUS:

General Chemistry 15 is a study of the laws governing behavior of matter, theories of solutions, acids, bases, and equilibrium.

An examination is given every two weeks, and there is a final exam. These are a combination of working problems and brief answers. No papers are assigned.

STUDENT REVIEW

Students reacted rather unfavorably to the course, though they found

a few good points. The main criticisms were that the lectures seemed to ramble on in a boring fashion, that Professor Golinkin talked too fast and wrote too small, and that some exams did not seem to relate to the material assigned. Many students thought that the professor was well-organized and knew his material well. The suggestions for improving the course included giving more examples to clarify important points, doing a few demonstrations in the lectures, and applying the concepts to more modern applications.

**MATH Z
PREPARATORY MATHEMATICS** Professor Michael Kilgore
10 students

Ability	Excellent 0%	Good 20%	Adequate 50%	Less than adequate 20%	Poor 0%
Recommendation	Would 50%	Would not 30%	Undecided 10%		

No prerequisite

PROSPECTUS:

No credit is given for Math Z. This course is for students who have insufficient background in algebra (i.e. no course taken in high school). Linear and quadratic equations, introduction to logarithms and binomial theorem, and graphing are covered in this course. The emphasis is on solving problems. Four one hour exams and a final consisting of problems only are given. Problems are listed in a syllabus and before each quiz is a review session.

STUDENT REVIEW:

A basic knowledge of fundamental algebraic technique was provided to prepare students for higher math courses. The readings helped to clarify most of the difficulties remaining after a lecture. Most students in this section thought that the instructor needed either a little more experience or preparation, but felt he was really interested in the class. The biggest complaint was that there was no partial credit given for exam problems, since the emphasis in a course like this should be on technique and proper steps not just the correct answer. People took this class for a variety of reasons so their reactions and evaluations were affected by many different factors.

**MATH 22A
ANALYSIS II** Professor Howard Jenkins
60 students

Ability	Excellent 22%	Good 55%	Adequate 17%	Less than adequate 5%	Poor 0%
Recommendation	Would 57%	Would not 13%	Undecided 23%		

Prerequisite: Math 21A

PROSPECTUS:

Math 22A is the second course in the six-quarter I.T. calculus sequence, and is a required course for all I.T. undergraduates. Topics covered include curve plotting, maxima and minima problems, integration, definite integrals, and transcendental functions.

The course consists of three lectures and two problem-solving sessions per week. In addition there are daily homework assignments. Grading is based upon three one-hour quizzes and a three-hour final.

STUDENT REVIEW:

Reaction to the course was largely favorable. The professor seemed interested in the class, and his thorough treatment of the course topics was done in an extremely well-organized manner. The subject matter, although difficult, was presented in an interesting manner, and at a moderate pace.

The accompanying recitation sessions were found to be of varying quality. Some were judged excellent, others were declared to be "worthless," with the success of each recitation section depending mainly upon the T.A. leading the group.

**MATH 32
CALCULUS 5** Professor Harvey Keynes
101 students

Ability	Excellent 31%	Good 42%	Adequate 15%	Less than adequate 2%	Poor 0%
Recommendation	Would 62%	Would not 10%	Undecided 20%		

Prerequisites: Math 21A, 22B, 23A, and Math 31

PROSPECTUS:

The course is the fifth quarter of the general I.T. sequence. It is intended to give the students a background for engineering, mathematics and the physical sciences. It consists mainly of calculus and analytic geometry.

Two quizzes and a final exam are given, with regular problem-solving homework assignments. The tests are based much on the students' knowledge of the mathematical theories involved.

STUDENT REVIEW:

The majority of the students found the lectures to be very interesting, but somewhat hard to follow. Professor Keynes was cited as an excellent teacher, "the best there could possibly be for a course like this," who was personally interested in the class, and gave many examples, as well as answered questions.

Most students agreed that the course could be improved considerably with the introduction of more tests; that the few tests were a very unfair way to evaluate what had been learned.

The recitation-problem-solving sessions were a great help in understanding the course material.

**MATHEMATICS 65
INTRODUCTION TO COMPUTER PROGRAMMING** Professor Peter Nicholson
31 students

Ability	Excellent 36%	Good 52%	Adequate 6%	Less than adequate 0%	Poor 3%
Recommendation	Would 81%	Would not 3%	Undecided 13%		

Prerequisite: 23A or 43

PROSPECTUS:

To produce competent computer programmers is the objective of this course. This is accomplished by developing the student's ability to formulate the procedures for problem solutions. The final grade is determined mainly by actual programming experiences. Professor Nicholson's only prerequisite is a good knowledge of algebra. He would not recommend any other programming course before Math 65.

STUDENT REVIEW:

The main comments were that a few less labs could have been assigned (the work load was considered very heavy), and the lectures could have been more concise and not so easily diverted by questions. On the whole students felt this course was challenging and that it was handled very well.

**MECHANICS AND MATERIALS 37
DEFORMABLE BODY MECHANICS** Professor Jack Dias
159 students

Ability	Excellent 10%	Good 43%	Adequate 36%	Less than adequate 9%	Poor 3%
Recommendation	Would 46%	Would not 17%	Undecided 33%		

Prerequisite: Mechanics and Materials 36 or concurrent registration

PROSPECTUS:

This course presents fundamentals for mechanical aspects of struc-

tural design. Emphasis of the course is on solving problems. Course content includes introduction to stress and strain at a point, introduction to the mechanical behavior of real materials, mathematical modeling of real material behavior by linear elastic and plastic idealizations, and application of mathematical models to the technologically important problems of torsion of shafts, bending of beams, and buckling of columns.

The text used by Crandall and Dahl, *An Introduction to the Mechanics of Solids*, is used. Grades are primarily determined by the exams, which mainly involve problem solving. Two one-hour exams and a final exam are given. Homework problems are also assigned regularly during the quarter.

STUDENT REVIEW:

Reaction to this class was widely varied. Some students thought the course was interesting and a very good course, while others found it just the opposite, with many students calling it "fair to good."

One of the problems of this class was the fact that it was on closed circuit television (CCTV). There was little opportunity for questions on technical information. The book was also a problem, since many students stated it was a very difficult and poorly written text.

Reaction to the recitation sections was also mixed. Some sections were rated quite highly because the T.A. was very good, while other sections suffered accordingly with a poor T.A. The grading system was generally considered to be fair.

**ORGANIC CHEMISTRY
ELEMENTARY ORGANIC CHEMISTRY** Professor C. Fredrick Koelsch
75 students

Ability	Excellent 33%	Good 49%	Adequate 13%	Less than adequate 1%	Poor 0%
Recommendation	Would 65%	Would not 9%	Undecided 24%		

Prerequisite: General Chemistry 5 or 25

PROSPECTUS:

Organic Chemistry 61 is designed to teach the facts of organic chemistry and give a background for relating and understanding applications in future courses and contacts with chemical materials.

The text is used as a reference only, and no readings are assigned. Six one-hour exams are given, and the one with the lowest grade is dropped. The remaining five grades count 50%. The final and lab work each count 25%.

STUDENT REVIEW:

A very large portion of the students believed that the lectures were well-organized, understandable, and relevant. Tests were taken from the lectures, and the students had several complaints about testing. Most agreed that exams were too picky, or ambiguous, involved an excess of memorization, and had "too few questions, each with too many points." Some expressed discontent about a question that counted 60 points and was not explained well in class. Several complained about percentage grading and would have preferred a curve instead. There were also complaints about the uselessness of the text and labs. Some students recommended P-N grading for labs. Most students felt that in spite of mechanical difficulties, i.e. exam questions and grading, they learned quite a bit from the course.

**PHYSICS 2
INTRODUCTORY PHYSICS** Professor George W. Greenless
87 students

Ability	Excellent 7%	Good 43%	Adequate 40%	Less than adequate 6%	Poor 2%
Recommendation	Would 46%	Would not 21%	Undecided 29%		

Prerequisite: Physics 1

PROSPECTUS:

Physics 2 is the intermediate course in the 3-quarter introductory physics sequence Physics 1-2-3. Topics including atomic structure, electricity, magnetism, wave motion, and quantum mechanics are presented at an elementary level. The course is intended for non-physics majors, and while calculus is not needed, an understanding of high school algebra is essential.

Exams involve almost exclusively basic problem solving. Grading is based on the best two out of three quizzes, each worth 25% of the total grade, and a final exam which counts for 50% of the overall grade. Crib-sheets are generally allowed during exams. Reading averages 20 pages a week, and most of the material the text covered is reiterated in the lectures.

STUDENT REVIEW:

Student reaction to the course was mixed. Lectures were well organized, and the material presented was adequately explained. Little supplementary material was introduced, however, and the lecture often became a repetition of the text. Demonstrations were well received, but it was felt that they should have been presented more often, along with more supplementary information.

