Formal Tomorrow Night

Songfest

BY ANNE WATTS

Thresher Staff

Rondelet will open its season with a melodic and melodious musical event on Friday, May 6th, when the University of Texas Student Senate presents its annual Songfest in the Rice Memorial Chapel. The event begins tonight with the annual Songfest at 8:00 PM, followed by organizations' socials.

At last!—Judy Cole, chairman of Rondelet, winds up preparations for work and plans for Saturday morning, making sure to leave only minute loose ends and details before the weekend's festivities. Rondelet begins tonight with the annual Songfest at 8:00 PM in Houston Auditorium.

AT LAST!—Judy Cole, chairman of Rondelet, winds up preparations for work and plans for Saturday morning, making sure to leave only minute loose ends and details before the weekend's festivities. Rondelet begins tonight with the annual Songfest at 8:00 PM in Houston Auditorium.

Sonny Land Trio

The Sonny Land Trio will play for dancing in the Student Center until 11:00 PM. Following the Songfest, Keegan's will offer its regular entertainment program. The Sonny Land Trio will perform with the group of '58 at the Coral Club.

The Breakingly Twenties Minus Sixteen, a group of struggling young musicians featuring the talents of DaEvard Green, Don Hargrove, Harry Monroe, and Lawrence Rogers, will also contribute to the evening's entertainment.

Ladies In Rondelet

Honoraries:

Out-of-town honoroess, who att
aid all of the events Friday through Sunday, will be Barbara 
 crates by the University of Texas Student Senate. The

boys' race, a sort of anti-

liar, will be held in front of the Chemistry Library Hall.

Ladies there will please be on the lawn by the gym.

The price for this evening of merrily will be $4.75.

Ladies In Rondelet

The literary societies on the Rice campus have recently elected their officers for the coming year.

VOL. 47—NO. 29

Nixon, Adlai Cop

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The Thresher's Primary

President Richard M. Nixon received a plurality of 35 percent of the total votes cast in the campus "stunt vote" open presidential primary conducted Monday by the Thresher. The Republican Primary led the numerous Democratic candidates with 39 percent of the total vote, trailed by John Burke with 24 percent and Sen. Lyndon Johnson with only 2.5 percent of the vote of an 80 percent Texas student body.

Parties Split Even

The Rice student body is pretty evenly divided between Democrats and Republicans, according to the poll.

Of the 415 votes cast, 167 were those of "strict" or "generally" Republican, while 122 classified themselves as some form of Republicans, surprising in a traditionally Democratic area. Eighty-four registered themselves as independent at all costs.

Nixon-Rocky, Adlai-Kennedy

The Republicans overwhelmingly favored a Nixon-Folbergoff ticket. Much more divided, the Democrats nevertheless indicated general satisfaction with a Nixon-Kennedy ticket.

Sen. Ribbert Humphrey made a ridiculous low showing of six votes, which was only surpassed by the four votes cast for Sen. Stuart Symington. As far as Rice students are concerned, these two are quite evidently out of the running.

Levene-H Bradley

For the first time in recent history the Leavenworth Democrat, a small but nonetheless enthusiastic party, appeared in a fervent effort to place Dr. Francis Leavenworth of the Rice History Department in the White House, or at least in the vice-presidency. Should be decline the honor, their party man felt Gunther Bradley, failed fifth-year chemical engin-
Mary Ann Laidley
Texas Tech
Eleven girls representing their schools will be at Rice this week end as honorees to the Rondelet Court. They will stay in the dorm and attend all of the social events planned to entertain them. After the Friday night Singfest and Informal Dance, Saturday's schedule includes a Coffee at the President's home, a luncheon, and the Formal Dance. Sunday morning they will attend a breakfast.

Jeanine Fitchen
TWU

Judy Ford
A&M

Barbara Henkhouse
Houston

Beth King
Pan American

Poppy Linbeck
St. Thomas

Virginia Walker
in America Universities College, Legs, Alpha Chi, and was elected Air Force ROTC Sponsor. She in United Religious Council President, and a member of Alpha Delta Pi.

Charlotte Tesdor is ESM's representative, she will be escorted by George Fowler.

Virginia Walker is the duchess from the University of Texas. She was Secretary of Alpha Lambda Delta, Freshman Dormitory Advisor, Orange Jackets President, Kappa Kappa Gamma Vice President, Chi Omega Student Leader Exchange Program, and University Sweetheart Contestant. Her escort is Jeff Austin.

Primary...
(Continued from Page 1)

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There seemed to be some confusion as to the purpose of the poll. The straw vote was taken to determine who the Rice student body feels is most qualified to be the next president, and not who will be the next president. This confusion, however, did not affect the person who voted for Charles Parcell for vice-president.

All artists who had pieces in the student-faculty art exhibit are requested to pick up these items in the music room on the second floor of the library.

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**A Dedication**

This course evaluation is dedicated to those faculty members who realize that Rice exists solely for the purpose of educating its students. That students must be taught to reason as well as to absorb, and that only by stimulating interest and encouraging initiative they can instill a love for learning in the student necessary for any future intellectual endeavor.