Exams were viewed as being picky. The theoretical orientation of the lecture did not reflect the practical problem-solving nature of the exams.

The professor, while well versed and concise, failed to project his personal enthusiasm, and did not succeed in effectively stimulating the class.

**PHYSICS 50T
MODERN PHYSICS** Professor Daniel Bes
41 students

Ability	Excellent 22%	Good 41%	Adequate 20%	Less than adequate 12%	Poor 2%
Recommendation	Would 54%	Would not 22%	Undecided 17%		

Prerequisites: Physics 6, 9, 23 or 24T; Math 31 or 44; a course in general chemistry desirable.

PROSPECTUS:

This introductory survey course of quantum mechanics is, by its nature, a totally new way of describing physical phenomena, including special relativity, an atomic view of electricity, and radiation, the Bohr model of the atom, X-rays, and the wave nature of matter and radioactivity. Professor Bes requires the text *Optics and Modern Physics* and suggests *Foundations of Modern Physics*. He assigns no papers and designates one class hour per week for a quiz. These quizzes compromise two-thirds of the grade, with the final as the other third.

STUDENT REVIEW:

Professor Bes' accent bothered the majority of the students. Also, a few complained about the frequency and excessive computations of the quizzes. Both Professor Bes and the students disliked the text, but the supplementary readings helped students. Professor Bes covered much material and some students felt he went too fast, but many criticized his lack of illustrating the formulas, thus not showing their practicalness. Professor Bes himself complained about the large scope of this course, making necessary depth impossible.

He seemed to pride himself in interest in the students, and this came through, for almost two-thirds of the class considered him a better-than-average professor, in spite of his accent. He also generated interest in the course.

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Vol. 71 June 2, 1970 No. 163

ALL STAFF AND STUDENTS

Civil Service Vacancies
The following full-time vacancies exist in the university Civil Service as of May 28, 1970. Interested applicants may obtain information at Room 16, Morrill Hall. Any full-time Civil Service positions open to students are listed with Student Employment Bureau, Room 30, Wulling Hall.

CLERICAL, ADMINISTRATIVE AND FISCAL SERVICES	
Administrative Officer	\$878-1112
Hospital Administrative Trainee	RA
Senior Research Contract Adviser	844-1112
Senior Cashier	450-616
Account Clerk - St. Paul also	416-547
Senior Account Clerk	506-694
Principal Accountant	844-1112
Principal Auditor	844-1112
Assistant Property Accounting Supervisor	878-1156
Clerk - St. Paul also	329-400
Senior Clerk - St. Paul also	385-506
Principal Clerk	506-694
Office Supervisor	592-812
Clerk Typist - St. Paul also	342-416
Senior Clerk Typist - Duluth, St. Paul also	416-547
Secretary	416-547
Senior Secretary - St. Paul also	416-547
Principal Secretary	506-694
Senior Key Punch Operator - St. Paul also	416-547
Senior Systems Analyst	988-1300
Senior Stores Clerk	487-641

DENTAL MEDICAL AND HOSPITAL SERVICE	
Dental Clinic Supervisor	487-616
Dental Hygienist	547-694
Radiologic Technologist	487-692
Hospital Orderly	400-547
Hospital Aide	342-416
Operating Room Technician	416-569
Licensed Practical Nurse	450-592
Senior General Staff Nurse	641 Diploma 667 Degree
Assistant Head Hospital Nurse	667 Diploma 694 Degree
Head Hospital Nurse	722 Diploma 751 Degree
Student Pharmacist Supervisor	667-781
Senior Pharmacist	988-1300
Senior Social Worker	781-988
Physical Therapist	667-878
Occupational Therapist	592-722
Senior Occupational Therapist	722-878
SCIENTIFIC SERVICE	
Senior Laboratory Animal Technician	\$506-641
Laboratory Attendant	329-400
Senior Laboratory Attendant	526-667
Morris	433-547
Laboratory Technician - St. Paul	433-547
Senior Laboratory Technician	526-667
Junior Scientist	641-844
Student Technologist Supervisor	667-878
Associate Scientist	781-1028
Scientist	988-1352
ENGINEERING AND MECHANICAL SERVICE	
Engineering Assistant - St. Paul	506-667
Senior Engineering Assistant	592-781
Engineer	378-1156
Senior Engineer	988-1300
Mechanical Construction Superintendent	844-1069
Duplicating Equipment Operator	385-487
Morris	433-547
Utility Man	487-616
General Mechanic - Morris	487-616
Maintenance & Operation Mechanic	616-694
Glassblower	641-751
CUSTODIAL AND FOOD SERVICE	
Resident Hall Director	\$751-913
Senior Residence Hall Director	844-1112
Housing Coordinator, Student-Staff Development	988-1300
Production Analyst	950-1250
Director University Housing	MSP

Food Service Worker	329-400
Hospital Station Food Service Worker	356-433
Senior Food Service Worker	356-433
Cook	468-569
Principal Food Service Manager	751-950
Principal Dietitian	751-988
Hospital Administrative Dietitian	913-1112
Associate Director Hospital Nutrition Services	DOQ
Senior Parking Attendant	400-506
Senior Wall Washer	468-641
Senior Laborer - Morris also	433-569
Custodial Worker - Morris also	329-400
Hospital Custodial Worker	356-433
Building Caretaker - Duluth also	433-569
Building Security Caretaker - Duluth also	433-569
Hospital Janitor	433-569
Senior Building Security Caretaker - Duluth also	487-667
Supervisor of Hospital Environmental Services	547-751
Laundry Worker	356-400
Director, Police Department	MSP
FARM AND FOREST SERVICE	
Senior Farm Foreman - Rosemount	\$616-812

EDUCATIONAL AND RECREATIONAL SERVICE
Film Inspector \$356-468
Director, Audiovisual Resources MSP
STUDENT PERSONNEL SERVICE 722-988
Librarian
Student Personnel Worker - Morris \$751-988
Senior Student Personnel Worker 844-1112
Heat Transfer Laboratory
Dr. Ewald Wicke will present "Unstable Behavior of Catalytic Oxidation in Packed Bed Reactors" on Tuesday, June 2, at 3:15 p.m., in 135 Architecture.

ALL STUDENTS

Education Entrance Tests
Students planning to transfer into the College of Education for summer or fall quarter should apply for transfer at Window C, Morrill Hall, and sign up for the junior test battery in 210 Burton Hall. The tests will be given in 201 Westbrook Hall at 1:15 p.m., on Thursday, June 4.

Bulletin
(Continued on page 9)

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In celebrity golf tournament

HHH cuts up 'Richard'

By GREG GORDON
Assistant Sports Editor

"Now I know what they mean when they said in the papers this morning that we were going to have high winds today," a golfer said, when informed that fast-talking former vice president Hubert H. Humphrey was an entrant in the first annual Williams Scholarship Fund celebrity golf tournament.

And true to his reputation, Humphrey brought with him a bag full of quips and merriment as he paced his way around the University Course in a foursome of admirers yesterday.

Although such sports celebrities as Minnesota Vikings' quarterback Joe Kapp and fullback Bill Brown, Minnesota North Star Bill Goldsworthy, Gopher football coach Murray Warmath, professional wrestler Vern Gagne, former American Basketball Association commissioner George Mikan, golf professional Dave Gumlia and others were playing in the tournament, Humphrey charmed his small audience with political chatter tailored to the golf course. His comrades, of course, had to pay \$50 for the scholarship fund to receive his company.

"I'm using the ball that Pres. Nixon gave me last October when I visited him," Humphrey said, displaying a Spalding Dot with "President Nixon" inscribed in small letters.

"You'd better be careful," said Roy Tutt, Intramural program

supervisor and a golf instructor. "It'll go to the right."

Tutt may have prophesized correctly. Humphrey pushed his four wood into the woods on the 140-yard fifth hole, and screamed in vain, "Wo, Richard."

By the end of the hole, the ball was smiling as much at Humphrey as he was grinning at photographers who followed him around the course. While he stood positioned over the ball like a statue for endless seconds, preparing to make a recovery shot from the woods, a security aide turned and said:

"He's negotiating with Kosygin, trying to see who's going to make the first move."

Humphrey finally swung, and hit the ball on the blade of the club past the pin and over the green. But when he sank his eight foot putt for a triple bogey, he was the triumphant Humphrey of earlier years.

Playing with a shining set of clubs he was given for his birthday two years ago and had yet to use, Humphrey was the envy of young golf buffs all over the course.

But he was dissatisfied with his game.

"I'm doing about as good in this as I did in the election," he said as he stepped to the sixth hole. He gestured to his ball as he placed it on a tee:

"I think I'll take one more crack at old Nixon."



Photo by Ted Hammond
A view from the bench
Viking quarterback Joe Kapp awaits turn.

SAE earns top honors in par points

By JEFF MAAS
I-M Editor

Sigma Alpha Epsilon (SAE) won the academic fraternity division participation points honors with 1,432 points, the Intramural (I-M) department announced yesterday.

Although the point totals are unofficial and do not count tennis from spring quarter, SAE has resumed its top position after winning two years ago.

Defending champion, Evans Scholars, had 1,323 points for second place. SAE won its division in 1968-69 and 1967-68.

IN THE PROFESSIONAL fraternity division, defending champion Phi Chi again set the pace with 1,293 points. Delta Sigma Delta placed second with 1,247.

In the dormitory division, Territorial III upset Territorial V A by scoring 1,387 points. Second place Territorial V A totaled 1,329 points. The margin of victory for Territorial III was the bowling tournament from winter quarter. Territorial V A did not enter a team in that competition.

THE MINNESOTA Commons Club won the limbo-athletic club title with 993 points compared with the second place Aardvarks 959 points.

"This really was one of our closest races," Roy Tutt, I-M program supervisor, said yesterday. "Each division had a battle until spring quarter."

On the St. Paul campus, Vet Med Frosh and Farm House are involved in one of the closest contests. Vet Med has 1150 points, while Farm House has totaled 1,103 but the results from tennis and horseshoe have not been added.

"This is really going to be a close one," Chuck Boudreau, St. Paul Campus assistant said, yesterday. "It really is too close to call either way but I'd say that the Vet Med Frosh have the best chance."

Outstanding players
The athletic department last week announced the selection of four Gophers for the University's Outstanding Player Award.

They are Garry Bjorklund, cross country; Jim Carter, football; Larry Mikan, basketball and Fred Kueffer, gymnastics.

Excellence or exploitation?

From ghetto to Gopher

(Third in a series on the Gopher athlete. Today: Making it.)

By GREG GORDON
Assistant Sports Editor

Pride and a determination to "make it" is as much a part of the character of most black athletes as is their natural physical ability.

"Making it is getting out of the ghetto," said black Al Nuness, an assistant basketball coach. "If you get to a big university on scholarship, you've made it. Your name is gold. They talk about you in their committee meetings and at their churches. You can't fail, and go back. There are too many people behind you."

"I wanted the people to be proud of me. I've gone back to my high school in Chicago, and walked through the playgrounds. I've heard little kids playing sandlot basketball say 'I want to be Al this time.' If you're on a scholarship you can't flunk out of school. You've got to do well. You're making it. Going back now would be the furthest thing from my mind, unless I was going back to help."

"We've got to make it as a people," said basketball captain Hill, who is growing an afro-American hairdo. "That wouldn't include a black who's making a million dollars, unless he's using it to help his brothers. We have to make it together. Our skin is still black."

"When the basketball team voted me as captain last year they knew what I was like. I'm going to try to maintain my identity as a black."

A study of individual backgrounds, provides a better understanding of the black athletes' perceptions of the University.

"I went to Lemon Street High School in Marietta, Ga.," Rich Crawford said. "LSHS, we are the best." There were no whites. We had just one white counselor that we drove crazy. Our sports teams were outstanding, and we had a pretty mellow (nice) school.

"When I got here, I almost went crazy," he continued, "because I had to hit the books every single night. I was scared. Our books in high school weren't up to date. We had teachers who had only gone to small colleges. There was usually just one teacher for each language department. Through high school, we were hit or whipped instead of getting mentally punished for doing something wrong."

Hill said his mother decided he should get a private education. "I went out to a private school, where there were only six blacks," he said. "But we always stuck together. The other students would speak to us in school, but not out of school. When I came to the University, I fit in just like a glove. But soon, I realized what I was. My mind became aware."

"My high school education was supposed to have been the best, but I never found out about all the famous black people in the world," Hill continued. "All I understood was the white organization and disciplines. Yet I had taken pre-calculus in high school, but had to petition to take algebra here."

"I saw that there were other societies in the world, like the Chinese."

I-M Slate

TUESDAY		Como C	
Baseball		Bailey Hall vs. Bailey Hall 5:15	
Varsity Diamond		All-University Bowling Rolloffs	
Deke SS vs. The Batters Box 5:45		TUESDAY, JUNE 2	
Freshman Diamond		6:30 p.m.	
Beta Theta Pi vs. St. Paul Minors 5:45		Class A - Coffman Union Lanes	
Como A		Draw for Lanes	
Six-Pitch Softball		Phi Gamma Delta, Territorial III, Alpha	
Phi Epsilon Pi vs. Delta Chi 6:00		Rho Chi, Pink House won Class B -	
Territorial V A vs. Evans Scholars 7:15		St. Paul Student Center	
Green 6:30		Draw for Lanes	
Andrew House vs. Naniboujou's 8:00		Sigma Alpha Epsilon, Alpha Psi, Terri-	
Winner Andrew House-Naniboujou's vs. 8:00		torial II, Gamma Eta Gamma Class C	
Winner Psi Omega-Sigma Chi 9:15		- Coffman Union Lanes	
Como B		Draw for Lanes	
TT's vs. Asae 5:15		Alpha Delta Phi, Bailey IV, Territorial IX	
Dellomus vs. Band Aids II (East 6:30		A, Kappa Psi Class D - Coffman Un-	
Pitch)		ion Lanes	
Psi Omega Abacesses vs. Sigma Chi 8:00		Draw for Lanes	
Machi Bottoms 8:00		Phi Delta Theta, Kolonia Crossroads,	
Sigma Alpha Epsilon Lions vs. Kappa 9:15		Frontier VIII, Sigma Alpha Sigma	
Sigma Red			

With all these different cultures, I wanted to know why I can't exist in my own culture. Blacks everywhere in the world are intelligent people, but at no time has anybody explored my talents."

"My high school," Jeff Crawford said, "is still the only all-black school in the state of Wisconsin. We usually got white teachers. They were real old teachers who had gotten kicked out of other schools, or real new teachers. There were no rules or regulations. It got to the point where they started placing officers in the halls, and finally to the point where they gave up hope on us."

And the frustration and occasional futility of the black movement is perhaps the reason for more protests from impatient youths.

"They say we should be able to change by the environment we're in," Rich Crawford said. "There's such a difference between white people and blacks that it takes an awful long time."

Last fall, Indiana Coach John Pont said in a television discussion that black athletes may be recruited more judiciously by many schools this spring. The Gopher football staff did not list a black freshman among its first 30 signed national tenders this spring.

This was not, however, due to a lack of recruiting effort. The loss of assistant coach Mike McGee, now head coach at East Carolina University, dealt coach Murray Warmath a heavy blow in his recruiting of Southern athletes. McGee had built strong contacts with blacks all over the country. Replacement Roger French got a late start, and lost several top prospects to other Big Ten schools.

Monday Warmath received a signed Big Ten tender from John King, a star black back from Harvest, Ala., who previously had committed himself to attending the University of Georgia. French is in Alabama today, attempting to sign him to a national tender.

Florida's Lenny Coleman and Almond Mathis signed with Illinois and Ohio State, halfback John Wilson of Miami went to Illinois and defensive tackle Randy Crowder of Pennsylvania chose Purdue over Minnesota.

Len Lucas of Miami visited the University, and Ernie Cook and Craig Curry tried to recruit him.

"Lucas had read the papers about our problems here last fall," Cook said. "But he still wanted to come. He just finally succumbed to all the pressure from the people down there and chose Florida State."

"It made me sick to lose some of these guys," French said. "I almost jumped off the bridge when we lost Lucas."

French and other assistant coaches, with a few remaining tenders, are still trying to recruit black prospects for next fall. Several athletes have helped.

"Minnesota is really going to hurt if it doesn't get some black players," Nuness said.

(Next: Discipline in the dorms.)



Dear Editor,
I am a Minnesota varsity athlete (member of wrestling team). In my opinion, the last two articles appearing in the sports section of the Daily (May 28 and June 1) have grossly distorted athletic life here at the University. I am not saying that the athletic department is perfect, but I cannot understand how these athletes can publicly complain when they are given four free years of college education and free trips around the country. If this is exploitation, I am all for it.

Jim Axtell,
CLA junior
Minnesota Daily

Women . . .

(Continued from page 3)

Center for Women, said, "It used to be argued that women had a higher rate of absenteeism than men and therefore should be paid less and given fewer decision-making positions. Research has disproved that contention. In fact, in some beginning management positions women show up for work 33 per cent more frequently than men."

A December 1969 report to the Council for Women's Progress revealed that only a handful of women hold positions on University faculty committees. At the top administrative level on the Administrative Committee, there was only one woman, Eileen McAvoy, administrative assistant to Pres. Malcom Moos. Women were omitted from several key committees, including the Assembly Committee on Committees, the Senate Committee on Committees and the Senate Consultative Committee. The report concluded, "The omission of women from the committee structure of the University must be acted upon now to give women their rightful responsibilities as participants in such decision-making and influential bodies."