**A Word of Thanks**

To those students who took the time and effort to fill our evaluation forms; to those who compiled the results of these forms; to the Student Senate who financed this effort; to The Thresher staff who read proof and did layout for the issue; and to Dr. William V. Houston who suggested this undertaking, we extend our sincere thanks.

**A Statement of Purpose**

We hope that this evaluation will be of some help to students in selecting their courses for next year. It will be valuable if the student is able to relate the critical objections offered here to his own aims and purposes.

We also hope that the instructor might carefully consider the students' criticism of his course in light of his aims. However, we regret that the only instructors who will change their minds readily realize that only by a constant re-evaluation of their aims and abilities can they consistently provide a high level of instruction. Thus, only true professors are willing to be critical.

Evaluation questionnaires were composed in such a way that students were forced to justify their opinions. For this reason we believe that these evaluations represent a consent of intelligent student opinion.

When this project was first conceived several months ago it was suggested that the student should grade his instructors from 1 to 5 on the presentation of the lectures and the value of the assignments.

At first this seemed like an excellent method of revaluation. But when we submitted this to indignified students, we hit upon a more insidious method—namely criticism, a form of humor frequently mislabeled as hate but actually a disguised form of love.

Beneath the shrill cries of "gimmie, gimmie, gimmie detumescence" must eventually sound the angry dissonance of individuals protecting the eunuchism of their brothers. Or, as Walt Kelly once said, "In the dark when we all talk at once, some of us must learn to whistle."

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**Math Department Evaluated**

**MATHEMATICS 200**  **DR. MACLANE**

The purpose of this course is to study the basic concepts of real analysis on integration methods and applications. This year, the course took the fair course fully well satisfied but there were several consistent objections. The text was of little value except as a problem book; it explained concepts very poorly. Except for Ulrich, there was too much homework. It was usually the plug and grid type—from which you learn little and which you spend unbelievable amounts of time on.

The emphasis on integration was much too strong (there are tables). The course could and should cover a greater variety of topics. Lastly the fabled results of participation in this class were made to carry a true academic load. A significant number of his students, both in this class and Math 100 considered his course a waste of time and effort (in the Cartesian school, Kant, and Descartes' place in the medieval period is dealt thoroughly). The medieval period is dealt with in the Cotton Book. The medieval period is dealt with in the Cotton Book.

**MATHEMATICS 210**  **DR. DURST**

Math 210 is the advanced sec- tion of the Calculus sequence. The course is designed to give students an understanding of the basic ideas of the Calculus.

Dr. Durst's honesty, clarity, and interest in the material, and his obvious interest in his students made this course truly excellent. A significant number of his students, both in this class and Math 100, consider him to be one of the finest instructors in the department. The student evaluation forms indicate that the direction in this course is "Correct." But it is done extremely well, and all opinions seem to point out that any philosophy without a central motivation (or conviction, as you like) is so much rubbish. There are no tests in the course. Instead, each student is required to write three papers as a problem book; it explained concepts very poorly. Except for Ulrich, there was too much homework. It was usually the plug and grid type—from which you learn little and which you spend unbelievable amounts of time on.

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**Math Department Evaluated**

**PHILOSOPHY 220**  **DR. KOLENDA**

There is little to be said about this course that is not already common knowledge. It is considered to be one of the best courses ever to be offered in a philosophy class. Most students reporting on the course could offer no suggestions for improvement.

The reading is considered to be excellently chosen, with no assignments expected to be too difficult or destructive of their purpose. The reading is utilized as a basis for class lectures, which are thoroughly organized and improved. All students found the understanding of the philsophers under consideration.

Dr. Kolen's presents the material from the philosophical points of view of the greatest part subjective objective and fair. The philosophical examination of the various systems is generated by the class consideration of each system. It seems to us that the understanding of the philosophers under consideration.

Mrs. Kolen's is friendly, very enthusiastic about both teaching and his field, and encourages student participation. He is receptive to student and seems always happy to assist them when the fashionable possible.

The nature of the ChemE and EE departments will be well covered. The student evaluation forms indicate that the direction in this course is "Correct." But it is done extremely well, and all opinions seem to point out that any philosophy without a central motivation (or conviction, as you like) is so much rubbish. There are no tests in the course. Instead, each student is required to write three papers as a problem book; it explained concepts very poorly. Except for Ulrich, there was too much homework. It was usually the plug and grid type—from which you learn little and which you spend unbelievable amounts of time on.

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gypsy earrings. With a Rice de-
criminal lawyer.

and note the fashion news in

shoppers, here is a suggestion.

the question of the rightness of

See the

included. The history of demo-

meeting with Louisiana's Earl

Pericles is included. Here is your

in Hollywood stars. She's talent-

ual Charles De Gaulle. There

sindiving outfit in which she's

results important to Kennedy and

to their^drive-in-windows.

" Two * •»

the parthenon, strife goes on

Caryl Chessman's execution is

before than at their^drive-in-windows.