Another December report to the Council for Women's Progress criticized the University nepotism rule which prevents more than one member of a family from being employed in the same University department "except in special circumstances, and then only with the approval of the Board of Regents." "There is need to review this policy," the report said, "as in most cases it brings discrimination against the wife. She is the one most likely to be appointed on a non-regular basis even though she may be as well qualified as her husband to receive tenure."

"We do have one husband-wife team in the child development department," Mrs. Truax explained. "In CLA we have two women who have husbands on the faculty of the professional schools. The women are denied tenure positions."

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AVAIL. 4 bdrm. +, July 1st. Near U. Girls, lease. 336-0036. **UC**

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MRS. SCHLETZER was less adamant about the nepotism rule. "While it has disadvantaged some women here," she said, "it could be embarrassing to have two family members in a small department."

Mrs. Truax said she has no data on the extent of discrimination in graduate admissions policies, since each department has its own admissions committee. "However," she added, "it is peculiar to find departments where there are a healthy number of women as undergraduates and only one or two women on the faculty."

"There are some men on the faculty who will not deal with women graduate students," she said, "although they don't mind if there are women in the department."

"The idea still exists that a woman will get married and all that education will be wasted, as if it all falls out of your head and is not available to anyone anymore."

Charlotte Striebel, mathematics professor and member of the Woman's Equity Action League (WEAL), told Smith recently that one department chairman had insisted he was obligated to find jobs for his male graduates first because they are the breadwinners.

WEAL, a one-year-old women's professional group, has formally requested the Department of Labor to initiate court action against 43 colleges and universities which it believes discriminate against women. WEAL maintains that these institutions qualify as contractors for the government and, therefore, are subject to rules prohibiting discrimination by sex by federal employers.

While the local WEAL group has not yet indicated whether it will file similar complaints against the University, the data required for such action is being gathered. Two weeks ago, three WEAL members told Smith that they will send him their recommendations for establishing what they called appropriate grievance machinery here.



(Continued from page 7)

- Lockers**
All lockers rented from the CMU Post Office (North Window), 110 Anderson Hall, 200 McNeal Hall, and 213 Agricultural Engineering must be cleaned and vacated by 7 p.m. Friday, June 12. All refunds from the rental of these lockers not requested by this date will be forfeited. Refund cards can be obtained by returning postlocks or keys to the office where the locker was rented and presenting the student section of the Locker Deposit Card on or before Wednesday, June 10, through Friday, June 12, from 9:30 a.m.-12 noon and 1 to 3:30 p.m. Note: Fraser Hall lockers renters can obtain refund cards at a special table across from the law office during the above mentioned times. Anyone desiring to rent one of these lockers during either Summer Session must obtain a new Locker Deposit Card at the Bursar's Office. The rental of lockers for the first Summer Session will begin on Tuesday, June 16, from the above indicated locations.
- Return of Rented Art**
Students who have works of art on rental from the University Art Gallery Student Rental Collection are reminded that prints, water colors, and drawings must be returned or renewed by Friday, June 5. The overdue fine rate is \$1 per week per composition, also possible grade, registration, and transcript hold. Return or renewal of hours: 9 to 11 a.m. and 2 to 4 p.m. Students who will be registered for Summer Session I may mail in their renewal fee to Clyde Scroggins, Rental Office, 306 Northrop Auditorium. (Make checks payable to University of Minnesota.) Charges: One composition 50c plus 2c tax — two compositions \$1 plus 3c tax.

ALL CANDIDATES FOR DEGREES

- June Commencement**
Commencement information is available through June 12 at 20 Johnston Hall and 130 Coffey Hall. PETITIONS TO GRADUATE IN ABSENTIA MUST BE SUBMITTED BY JUNE 5.
- Rehearsal**
All candidates be on the ramp from the Grandstand at the Minnesota State Fair Grounds by 11:00 a.m. Saturday, June 13th for Rehearsal.
- Commencement**
Candidates should be at the same ramp area by 6:45 p.m. Saturday, June 13. Academic procession begins at 7:30 p.m. If you have questions, call 373-2126. Commencement announcements are available at the University Bookstores.

2 TO sh. 3 bdrm. apt. w/l. \$33 + util. Walk to W. Bank. 731-1722. **A24**

NR. U. of M. Hosp. 1 & 2 bdrm. apt. call aft. 5 p.m. No boys. 331-8831. **UC**

LUXURY 1st fl. apt. in remodeled mansion. Completely furn. Ideal for 7-8 guys or girls. 4 large bdrms., kit., bath, dining rm., living rm., complete w/oriental rugs. Heat & util. paid. Close to U. Avail. June 22. Call for apt. 735-6181. **UC**

808 13TH Ave. S.E. N. Lovely furn. 1 bdrm. \$160/mo. Short term rental okay. 941-5298. **J4**

FURN. EFF. avail. \$72.50 & up. near downtown Loop, 8 driving min. from U. 339-4133. **J2**

WEST BANK campus, right next door. 2-br. apt. for 4 students. Lease. \$200/mo. incl. util. 377-6800. **UC**

522 12TH Ave. S.E. 2-br. apt. for 4 students. Lease. \$210/mo. incl. util. 377-6800. **UC**

208 16TH Ave. S. Dix. 1 bdrm. apt. Air cond. 335-5916 or 724-1835. **UC**

1 BR. bath, kit., air cond. 5 blks. from E. Bank campus. Off-st. pkgng. Avbl. for first S.S. \$150 incl. gas & ht. Call 331-8268, 373-7801, or 373-2958. **UC**

LG. Apt. for 4 wkng. girls. 21 +. \$65 ea. 38th & Harriet. 823-4638. **J2**

2-BR. FOR SUMMER. NEW BLDG. AIR COND., EDGE OF DINKY TOWN. CHEAPER THAN DORM LIVING. 514 14TH AVE., 331-2594. **J3**

1 OR 2 bdrm., close to U., reasonable, 338-0201. **J4**

3 BDRM. 516 5th St. S.E. #1. June 13-Sept. 1. \$270/mo. Pay only for July & Aug. 378-0004. **J3**

SUMMER SUBLET lovely upper dupl. Newly decor. 2 bdrms., study, living rm., dining rm., quiet neighborhood. St. Paul area, 10 min. from U. \$200/mo. Infant or teenager okay. 222-7622. **J4**

FURN. SLEEPING suite limited cooking privileges. Avail. for the month of June. Nr. St. Paul Campus. 646-2265. **UC**

SUBLET 1 BR., air cond., nr. campus. 7/1-9/1. \$160/mo. 331-5264. **J4**

NR. W. Bank, furn. lwr. dplx. \$90. 929-8688. **J4**

700 UNIV. S.E. 1 br. for 6/15. Call 378-1452. **J3**

SUBLET 1 bdrm. apt., furn., garage. \$117.50/mo., avail. 6/15-8/22, call 339-6556 aft. 6. **J2**

URGENT 4 blks. from U. Hosp. Furn. apt. 2 bdrm., needs 1 or 2 to live w/2. June 15. Rent \$45/mo. Call 378-0568 aft. 5. **J2**

APT. TO sublet. 3 bdrm., \$140. 336-1843, June 15-Sept. 15. **J4**

1 BDRM. apt. Avail. June 13, nr. U., air cond. 337-0404. **J3**

SUBLET AIR-cond. eff. apt. June-Sept. \$95. W. River Rd. 373-0471. **J2**

5 BDRMS. for girls. 331-2495. \$325/mo. **J4**

UPPER DUPLUX for girls — 2 bdrm. apt. — \$200. 331-2495. **J4**

FURNISHED 2 bdr. apt., air cond., crptd., heat, water, gas paid \$220/mo., prefer 21 +. avail. 7/1. 1122 Como Ave. S.E. 331-2489. **J4**

2-BR. walking distance, 4 students. 944-4579. **J4**

1 RM. eff. to sublet till Sept. 1. Walk to U. \$55/mo. Eves. 331-9731. **J3**

1 BDRM. apt., for rent in New Hope, Summer. 537-4374. **J4**

TO SUBLET: Lux. 2 bdrm. ful. crpt., air cond., 2 blks. fr. Peik Hall. Free parking and qual furn. Will supp. drapes and other items for summer. REDUCED RATE. 334-6492. **J4**

APT. SUBLET June 15. 1 bdrm. furn. Utilities paid. 338-6893. **J4**

SUBLET: LGE. 2 bdrm. apt. Air cond., cpt. Dinkytown area. Call 378-1840. **J4**

13-8TH S.E. 2 br. Air-cond. Util. paid. 4 girls. 926-0808. **J4**

637 ERIE St. S.E. 1 br. upp. duplex. Util. pd. Couple or girls. 926-0808. **J4**

3 RMS. furn. w/pvt. bath. Util. paid. Newly dec. Call 331-3090. **J3**

PROSPECT PARK eff. Newer air-cond. No lease. \$130. 388-2003. 237 Cecil St. S.E. **J4**

1 BR., air cond., cptd., 2923 E. 34th St. Avbl. June 15. 721-1060. **J4**

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SUMMER LEASES (JUNE 1-AUG. 31)
Page 9



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2 BR. apt. nr. U. \$160/mo. Air cond., optd. 331-9698. 2921 50th Av. So. J2

W. 15TH ST. 1-br. skilght. Nr. Loring Pk., Guthrie & Walker. Easy access to U. Htd. \$115. 338-6807. J4

APT. FOR rent avbl. June 5, 2 bks. to campus. 48-27th Ave. S.E. Apt. 206. Call any nite aft. 5:30. 333-1666. J4

SUBLET 1 br. apt. 2 bks. from Dinkytown, air cond. 331-3902. J4

SUBLET JUNE 1-Sept. 1. Married cpl. 1 br. near Midway, \$100/mo. 777-2414. J1

1 BR. \$145/mo. July 1. Close to U. 927-9610, 881-9005. J4

SUBLET JUNE 15-Sept. 15. 1 Br., lv. rm. 378-1635. J4

DINKYTOWN EFF. w. air cond. Carpeting, balcony. \$125. 378-0966. J3

PROSPECT PARK 1-br. Air cond., opt. no lease, nice bldg. \$135. Seymour S.E. \$170. 338-4931. J2

PROSPECT PARK area, 2 bdrm. Avail. June 10, 335-0693. J3

1 BR. new bldg. 616 10th Ave. S.E. Air cond., pkgng. Month-to-month. Avbl. June 15. 729-7378 or 699-6716. Mr. Crane. J4

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1 BDRM. \$100. aft. 5:30. net. & straight people welcome. 627 S. 6th St., Mgr. Apt. 3. 339-2898. J4

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2 BDRM APT: 6 bks to U. \$195/mo. Air cond. Util. free. 378-1025. J3

1 or 2 to occupy lrg. air cond., bed-room in fantastic modern bldg. 1/2 bks fr U of M \$45 - 338-5563. J4

July 1 - Sept 1 w/option to cont. after Sept. 1. 1 BR air cond., short walk to campus, off street pkgng. 140/mo. Sublet. call 378-1717 after 6

APT AVAIL JULY 1: Air cond & carpet. Close to U. \$135. 333-3009 aft 5. J4

SB. LT. 2 BR Dplx. by Wilson Lib. Ju 15 - 8 15. \$125 + 1/4 Util. 338-0960. J4

Apt. Avail June 15. June rent free. 338-6487. J4

APTS. avbl. immed. Close to U. \$130/mo. Util. pd. 331-4817 aft. 5 p.m. J4

2 BR APT: in Van Cleave Court. Walking distance to U. On inter-campus busline. Avail. July 1. 952 19th Ave. S.E. 333-2361. J4

1 BR., air cond., carpet, parking, balc. Dinkytown, \$150/mo., June 15 - Sep or lease, 331-9121. J4

EFFICIENCY apt. for rent. Open immed. Call 331-4533 or 373-4212. (George). J4

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ROOMMATES WANTED

1 W. 1 m., 1900, Riverside, 335-2504 aft. 5. A28

WANT FEMALE to share 1 bdrm. apt. w/2. from June 1-August 31. Call 378-1237 after 5 p.m. UC

1 ROOMMATE for summer, apt. 4 bks. from St. P. camp. \$52.50/mo. 645-4179. UC

1 F. to share 2 bdrm. apt. w. 1. near U. 333-8229, 333-8220, bef. 5. Cammy. UC

1 F. w/4. Prv. rm. in bmt. \$40/mo. 331-2174. UC

3 ROOMMATES \$35/mo. 910 25th Ave. So. 338-2397 aft. 5. UC

MALE SH. 1-bdrm. apt. w. 1, clean & quiet, shwr., color TV. 823-4700. UC

1 GIRL to share 1 bdrm. furn. apt. w. 2, 1 block fr. Nicolet & Lake, air cond. \$49/mo. + elec., call eves. 824-5883. J2

WTD. 2 persons to sh. apt. nr. St. Paul Campus. 645-6043. M28

1 GIRL 21 + or grad. \$70/mo. 2 blocks to U., Margie, 373-2359, 378-1356. UC

1 M. to share hse. w/4. avail. June 14. Near U. \$45/mo. 339-3182. UC

1-2 F. to share 2 bedroom apt. with 1. Near U. Avail. June 15. 378-0629, 373-3962, Merle. J2

HELP: SOMEONE to share furn. 3 br. apt. w. woman & baby. Air cond., washer, dryer, util. pd. for. 338-0225. J2

ROOMMATE WTD., age 21 + to sh. furn. 1 br. apt. by N.W. Hospital. \$5 bus line, rent reasonable. 335-0692. After 5 p.m. J3

1 GIRL 20 + to sh. w/3. Furn., air cond. 2-br. Nr. U. 332-7873. J3

1 F. to sh. big 3 bdrm. dup. w/3. \$45.00. 336-6594 aft. 5. UC

FEMALE w/cool & free head to sh. sm. hse. 15 min. to U. \$50/mo. Call bef. noon. 789-2232. J4

MALE ROOMMATE wanted, beautiful Kenwood area. 7 min. to U. 374-4151. J4

1 F. w/3 summer 2 bedroom apt. 5 bks. to U. Hospital. 331-2516. J4

1 M. to share w. 3 for summer. Call 378-0619, \$52.50 per mo. J2

5 FOR 3 bdrm. AIR COND. July 1. \$45. 718 Univ. Ave. S.E. Apt. 1. 378-1023. J2

1 F. to share 1 bdrm. apt. with 2. \$43/mo. Close to U. 378-0681. J4

1 F. to sh. apt. on 35W in Blooming-ton w/1 for summer. 884-4158. J3

1 F. to sh. in dupl. Call 331-9199. Avail. imm. 22nd & Como. J2

1 OR 2 F. w/1, June 1 or 15 thru Sept. 1. 1 br., S.E. Call Lee aft. 5. 336-8125. J3

1 M. or F. to share 3-br. hse. in Dinkytown. \$56/mo. 378-0198. J4

2 GIRLS to sh. air cond. dplx. w/2 for summer, nr. U. 378-0241 aft. 5. J4

2 F. to share w. 1. 21 + 3 bdr. apt. June 15. \$58. inc. util. 338-0065. J4

1 F. to sh. 1 bd. apt. w/1. Nr. St. Paul Campus. \$57.50 + util. 646-5744 aft. 6 p.m. J4

2 GIRLS to sh. 2 bdrm. Oak St. Apt. w/1. \$45. 331-9067. J4

GIRL(S) 21 + sh. hse. for summer. Henn. Lake area. 826-7466 aft. 5. J4

2 ROOMMATES to share bdrm. in house. 715 10th Ave. S.E. 331-2174. J4

5 FOR 3 bdrm. AIR COND. June 14. \$45. 718 Univ. Ave. S.E. Apt. 1. 378-1023. J4

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1319 7TH ST. S.E. Sgle & Dbl. rm., club kit., boys only. 331-5186, 724-1835. UC

1 LG. sgl. & 1 lg. dbl. with refrig. in room; kit. with util. pd. & pkgng. Adjoins U. Mr. Lee, 336-5026. SQ

NICE CLEAN rms. for girls. Club kit. 1316 & 1320 7th St. S.E. J4

SUMMER RMS. for girls, close & clean, kit. & laund. included. 331-6818. UC

SUMMER RMS. for girls. \$45/season. Club kitchen. Call Nancy, 331-9969 or Mrs. Bryngelson, 827-4166, 915 6th St. S.E. UC

THE IN place to stay this summer. Theta Chi, kit. priv., call Jim or Mark, 331-7929. J4

ROOM IN Med. Frat. Pre-med preferred, avail. for summer. 331-1744. UC

MEN — LARGE rms. for summer — close to U — club kit., laun., lounge, rec. rm., ht. & util. paid. Summer rate \$11.25/wk. 735-6181. UC

GIRLS — AVAIL. for Summer, 3 bks. to U. 2 club kit., laund., parking, lounge, rec. room, ht. & util. paid. \$11.25/wk., 735-6181. UC

SUMMER ROOMS MEN

1725 Univ. Ave. 331-1326 - 1164. M24

SH. Big hse., own room, \$25.45. 915 E. 35th St. J4

RM. FOR girl, 4 bks. to Foilwell Hall, \$50/mo. Avbl. June 1. Also 2 rms. avbl. June 15. Ring aft. 5:30 p.m. 331-6819. J2