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ENGLISH 240  DR. McKILLOP  The section of reading material and organization of the course which felt that Dr. McKillop's position as a great scholar is unquestioned but whether the student is looking to Dr. McKillop was extremely happy with his brilliant and organized presentation, his enthusiasm and philosophical opinions all tended to make it a very enjoyable course.  During his lectures he had obviously thought the scope of the course was superficial and that they had taken a more in-depth course specifically designed for biology major students. It can be assumed that they had met with excellent introduction to biology.  The text contributed nothing to the course. Many students feel that the text, as a supplement, was incomplete and contributed not to the development of the course.

ENGLISH 310  DR. THORNE  The only complaints received about the course were those concerning the size of class enrollment. The professor was quite patient and always showed a desire to make the students understand his course.  The students were well satisfied with the last teacher of the course. Tests are extraordinarily difficult and are designed to make students think, i.e. analyze. Many students felt there was too much emphasis on factual recall and the guessing game of showing the value of the material.  The course is enamored with the kind of examination he takes. Tenting options are often available for choosing written exams, hour papers, or longer papers, thus appealing to all abilities and interests.

ENGLISH 250  "MASTER MINDS"  JACKSON I. COPE  make for education, then this course is badly needed. It is reached by many other courses.  He presented the idea to the personality, Mr. Cope seeks ability, originality and intelligence in an individual.
French Department Philosophy...

FRENCH 100
Although most students feel they have received an adequate introduction to the French language there is considerable variation as to the value of the instructional system used at Rice. If the student studies concommitantly on his own he may emerge from this course with a good knowledge of French.
But, it is equally possible to merely cram for exams, make a good grade, and retain very little of the grammar or vocabulary at the end of a year's work. It is not possible (as the French department apparently believes) to learn a language by memorization. It can only be learned through constant use.
The French department is attempting to teach conversation and grammar in just three hours of class time a week and is only partially successful at doing either.
In this regard there were two concrete suggestions for improvement: (1) Grammar should be taught more thoroughly but at a slower rate so the student is able to read, mark, learn, and inwardly digest it. (2) There should be a two or three hour language lab (in place of one of the classes) for the purpose of listening to conversation.

FRENCH 200
French 200 is designed to increase the student's knowledge of French through a reading of French literature. It is obvious that little can be done to improve this course until the nature of French 200 is altered.
Most students were very satisfied with the system of having fast and slow sections. (It is refreshing to note that something at Rice has realized that students are not of uniform ability and that Rice is obligated to teach at the level of the students which they admit.)
The criticism received on (Cont. from Page 1, Section B) philosophical ideas and problems. Primary criticisms of the course are:
1. The historical relation of various philosophies is not always fully developed.
2. The course is not thoroughly organized and this sometimes leads to the spotty coverage of major figures or ideas.
Grading is very fair, emphasis on papers rather than tests. To conclude, it is a good basic course which should be required of all philosophy majors.

PHILOSOPHY 310
A HISTORY OF RELIGIONS

DR. NIelsen
The course deals primarily with the Indian religions of Hinduism and Buddhism, Chinese religions of Taoism and Confucianism, and Christianity. Curricular treatment is given to Judaism, Sikhism, Zoroastrianism, Shintoism, and Islam.
Religions are dealt with both historically and theologically. The course is very rewarding to those interested in the Oriental world view or in comparative religion. The treatment of Christian theology is especially emphasized with stress placed upon understanding the role of the Bible in Christianity and the development and meaning of Christian orthodoxy.

PHILOSOPHY 315
PHILOSOPHICAL IDEAS IN LITERATURE

DR. KOLENDY
The title of the course should actually be philosophical ideas in German literature. It opens to the student the whole rich panorama of German literature. Goethe is studied extensively from his romantic stage of Young Wertheim, to Iphigenia and Torquato, to Faust. The works of Kafka, Rilke's Divine Elegies, the works of Nietzsche, Schiller's Maria Stuarda, and a thorough study of the Magic Mountain provide an intensely enjoyable and edifying course of study.

PHILOSOPHY 410
PHILOSOPHY OF RELIGION

DR. MACKREY

Dr. Mackey's profound analysis of the material covered in this course makes it one of the most stimulating and frustratingly challenging courses offered at Rice. The major work, Dr. Mackey's edict from the present, is the basis of the present course.

Dual Filter does it!
Filters for flavor as no single filter can.

1. Combines a unique inner filter of ACTIVATED CHARCOAL... definitely proved to make the smoke of a cigarette mild and smooth.
2. With a pure white outer filter. Together they bring you the best of both worldso - the mildness and taste that pay off in pleasure.

WHAT THE DUAL FILTER DOES:
1. Combines a unique inner filter of ACTIVATED CHARCOAL... definitely proved to make the smoke of a cigarette mild and smooth.
2. With a pure white outer filter. Together they bring you the best of both tobacco - the mildness and taste that pay off in pleasure!
GERMAN 100
A basic course in the fundamentals of the language, and vocabulary is absolutely necessary to the beginning German student. In it, the student will cover the major parts of the language, including grammar, and be expected to attain a certain amount of success. The most striking fact evident all the employees, however, is the dichotomy of interests on the part of the employees.