MEN: SUMMER rooms w/board. On campus, call 331-3004. J4

Live on Campus this Summer. Rms. for rent \$8 I & II at the EAT sorority, contracts may be picked up at 1121 University. J4

LIVE AT Psi Omega this summer. \$42.50/mo. Including: kitchen facil., color T.V., parking, fireplace, patio, etc. Call: 331-1801. J4

ROOMS FOR men, 2 blocks to U., reasonable. 338-0201. J4

ROOMS FOR girls, club kitchen, 2 blocks to U., reasonable. 338-0201. J4

SUMMER ROOMS, Delta Upsilon Bldg., kit., papir, \$40/mo. 331-5117. Rick or Doug. J4

NOWHERE to live next year? Try the Student Coop. Good food, right across from Armory. Approx. \$50/mo. 1721 Univ. Ave. S.E. 331-1078. J2

MEN, SINGLES & dbles. avail. on campus. \$40/mo. Fred. 331-5931. J4

SUMMER ROOMS for rent. Beta Theta Pi. 1625 Univ. Ave. S.E. 331-9823. J4

SLEEPING RM. \$32/mo. No cooking. West Bank. 789-3918. J2

SUMMER ROOMS for men on campus. Linen & maid service included. 1515 Univ. Ave. S.E. 331-5467. J4

SUMMER ROOMS at fraternity. 331-9995. J4

GIRLS, DOUBLES, \$33-\$35, now & fall, phone, refrig., indry. 781-4693. J4

MALE, PRIVATE home, refrig., clean. 331-5069. J4

411 7TH AVE. S.E., nice clean, sleeping rm. \$8/wk. Men. 378-0748. J4

SGL RMS. for girls. Sh. bath & phone. 513 6th Ave. S.E. 378-0867. J4

FOR RENT

TV-PHONO-radio-misc. items. FES-2777. 419 14th Ave. S.E. SQ

WALK-OUT Rambler on 150x200 ft. wooded hillside lot. 3 br. & bath upstairs, downstairs has 4th br. & 2nd bath, finished family rm. & office/shelter. Lg. kit., 2-car att. garage, cent. air cond. Good kid base. Nr. Schools. Aug. occupancy Suburban Plymouth, \$28,900. 544-5628. UC

CLOSE TO U. of M. 3-br. hse. & 2-br. dplx. Call owner eves. 722-2162 or 722-7289. J4

GREAT HOUSE in Prospect Park. On E. River Terrace, 4 bdrm. 336-1537. UC

WALKING DIST., duplex, stucco, 3 BR. each, porch, sep. heating plants, comb. windows, garage. Evenings 331-7169, 331-9934. J4

3 BR., 1110 12th Ave. S.E. by owner. 331-1105. J4

2 STORY stucco home, Lauderdale. \$350 down FHA, \$17,500 total price. Walk to inter-campus bus, elem. sch. (Rosewood system). Big trees, fenced yd. Call 645-1812 aft. 6 p.m. J4

DUPLEX: Walking dist. to U., 3 BRs up & down, 2-car garage. Around \$30,000. 331-5740. J4

HELP WANTED

SPRING & SUMMER help needed. \$3.78/hr. M. students. 827-2961. SQ

MALE HELP wanted. Call aft. 4 p.m. Mon.-Fri. 331-7994. UC

URGENT

Local company will hire several male or female students to fill sales openings. Must be free to work 2-10 p.m. 5 days/wk. \$115/wk. Cal Mr. Cully, 12-2 p.m., 645-0800. UC

TEACHERS: certified or not. Quick placement for Sept. All levels. Minnesota Teachers Service. 800 Plymouth Bldg., Mpls. 333-1680. SQ

NURSE Summer Boys Camp RN., or LPN. N. Minn. Call 724-0761. M8

GOLF COURSE ticket girl. Must be 21. Must have car. Contact Student Employment Service. 837-9900. UC

DISPLAY WORK, pt.-time & full time openings. 226-1039. UC

BANDS WANTED

Rock or country-western, full & part-time. Summer work avbl. Viking Productions, 636-1797, 636-1498. UC

DESK CLERK nights, pt.-time. \$1.50/hr. 861-8006. UC

PARTICIPATE in research which will help find ways of resolving differences of opinion. It is possible to earn up to \$2.00. Call 373-5214, ask for Linda or 378-0341 ask for Pat. M22

FULL TIME summer work, male, apply now. Will consider pt.-time. 721-6430. UC

LG. CORP., needs business major to fill sales rep. position. \$2.50/hr., plus mileage. 927-4217. J2

MODELS to work full or pt.-time at the Model Shop, 1108 Hennepin. No exp. nec. Female only. J4

FEMALE ESCORTS wanted, pt.-time eves. 338-0202. J2

ATTRACTIVE GIRLS wtd. for pt.-time nude studio modeling. \$15 per hour. All replies confidential. Please write to: Rice, 1500 Englewood Ave., St. Paul, Minn. J3

MAKE GOOD \$ fighting pollution. 884-1769. J2

Deficit got you Hung-Up? Looking for THE Summer job that is flexible, interesting & profitable? Boys & girls 20 + are needed now. Come see us at 127 1st Ave. N.E. for the answer to your employment problems. Yellow Taxi Co. An Equal Opportunity Employer. J4

PUBLIC RELATIONS

Summer work for Men or Women. Adv. Publicity Personal Contacts. Call Miss American Teen-Ager, 489-9453 or 489-5833. J2

GIRL FOR nurses aid work, live in or out. 722-6034. J2

GIRL PT.-time. Typing & misc. Office work 3 afternoons, permanent. \$2.00/hr. Lange's Furniture, 339-5856. J4

JUNIOR OR senior college student, summer to live w/family. St. Croix River. Ass't. mother, watch children, help when entertaining. Ample opportunity to enjoy outdoor life. Sandy beach, water skiing, sailing. Have several skiboats & 35-ft. cruiser. Must be gd. swimmer, pref. w/W.S.I. Gd. pay. 929-1949, 929-7080. J2

FREE DEMONSTRATION & application or make-up given afternoons & nights by the famous Mary Lowe Modeling & Charm School with the compliments of Ron-Rico & Assoc., call 339-0687 or 339-8684. UC

HELP END water pollution! Full or pt. sales. No exp. Biodegradable soaps. 866-4223. J2

NIGHT ATTENDANT, mortuary, neat appearing, college student pref. Hrs. 5 p.m.-8:30 a.m. Alternate nights & weekends for living quarters plus \$17.50/wk. Call 823-9309. 9 a.m. UC

Interviews at Holiday Inn in St. Paul, Wed. This is not encyclopedias or cookware or magazines. J4

CLERK-TYPIST

For sales dept. Elec. typewriter 50/wpm. Duties are order typing, and misc. other sales related. Full time 40 hr./wk. Ideal for working wife or student. Located approx. 1 mi. from main campus. Liberal fringe benefits. For interview call Mr. Lomoro, 336-1784. J4

SMITH SYSTEM MFG. CO. 56 Emerald St. S.E. Mpls. (Mpls.-St. Paul city limits at Riv.) UC

TRAFFIC PATROL Richfield Municipality Swimming pool, min. age — 20. June 15-Sept. 7. 4 1/2 hrs./day. \$2.50/hr. 869-7521. J2

FOR GOOD PERMANENT POSITIONS IN ALL LINES, CALL MEDICAL PLACEMENT REGISTRY, SOUTH-DALE MED. BLDG. 926-1333

NO SUMMER JOB BE YOUR OWN BOSS DO YOUR OWN THING

SUMMER ARTS & CRAFTS BAZAAR
Big traffic location on Lake St., near the beach at Calhoun. Monday-Saturday. Set your own hrs. \$2/day rental per canopy space. Monthly contract. Call or come in.
Limited Space Available
JAAANA'S BAZAAR
1704 W. Lake St.
827-5917 J4

TAKING ESTIMATES on house painting. Call 935-4915. J4

SUMMER COOK, N. Wis. Girls Camp. Feed 110. Mr. Jacobson, 1960 Lincoln Park W., Chicago, 60614. J4

SUMMER CAMP jobs, fine Northern Wis. Girls' Camp seeks experienced staff for swimming, canoeing, sailing, riding, dramatics, secretary. Mr. Jacobson, 1960 Lincoln Park W., Chicago, 60614. J4

SUMMER FULL or pt.-time selling biodegradable non-pollutants, call Dick, evenings, 935-0452. J4

F. MODEL for artist, weekends & some week-day

XEROXING THESIS ONLY
Low rates guaranteed copies. Erickson Bindery, Dnkytwn. 331-1502. SQ

EXP. SEC., IBM Selectric, 786-3116. SQ

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EXP. TYP. — elec. Ph.D. Masters & term. Call aft. 5:30 p.m. 429-9766. SQ