One group of students is over-demanding. These are the students who are interested in a conversational approach to their studies. They want to know how the language is used in everyday life, and they want their professors to use this approach in their teaching.

The other group of students is under-demanding. These are the students who want to know what they are studying, and they want their professors to answer their questions directly. They don't want to be talked down to, and they want their professors to be clear and concise in their explanations.

It is very significant that these two groups of students are not interested in each other. The former group is interested in a conversational approach to their studies, while the latter group is interested in a more formal approach. This dichotomy of interests is one of the major problems facing the department of German.

In the German language, there are a few hours that are set aside for the course. These hours are spent reviewing and discussing the material covered in the course. The students are encouraged to ask questions and to participate in the discussion.

The lectures are supplemented with printed materials. These materials are distributed to the students before each lecture, and they are expected to read them before attending the lecture.

It is obvious that a change or improvement in the course is needed. The lectures are monotonous, and the students are not motivated to attend. One solution to this problem is to change the assignment of the course. Either the department must decide to ignore the conventional expectations of the students, or the professors must change their approach to the course. Either way, the result will be a more interesting and motivating course.

MAY 6, 1960
THE THRASHER
SECTION B
Five

Rice German Department

GERMAN 180

The student is provided with an excellent opportunity to study Italian Renaissance art, Mr. Lehnert's lectures in a relaxed and friendly manner. Mr. Lehnert is both lucid and erudite. The lectures are supplemented with slides.

There are occasional reading assignments from the first semester courses.

Do You Think for Yourself?
(TAKE OFF ON THIS QUIZ AND SEE WHERE YOU LAND)

IF YOU ARE caught by the Dean in an infraction of a rule, would you
(A) try to impress him with your sincere personality?
(B) develop a strong argument against the injustice of the rule?
(C) confess and take the consequences?

IF YOU ACTUALLY found a pot of gold at the end of the rainbow, would you
(A) try to impress him with your sincere personality?
(B) develop a strong argument against the injustice of the rule?
(C) confess and take the consequences?

YOU'VE BUTTERED your bread—now eat it! It implies
(A) a veiled threat made thinking man's choice . . . has a smok-
(B) a veiled threat made thinking man's choice . . .
(C) hire a rain

VIECEROY Filters

"YOU'RE THINKING of chang-
ing to a filter cigarette—

wonder which one? Would (A) depend on what your friends tell you? (B) figure out what you want in a fine cigarette—and with the one that gives it to you, or (C) hire a rain

A B C

A B C

A B C

A B C

VIECEROY Filters
CIGARETTE KING-SIZE

It's a wise smoker who depends on his own judgment, not opinions of others, in his choice of cigarettes. That's why men and women who think for themselves usually smoke Viceroy. They know the Viceroy filter is scientifically designed to remove the toughest tar. A thinking man's choice . . . has a smok-

(Continued on Page 1, Section C)
**French...**

(Cont. from Page 4, Section B) French well after two years of study.

**GENERAL CRITICISM OF THE INSTRUCTORS IN FRENCH...**

MR. GILES

- He is very demanding of his students but is infinitely patient in his work. Mr. Giles is, without a doubt, one of the most unusual professors encountered by this student. His enthusiasm for French is contagious.

**MR. HODGES**

- He is always available to anyone who wishes to talk to him unchallenging. Most students are very dis- satisfied with the final presentations in the class. The student work is supplied with a ready-made, illustrated, and simplified set of lecture notes. There are short, relatively simple reading assignments.

**MR. STEELE**

- He is an experienced and professional instructor. The student work is supplied with a ready-made, illustrated, and simplified set of lecture notes. There are short, relatively simple reading assignments.

Students often, if not usually, end up spending more time for a worse grade in this course than for a better grade. It is an essential, valuable, but demanding course and it will make you hate learning French.

**FRENCH 330 DR. MYERS**

- His approach makes the course extremely interesting. He is an extremely intelligent person. His lecturing technique is fully compensated for by the thoroughness of his notes. His test grading is usually low; for in his class the test presentation is not the same from year to year.

- The tests are not difficult, but they are long. He demands that students learn to read the text. What little value the lab work has is negated by the amount of time that students spend looking over the labs, which remain substantial.

- This course is now directly Chappell of Money and Banking. The material presented in the course is so basic to the study of ec- onomics...
Mathematics Department

(Cont. from Page 1, Section B) top thirty math students in the sophomore class.

MATH 360  DR. ULRICH
Math 360 is an advanced calculus course covering such topics as Vectors, partial and plain calculus and Fourier series. The course is designed primarily for Engineers and other Science majors who wish a more practical, less theoretical approach to the subject.

Math 310 is a similar course to content, but covers the text from a much more rigorous viewpoint. Most students who took the course in past years were well satisfied, although the content of the course depended on the teacher and not on any unifying factor such as a text, which is exceedingly poor. The text, Wayland, is probably the worst thing about the course and should be replaced!