TYPING by Exec. Secretary. 884-3646. SQ

HAVE YOUR thesis TYPED, XEROX-ED, (6c/copy) BOUND all at one stop. Call Melling Secretarial Service, 335-2968. SQ

EXP. TYPIST, in my home. 374-4113. SQ

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EXPERIENCED TYPIST. 523-3330. SQ

ELEC. TYPE., thesis & term, 869-0001. SQ

EXP. TYP. IBM term papers, thesis, day or eve. 698-3472. SQ

EXP. TYPIST, prompt. 922-0185. SQ

ACCURATE TYPING, term papers & thesis. 227-6145. J8

TYPE, EXP. PROMPT. 926-3331. SQ

TYPING IN my home, pick up & deliver at Wilson L., 568-3910. J4

EXP. SEC. with elec. typ. wants home typing of theses, papers, etc. 484-7021. J4

TYPEWRITERS FOR SALE

TYPEWRITERS SOLD. Guaranteed 1 yr. Repaired. 26 yrs. experience. Kirk, 617 S.E. 14th Ave. Mpls. SQ

KOSS MAUEL Typewriter, ex. cond. \$65. 484-7021. J4

FOR SALE

RETURN TICKETS from Europe for sale. We now have seats avbl. for any U. student, staff or faculty member who wishes to return from Europe, either Aug. 15, Sept. 1, Sept. 7, Sept. 17 or Sept. 20. Contact us at University Travel Advisers, 307 Oak St. S.E. 331-2300 for more information. UC

SAVE-FACTORY TO YOU CEDAR LAKE UNPAINTED FURNITURE Desks - Chests - Bookcases - Chairs 824-1033 13 W. 28th St. SQ

USED 8-track tape player w. AM/FM radio. Payments. 377-1772. UC

COMPLETE COMPONENT stereo sys. orig. cost. \$1000. Must sell, best offer. 331-5769 aft. 6. M1

MUST SELL Sunn 2005 amp. & Gibson bass guitar, EB2-DW. 929-5974.

USED DRUMS, \$225. Tom Gauvin, 869-0787. UC

FOR SALE — round trip, charter freight ticket to Tokyo. Lvs. Oakland July 2. Returns Aug. 27 — only \$370. Write: N. Ashmore, Carleton College, Northfield, Mn. 55007. J2

MUST SELL: Zen. B. & W. 23" TV-stereo console, \$130, Roberts 770 stereo tape rec. \$225, 17" B. & W. port. Zen. TV, \$30. 331-1691. UC

EPHPHONE RIVIERA Semi-Solid guitar, Fender Princeton-Revb. amp. Sure mike/stand, Kay 4 Strg. banjo. Call Rollie, 331-3004. J2

NEW HEATH kit components. AA-15 amp. AJ-15 FM tuner, AR 19 AM/FM rec., JBL speakers, 633-1183. J2

FURNITURE, BEDROOM kitchen etc. 378-0629, 373-3962, Merle. J2

FOR SALE — 1 return ticket from Europe. Aug. 14 — \$120. 545-9580 aft. 8. J2

VOX 12 string guitar, elec. w/amp. Must go. Best offer. Eves. 780-1683. J3

HEATH KIT AA-22 stereo amp. 60 watts per channel, turntable, spkrs., incredible sound. \$250 or best offer. 331-8692. JB

SGL. BED, sprg. mtrs., \$25; recliner chr. \$15; 378-0770. Dnkytown. J2

BUMPER POOL table, hardly been used. 1/2 off. 824-8278. UC

1 HEALTH SPA membership for a super low price. 922-5753 after 5. J4

INFANT'S CRIB, \$10. New 26" boys bike, needs 1 new tire. \$20. 338-8092. J2

4 KEYSTONE Mags. \$100. Call Skip, 331-1114 days, 929-0659, evening. J2

BABY'S & boys & lads clothing, drapes & misc. households. 1003 S.E. 3th eves. only. J2

4 TR. STEREO Tape Recdr. \$65. Garrard turntable \$30. Together \$85. O.N.O. Call 332-2968 after 5 p.m. J4

STEREO, Twin Beds, Kitchen Dinette, carpet. Call 822-0310. J4

DR. SET \$35. Table \$15. Huge book cases \$25, 3 Drw. File Cab. \$15. Desk \$15. Dressers \$7, 2 beds \$20, \$45 etc. 331-3293 evenings. J3

TAPE RECORDER, 8 track tape player, Garrard turntable, radio. 373-7046. J2

KENWOOD Receiver, tapes, player, speakers. Best offer 373-6259. J2

GED. queen; rug; couch; chair; dr table. 335-7074. J4

GIBSON elec. guitar, dbl pkup mm. \$50. 12 string guitar \$40. Call 781-7752. J4

COMPONENT STEREO 66 Watt - Heath kit - Garrard — JBL excl con. John 373-6603. J4

Tuesday, June 2

26" GIRL'S BIKE \$15. 645-9241. Rm 121an. Must sell by June 6. J3

AUTO. WASHER. Used 6 mo., orig. \$200, now \$125, 823-6868 after 5. J4

GIRL'S BIKE \$25, gas range \$15, rear VW bus seats 333-0944. J2

GARAGE SALE: household & baby items, Thurs. - Sun. afternoons, 861-19th Ave. S.E. J4

Used Physics books, cheap 331-8658. J4

STEREO COMPONENT system, KLH 9" electrostatic spkrs. w/built-in amps. 6" tall spkr. cabinets. 331-9298. J4

TEACK A1200 stereo tape deck \$375 new, asking \$200. 5 mos. old. 1048 16th Ave. S.E. J4

CANOE: 17 ft. fiber glass. Only 8 left Mfgs. closeout. As low as \$150. Make offers. Call eves. & weekends. 426-4622. J4

TV: gd. cond. \$15. 645-2494. J4

MUST SELL — new girl's bike \$30. Footbrakes, nightlamp, 331-6894. J4

2 Roundtrip tickets to Europe. Mpls.-London June 25 - Sept. 16. EX. price. Must sell. 484-6663, 633-7098. J4

PANASONIC stereo tape recorder. w/ skra. & acc. 926-2523. J3

GOODYEAR Suburbanite studded snow tires. Price open. 338-5190. J3

SCUBA wetsuit-sm-med. 1/2" top con. Best offer 331-9163. J3

CASH & CARRY sale of used furn. & misc. items at inventory warehouse. 1809 5th St. S.E., Mpls. Campus, June 3, 4, 5, 8 a.m.-4 p.m. J3

MOTORCYCLES & SCOOTERS

'68 SUZUKI X-6 Hustler. Best offer. 1915 Columbus Ave. #23, aft. 4. J3

HARLEY-DAVIDSON Sportster HD. 1960 modified mill. Clean. 722-4837, 331-2741. J4

'67 HONDA 305 Superhawk Exc. cond. Phone 633-4994. J4

1958 BSA. 650 cc., \$275. It's the real thing. 331-4435. J4

'66 SUZUKI 120. Exc. cond. \$225. Call at 6 p.m. 331-7931. J4

HONDA 305, Superhawk. Very cheap. 1966, in gd. cond. 373-6423. J2

'66 HONDA 305 Super Hawk \$350. New batt. 331-2369. J4

AUTOS FOR SALE

PORSCHE, ALFA, Jaguar, BMC, Mercedes, VW, Lotus, TR, Peugeot, Rover, Saab, Volvo and others. Specializing in engine, trans., suspension, overhaul. We believe to have the last word on Weber Solex, Zenith and SU systems. Precision competition and street tuning. We guarantee satisfaction. D and O Unlimited, Inc. 698-4744. SQ

'60 CHEV. Imp. 4 dr. Sed. \$125. 644-7081. UC

'65 MONZA 4 sp., exc. cond. No rust. N. clutch. 331-4860. UC

'69 BARRACUDA 340S, p.s., best offer. 776-4727 aft. 5. J2

'70 Boss 302 Mustang. Exc. cond. 633-9127 or 789-2129 8-5 wkdys. J2

'69 CAMARO 307, blue, w.w. auto. trans., radio, 9500 mi., 699-2586 aft. 5. J2

'62 RAMBLER, stick-exc. mech. cond. — \$250 or best offer. 338-3455. UC

'62 CHEV. Belair, 4-dr., 6, auto. 53,000 mi. 373-1145 or 633-0698. J4

'63 RAMBLER, 6, A.T. Makes into bed, 644-9323. J2

'64 VW sedan, new brakes, 5000 mi. on rebuilt eng., for sale by orig. owner, 333-0769. UC