The course next year will be taught by Dr. Ulrich and as in Math 200 this will give the course the uniformly it was lacked. Dr. Ulrich is an excellent teacher, however he is a bit over attentive to details, but his notes are well organized to the last detail. His tests are too long, but fair.

This should be a good course next year.

MATH 310  DR. BROWN
The purposes of this course are to give a rigorous and modern approach to Advanced Calculus, to develop an ability to reason in terms of the basic concepts of mathematics, and to provide the necessary background for more mathematics courses.

Specifically it covers point set topology, integration, differentiation, infinite series, differential forms, and differential equations. The text, Brown, is very well written and has many excellent problems.

Math 310 is taught by Dr. Brown and many people call it "Dr. Brown's 310," for the great part of the course is the lecture, and the approach is much what part of the people taking the course this year are very well satisfied with the teacher.

His tests are original and difficult, his homework rather scarce, original, and not always pertinent. The course is the assignment of many extra problems for real chance to do some original thinking and work, and is excellent theoretical background for physicists.

MATH 320  DR. DURST
Math 320 is an introduction to higher algebra. The course is usually taken by majors or those very interested in abstract mathematics.

It covers ring and field theory, vector spaces, matrices, polynomial rings, and solutions of polynomials. The scope of the course is rather limited as unfortunately it fails to cover such topics as groups, coasts and ordered fields.

Applications are few, homework score, and tests are usually one per semester. More tests and homework would enable the student to get a better grasp of the material.

There is no textbook in this usual slide-splitting manner, gives well organized lectures, but they contain few examples. The course or Math 460 is a must for math majors.

MATH 400  DR. ULRICH
This course is designed as a development of the theory. There are often spoken but not written down, the theories are if anything hyper-organized to include almost all details.

This is appreciated by most math majors, many of whom have done exactly the wrong kind of developped course, but rote the student the opportunity to develop much of the material in the original assigned. The assignments are fairly long but contain exactly exciting problems and some side-steps to the theory.

They contain neither enough applications to satisfy the physicist nor enough basic theory to satisfy the Math major.

MATH 410  DR. DOUGLAS
Math 410 provides a thorough and rigorous introduction into the field of differential equations. A secondary purpose is to provide examples and applications in other fields. Most people taking the course this year have been very well pleased.

Dr. Johnson has taken a modern matrix approach, which is extremely valuable. The theory is stressed, however, in the neglect of applications.

The course will be taught next year by Dr. Douglas, and it has been reported that, in addition to differential equations, he will go into partial differential equations, and the calculus of variation as time permits.

As there is no text, the notes are the only course. In past years, this has been one of the best courses in the math dept. and almost a must for engineering, physics and mathematicians.

MATH 440
Math 440 is a rather advanced survey of the basic elements of mathematics which is absolutely essential to the serious math major. It covers set theory, which is basic to all of mathematics; abstract algebra, which finds applications in a wide range of mathematical and physical contexts; general topology, which is fundamental to all of analysis; and combinatorial topology, which lies at the basis of much of complex analysis.

The method of treatment and choice of specific material vary widely with the instructor. Dr. MacLane this past year, despite somewhat disorganized lectures in Combinatorial Topology, has been excellent, and particularly noted for lectures which emphasized the major ideas instead of tedious details, also, for challenging assignments which fit in well with the lectures and permit the student to develop much of the material on his own.

Next year the course will be taught by Dr. Durst.

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Progress of Women (toward men)
Dr. Allure

Magnetism of men who use ordinary hair tonics studied. Conclusion: barely existent. Magnetism of men who use 'Vaseline' Hair Tonic studied. Conclusion not yet established since test cases being held captive by neighboring sorority. Examination of alcohol tonics and sticky hair creams (rubber gloves recommended for this close). Result: repelled women. Most significant use of water on hair cited; this practice deemed harmless because 'Vaseline' Hair Tonic modifies its drying effect. Female Appraisal of Contemporary Male. Conclusion: Student body O.K. if student head kept date-worthy with 'Vaseline' Hair Tonic.

Materials: one 4 oz. bottle of 'Vaseline' Hair Tonic

VASELINE HAIR TONIC

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CHEMISTRY 120 INORGANIC AND INTRODUCTORY PHYSICAL CHEMISTRY MR. BRACKETT

Opinion on this course was mixed evenly, divided, with comments ranging from "fast ... to "an ideal science course." Everyone agrees that the course is not a snap, and this seems to form the basis of most of the opinions we received, good or bad.

Not surprisingly, those who did well had better things to say for it than those who did not, but even the former group often offered criticism that the course was designed to cover too much material, with the result that it became broad and shallow, yet required a firm understanding to do well on tests.

The lectures were not taken from the text, and there is a general desire to have some kind of printed material — either books on reserve or mimeographed lecture notes — as a supplement.

The lectures apparently cover more material than can be explained thoroughly in only three hours a week, with the result that those who are not completely prepped sometimes find themselves with only a superficial understanding and a frustrated feeling.

Pauling's text was liked, but not used very much. The instructor frequently received favorable criticism on his interest and enthusiasm, and his knowledge of the subject often added.

Much of the material covered in this course would have been common subject matter for a junior level physical chemistry course fifteen or twenty years ago; e.g., phase diagrams and crystal structure.

The laboratory consists of qualitative analysis the first semester, inorganic chemistry the second, and is either "dull" or "fun," depending on your point of view.

CHEM 120 DR. BRASS

Approval of this course and class is divided, and for the instructor seems unanomous. The comment "best course of the whole freshman year" is often encountered. Students of all majors report that their interest in chemistry has been heightened by that of the instructor, and that the instructor's ability to meet and deal with the students in a friendly yet firm manner is ideal.

Dr. Brass appears to have mastered the fine art of teaching an elementary science course for people of all interests, as witnessed by the almost universal comments on the organization, conciseness, and enthusiasm of his lectures.

The subject matter is largely elementary physical chemistry, found by few to be easy.

The only suggestions for improvement are for a text better coordinated with the course and for a more organized first semester lab.

CHEM 220, QUANTITATIVE ANALYSIS, DR. CURT

Most people feel that the laboratory work, an important part of this course, although not easy, is pertinent and challenging.

It is also agreed that the tests are very difficult, but graded fairly.

Complaints with the course center around the feeling that the course as presented can hardly be called quantitative analysis; rather, it is felt, possibly too much time is spent on material covered in junior chemistry and mathematics courses. Often these subjects are not made clear to the students in the lectures and are not discussed at all in the text.

Ed. Note: Most premeds do not take this course at Rice but rather at summer school. It is regrettable that Rice does not offer a one semester course in quantitative analysis for pre-med students.

CHEM 230, ANALYTICAL CHEMISTRY, DR. CURT

The laboratory work is perhaps (Continued on Page 4, Section C)

DEPARTMENT OF ARCHITECTURE — GENERAL EVALUATION

This evaluation concerns the present curriculum that has been in effect since Sept. 1950. It usually applies to all levels of the curriculum. The following general criticisms were received:

The lecture periods are not well prepared and fail to adequately cover the problems of design. In several cases the students' time is being taken up by people who have little to say but are merely present because of the schedule.

The discussion periods have been too few.

There have been some very good demonstration periods, and more of these would lead to greater technical confidence.

A greater emphasis on design and composition is needed from the critics.

As to distribution of time, it is felt that much time is being taken up by insignificant lab meetings, and that there is no suitable period for personal individual work except at night due to academic courses in the morning and lunch meetings in the afternoon.

The Wednesday afternoon series is a good practice.

The lectures are generally broadening and stimulating, although occasional persons felt that nothing specific had been said in the lectures to the speakers. A greater time for questions and answers was requested.

The selection of projects was felt to be excellent. However, presentation requirements have been rather severe. At the Beke and Fourth Year level not enough time is allowed for full development of problems. There should be a greater emphasis on refinement and in seeking participation by the students at heart.

The presentation of his lectures is felt to be excellent. However, his criticism is often confusing and fails to aim at helping the student develop his own approach to a problem. His criticism is often unclear and he could provide more actual instruction in techniques.

His grading is fair. His lectures and approach to the subject matter are both excellent. Few concepts at all are unclear. His interest and effort in the students' behalf is appreciated, and his criticism is sound. However, it is felt that he should challenge the students further in the problems of design.

The City Planning and Housing courses are a rehashing of stock information with a failure to invent new concepts and ideas. Many consider these courses inappropriate and almost worthless.

Mr. Dzuzio (HISTORY OF ART 315 and 415)

His lectures are very well organized and his excellent. Few concepts at all are unclear. His interest and effort in the students' behalf is appreciated, and his criticism is sound. However, little of this interest is transmitted to the student. The course is concise and informative nature of his lectures is greatly appreciated. His grading is fair.

Mr. Anderson (CRITIC)

His lectures are well organized, and he is a good discussion leader. He shows interest in the students and creates interest by frankly expressing his own ideas. However, there is a lack of depth in his criticism.

Mr. Lunt (CRITIC)

He creates student interest through his own interest and combines that interest with a desire to explain the material. It is also a credit to Rice that a student interested in the subject can be heard.

Mr. Barcheles (DESIGN)

His lectures are well organized but difficult concepts are not clearly explained. His vitality and enthusiasm is contagious when he doesn't antagonize the student. His criticism is often confusing and fails to aim at helping the student develop his own approach to the problem. His grading is fair.

Mr. Dunaway (DESIGN, A.40, A.50)

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Mr. Williams (CRITIC)

He is a stimulating and challenging critic, but he could say more than he does. He seems to have the better interests of the students at heart. He has a broad outlook and helps the student to develop his own interests. He is a problem. Unfortunately his absence have hurt the development of several problems.

Mr. Anderson (CRITIC)

There was a difference of opinion concerning the organization of his lectures and challenges the students by asking of them a certain amount of enthusiasm, and knowledge. He is an excellent critic and teacher, but he should spend more time with the students as a critic.
German...