1961 Eng. Ford Thames, 4-cyl. bus, \$350. Call 335-4380. Keep trying! J2

'61 TR3, \$500, 376-6029. J4

'62 DODGE, \$85. 522-5342, 884-8261. J3

'61 FALCON Wagon, runs good. New brakes, auto. \$150. 560-8963. J4

'67 FAIRLANE 500, 2 dr., htdop., 289 auto. Excel. cond. 489-7758. J3

'67 FIAT 850 Spider, stick, 4 speed, 633-1780. J4

DUNE BUGGY, rev. master eng., lots of chrome, metal fleck red. Over-size tires. \$2,000. 722-4837, 331-2741. J4

'64 AUSTIN Healy 3000, 47,000 mi. Wire wheels, overdrive, gd. mech. cond. Needs some body work. 338-6330 aft. 6 p.m. J4

'69 VW w/6,000 actual m. Exc. cond. John Hovel, 222-7792. J4

'65 JAG. MKX, a/c, P.S., P.B., first \$1200 buys. Call eves. 588-3300. J4

'65 VW, 49,000 mi. Rally green w/ mags. Snow tires. 331-3432, Tom. J4

'67 FORD Fairlane, 2-dr.-ht. V-8, auto., red. 331-4575. J4

'68 PORSCHE 912 636-2756. J4

1962 FORD sta. wagon, power steering, power brakes, \$150. 331-5867. Free kitted. J4

'67 MG MIDGET. Gd. cond. 566-1482. call 888-2594. J2

1967 VOLKS Squareback (stnwg.). Exc. condition. 3600 miles with radio, \$1600 or best offer. Call-332-2968 after 5 p.m. J4

'63 MG Midget. Make offer, hurry. 373-6360. J4

'65 MUST. conv., Shelby, full race susp. brakes. Top Gymkhana car in class, many extras. 636-4359. J4

'60 CHEV. Impala 2 dr. htdp. V8, auto. runs great. 331-8868. J4

'67 RED VW. Exc. cond. 47,000 mi. Stereo cart. player & tapes. \$1100. 227-5041. J4

'68 AUSTIN AMERICAN, auto. Perf. cond. \$950. 335-5338. J4

'64 BUICK Skylark, exc. cond., V-8, \$750. 331-9472. J4

'65 MUSTANG 6, 3-speed, \$300. Bumper & grill damaged. Runs good. 338-4623 mornings. J3

'69 CUTLASS W-31. 4 spd. Call 784-8636. J4

'66 M.G. Midget. 32,000 mi., excel. cond., call aft. 6. 378-0324. J4

1964 GALAXIE XL conv., P.S., V-8, gd. cond. 484-8233 or 451-8034. J4

'68 MERCURY Montego MX, V-8, auto. VW economy. Like new. 338-2235. J4

'66 VW. Ten different options. 45,000 mi., runs perfect. 338-2235. J4

'66 CORVAIR 2 dr. H.T. 3 speed flr. Gd. shape. \$650. 774-8366, eve. J4

'67 FORD luxury 4 dr. H.T. V8, auto. P.S., immaculate. \$1495. 333-0944. J3

'60 MERCURY, 4 dr. A.T., P.S., V-8, \$100. 926-8394. J4

'66 AUSTIN Healey, 3000, ex. cond., must sell immed. 722-2489. J4

'88 BUICK, \$50. 729-7895. J4

1969 CHEVELLE SS. 396, 15,000 mi. Gd. cond. 645-8787. J3

'62 CHEV. Nova. Good transport. First \$100 takes. 722-2174. J4

'50 PONT. std.; motor sound, \$60. Also '62 Tempest std. Needs work. 631-1265, after 5:30. J4

'68 TOYOTA Corona, 4 dr. Exc. cond. \$1395. Call 825-5970. J4

'57 FORD, rebuilt V-8, auto., radio, 4 dr. \$95. Call Corky, 373-6294. J4

'62 AUSTIN Healey Sprite. Must sell, call 376-6106. J4

'61 AH Bug-eye, \$400. Also tires & mags for GM cars, \$75. 331-2369. J4

'68 FIAT 124 SP. CP. BETTER THAN EXCELLENT. \$2000 OR BEST OFFER. 1005 UNIV. AVE. S.E. APT. 9, AFT. 6 P.M. J4

'63 FORD Fairlane, 2 dr., V-8, auto. 646-5744 after 6 p.m. J4

1969 DATSUN 2000, \$1900, John Tritsch, 339-7383 days, 922-2603 aft. 6. J4

'67 MUSTANG GT 2 + 2, 390, 4 spd., AM-FM, P.S.; disc., mags. poly wo. console, much more, \$1675. 336-2578 eves. J4

1968 VW, \$1450. 781-1822, 784-6928. J4

WANTED

WALLIN BUYS junk cars and trucks. More \$. Repairables. KE7-7466. SQ

MUSICIANS WANTED by drummer. Tom Gauvin, 869-0787. UC

HOUSE IN S.E. NEAR CAMPUS. CAN PAY CASH! CALL MR. LASKY, 333-2361. J5

WTD.: FASHION models. 335-3780. Bob Patterson. J4

ROCK BAND wants lead singer. Bill, 699-1987 or Art. 698-7878. J1

MEN'S 3, 5, 10 Sp. Bike. Must be in gd. shape. 331-5632. Jim McKee. J4

LOST & FOUND

LOST: PUPPY, blk. & tan, wht. paws, yellow collar, 10-wks. Riverside & 26th Ave. So. Reward. 333-2613 or 338-7588. UC

2 NOTEBOOKS, log & interviews, re-wared. Call Pam, 373-6104. J3

LOST: BLUE wooden clogs, nite of 5/22, at Rock Festival, front of Union, 373-4306 days, 331-3570 eves. J2

FOUND: Seude coat Fri. nite by U. hosp. 338-0906. J2

LOST: White gold, pearl engagement ring in Dnkytown on 30 May. Call Maria 331-9780. Reward, no questions asked. J3

ORCHESTRAS

CHRIS KALOGERSON, 935-9065. SQ

CHICAGO BRANCH office. The New SOUNDS. 521-0355. SQ

ROCK, JAZZ, R. & B., piano bar, etc. all types of musical entertainment available. Call 339-0687. UC

THE CHOSEN FEW Motown JR & B recording artist. Limited availability in this area. 521-7255. SQ

THE VELVETONES When you want light rock AND smooth. Dick Marrone. 561-1845. J4

RIDES WANTED

2 NEED ride to N.Y., arrive M. 31, call 888-2594. J2

2 F. need ride to Calif. after 6/12. Share all exp. Kathy, 731-6160. J4

TO ALASKA — I have my own gear and I have driven the Alcan twice before. Call Tom, 227-5041. J3

TO CAL. pref. L.A. Lv. June 10-13. Call Cindy. 376-6583. J4

1-3 F. need ride to East Coast. Leave late June or early July. Call 333-6861. J4

TO OREGON after 6/9. Share exp. Call 373-0290. J3

TO OREGON after 6/10 will share exp. Call 373-7165. J3

FLORIDA: Ride wtd after June 28th & share exp. 338-8128. J4

TO N.Y. STATE: June 8-13, share exp. Randy, 331-2792. J4

2 TO DENVER after J 12. Call 338-4592 or 331-1166. J4

PASSENGERS WANTED

23 YR. old male driving to S.F. request 1 F. traveling companion, lve. June 1-15, meals only expense, call Stan bef. 3, 933-1175. UC

RIDER WTD. to Denver area. leave June 13 — call 373-7038 aft. 6. M27

1 RIDER to Wash. State. Leave June 13. Call 336-2591. J4

TO SAN FRANCISCO: lv. June 20, 699-2714 between 3 & 10 p.m. J3

RIDER anywhere on West Coast. Ultimate destination San Diego. \$20. Share driving 335-5963. J5

MISCELLANEOUS

WILL BABYSIT in my home, 331-3727. SQ

NATIVE GERMAN wishes to tutor German. 866-6321. SQ

EXP. GIRL singer, looking for folk or rock group. 338-2356. J2

LESSONS IN French, Spanish, and guitar at very good rates. Call Jay-ler at 377-3068 after 8 p.m. J4

PASSPORT PICTURES \$3.50 1-Day Service Available — 644-3211. J4

Students of Dance & Music! Summer Session Guild of Performing Arts. Enroll now. Intensive summer session in modern dance classes, flamenco, classical, folk & rock guitar. Piano & music theory classes. For information call Guild, 333-8269, 504 Cedar Ave. So. J4

THIS N THAT

DATE-A-MATICS

Finest in Minnesota. Write for free literature. Request campus discount. 7726 Morgan S., Mpls. 55423. SQ

MIDDLEBROOK gets "Whoje Idea" Mon. April 11, 8:30 p.m. Free adm. cafe. J4

BLOW-UP — 20x24 B-W enlargement. \$5. Depth of Field. 339-6061. SQ

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(Between Harvard and Walnut)
331-7477