(Cont. from Page 5, Section B)

GEORGE 200

German 200 is apparently designed to be an extension of first year German. In this connection it shares the quirkiness and deficiencies of that course. Here, as in German 200, the quality of the course is dependent upon the effort of the instructor. As a rule, the courses are rather uniformly poor, so any efforts at transferring sections will not very likely improve your grade.

The second chorus of the same begun in the evaluation of German 100 is a new one. The student evaluations are definitely divided as to the curricula of the courses. The texts are of average to very disappointing in their personal interest to the students in the second year of study.

Grammar knowledge was generally improved, the extent of vocabulary was increased, and reading came easier in the second year. While it is felt that the maxim that practice makes perfect was accomplished. Most students, especially those academically inclined, were at the lack of opportunity to study the conversational aspect of the language. Most students felt that too much emphasis should result at least in a better speaking ability, but nearly all were forced to admit that such was not the case.

There is absolutely no doubt in the minds of both students and instructors that a number of classes too little attention was given to a literary approach to the material. The texts were comprehensible, if not particularly stimulating. A number of classes too little attention was given to a literary approach to the material. The texts were comprehensible, if not particularly stimulating. The only serious complaints received were those of an obvious nature. The professors in the course have been generally responsive to the request for approval of the ability. The only disfavor for which they are reported were those from individual students.

Reading assignments were of moderate length. Tests were considered fair; the most challenging examinations were the final exam, which required outside reference reading in their own fields.

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Psychology Courses

Dr. Wann

Most students taking this course believe that they had received a good introduction to psychological methods. Dr. Wann's lectures were interesting and well organized, but a prior reading of the text is sometimes necessary to understand his explanation.

Dr. Wann sometimes uses the text's notation and sometimes his own. Students found this confusing. The tests were difficult in that they required a unified understanding of the subject. Dr. Wann presented the piecemeal.

Psychology 210, 300

Dr. Walker

Almost everyone taking this course was dissatisfied in some way. It was generally conceded to be a snap course. A great deal more material could have been covered in a year's time.

Dr. Walker tries to present all—concepts, definitions, and informal. The reading is required, but is essential to an understanding of the course.

The course is presented as a three-hour lecture each afternoon with a strictly observed schedule. He conveys an interest in the course by his actions, but fails to communicate the same. He never achieves the "real" of a course, he requires the student to use the lecture notes are all-inclusive and all-important, the tests are fair, and are usually graded on a curve. The subjectively determined course is good, but is essential to an understanding of the subject. Dr. Wann's dry presentation is not a subject of the student, he is interested in the course, and spends the rest in class discussing it. There was more course here than at Rlee.

Psychology 410, 420

Dr. Wann

Students must consider this an excellent, intellectually stimulating course. Dr. Wann has a forceful personality and an interesting philosophy. He lectures for about 10 minutes of each class period and spends the rest in class discussion.

The course is presented as a good, but too little is required.

Psychology 435

Mr. Steele

This course is designed as an introduction to psychological methods. It is rated highly by its nature interesting, but is essential to an understanding of the course. Dr. Wann's dry presentation is not a subject of the student, he is interested in the course, and spends the rest in class discussing it. There was more course here than at Rlee.

Economics Courses

Economics 410

Mr. Auten

The course is named Internal Architecture. It requires much work and is not necessary to pass the test. Mr. Auten presents the material in a rather safe series of lectures on the subject. It is a very broad and basic area which is not touched upon elsewhere in the department. Mr. Auten's assignments are not long; his tests and grading are fair. The course begins one semester and ends in the department.

Mr. Auten's assignments are not long; his tests and grading are fair. The course takes approximately one semester and ends in the department. Freshmen and sophomores are expected to have a basic understanding of the course. Mr. Auten also presents the material in a rather safe series of lectures. The subject is a very broad and basic area which is not touched upon elsewhere in the department. Mr. Auten's assignments are not long; his tests and grading are fair. The course takes approximately one semester and ends in the department.

Economics 420

Mr. Giles

This course is a seminar, an unwarranting one. The majority of economics, as it has no technical language, endless trivialities. It was not until the end of the semester when Mr. Brothers finished his page by page review of the text that the class overheard his report. Some students found this confusing. The test requires little or no preparation. They usually grade it on a literary style. The homework has little value for a senior in college.

Since this was the first year that the course was offered, and it was evident that even Mr. Brothers was disappointed in the course, it is rumored that this year the course will be presented much more successfully, possibly on an individual basis.

Economics 430, 450

Mr. Hodges

This course is presented as a three-hour lecture one afternoon with a weakly observed schedule. It conveys an interest in the course by its actions, but fails to communicate the same. It never achieves the "real" of a course, he requires the student to use the lecture notes are all-inclusive, and all-important, the tests are fair, and are usually graded on a curve. The subjectively determined course is good, but is essential to an understanding of the subject. Dr. Wann's dry presentation is not a subject of the student, he is interested in the course, and spends the rest in class discussing it. There was more course here than at Rlee.

Economics 460

Mr. Hodges

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Mr. Hodges appears to be uninterested in the course, and manages through his keen wit and subtle erudite to contribute little to a course besides his personal Blends.

No one evaluated the text because he had read it. Class room attendance is not required and is not necessary to pass the course; although the tests are taken from the notes, they are not necessary to pass the course, and the subject is a very broad and basic area which is not touched upon elsewhere in the department. Mr. Auten's assignments are not long; his tests and grading are fair. The course takes approximately one semester and ends in the department. Freshmen and sophomores are expected to have a basic understanding of the course. Mr. Auten also presents the material in a rather safe series of lectures. The subject is a very broad and basic area which is not touched upon elsewhere in the department. Mr. Auten's assignments are not long; his tests and grading are fair. The course takes approximately one semester and ends in the department. Freshmen and sophomores are expected to have a basic understanding of the course. 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incorrect." One student remarked that it seemed to be "a rehash of the text and beyond the scope of the text and in the teaching in the "traditional class-room-lecture-style" on the undergraduates. It was also suggested that they were well satisfied with the course.

There was some criticism of the use of Sears as a text but it was generally praised. The test, laboratory and text are the same in physics 400.

There was general agreement that Dr. Phillips was an excellent teacher and capable of conveying his enthusiasm to the students. His lectures were said to be beyond the scope of the text and beyond the comprehension of the students as individuals, both in understanding and in the comprehension of the subject matter of the course and in their plans for their future work.

There was practically unanimous agreement on the following recommendations:

1) The physics text should be dropped.
2) The objectives of the course should be more clearly defined.
3) Objectives should be carried out through carefully planned, well organized lectures, supplemented if possible with a comparable text.

Most students felt that there were two needs this course should fill:

1) Teach mathematical methods as an elementary course and general problem solving techniques.
2) Provide a thorough theoretical treatment of elementary classical physics.

Most expressed satisfaction with the course as a whole. The only consistent criticism was that almost all the math majors and some physics majors found that they had been satisfied with the course and that the standards of mathematics which they could be reasonably and adequately.

Many praised the text on the whole and felt that it was to be "a good substitute for Sénèque.

Most agreed that the text on the problem of electron spin and multiple spectra was almost complete and intelligible to any of the students such as concepts and techniques. It was felt that it was necessary that this be done with the present presentation of the first physics major that they were well satisfied with the course and that it was indicated that this could be made a deliberate attempt to make the course more interesting and challenging.

Another student stated that "the chapter on electron spin and multiple spectra is almost completely unintelligible to any of the students. The reasoning behind these concepts for the first time." However, the text used for most of the second semester course was Nuclear Physics, was generally well liked.

Many students regarded the lab, tests, and grading as fair. One student in particular was not satisfied with the course because he felt that too much emphasis was placed on the math in the tests rather than on the physics covered and the mathematical methods used.

The tests used in the course were highly recommended by the students but most felt that the use of Sears as a text but it was also felt by these that attempts to justify tests by sophisticated physical insight, while acceptable, should be explained in more detail, in the light of the background of the students in the course.

For the Independent Traveler...

Here is an opportunity to join a unique organization made up of persons interested in travel. Members have a course of travel information and education based on well planned tours in Europe as well as a meeting place for those interested in unregimented European travel.

The only suggestion for improvement of the course was the lack of practical experience with no commissions.

Several chose to comment that they would have liked to study in Europe as well as a meeting place for those interested in unregimented European travel.

Three

PHYSICS 425 (a) DR. SQUIRE

Opinion as to the purpose of this course was divided into two groups:

1) Those who thought the course should deal primarily with the application of thermodynamics and statistical mechanics to physical problems.
2) Those who thought the course should be primarily an introduction to the basic theory underlying the statistical mechanics of Maxwell, Planck, Boltzmann, and the kinetic theory of gases.

The assignments were felt to be reasonable and relevant to the major course work on the application of concepts of physics of optical with no commissions.

Dr. Squire's virtual approach in the teaching of the course was a broadening experience while the application of thermodynamics and statistical mechanics to physical problems was emphasized and based on the Kaplan text. He also felt by these that attempts to justify tests by sophisticated physical insight, while acceptable, should be explained in more detail, in the light of the background of the students in the course.

The only suggestion for improvement of the course was the lack of practical experience with no commissions.

Several chose to comment that they would have liked to study in Europe as well as a meeting place for those interested in unregimented European travel.

Three
The text appears to be a collection of excerpts from student evaluations or reviews of various courses and professors. Here are a few examples:

- Biology: Practices and concepts are well illustrated by examples. It is primarily concerned with the biochemical and experimental background of cellular physiology, rather than mammalian organ physiology.
- Dr. Campbell's teaching techniques: Material presented to exemplify a concept need not be formative and interesting.
- Dr. Enders: Lectures are rambling and often in the midst of discussing conflicting theories the instructor accidentally gets his terms, theories, or juxtapositions mixed up in utter confusion.
- Dr. Awapara: The professor is competent or better. The lecture content is well organized, and the student cannot help but emerge with a lot of worthwhile knowledge.

These excerpts highlight the strengths and weaknesses of various courses and instructors, providing insights into the educational experience at The Thresher.