College Kitchen Expansion Planned

By JIM Denny

A $200,000 dollar expansion and remodeling of the five present college kitchens will be completed before students return in the fall, according to Campus Business Manager James R. Durle.

The low bid on the work was made on April 22 by the Warner Construction Company of Houston.

Over 300 square feet each will be added to Will Rice, Hanszen, Wehs, and Jones to make room for expanded services to be provided by the satellite kitchens.

All college will have large new convection ovens for baking rolls and potatoes, a job previously done in the central facility at Baker. Also, larger stoves, frying equipment, and refrigerative storage space will be added over summer vacation.

Plans call for the present central kitchen at Baker College to be remodeled to provide space for a larger training table area.

The present athletes' dining room will be turned over to the college.

Although some equipment in the Baker kitchen will be removed to the new central kitchen facility on the north end of the campus, Baker will retain equipment needed to be at a level with the other, expanded college kitchens.

New leadings doors and trash areas will be located behind the remodeled and expanded kitchen. Trash areas are to be fully screened.

Common dining procedures will also be changed over the summer. Higher capacity dishwashers are called for to speed-up in this area. Scrapping of left-overs will be moved into the kitchen from the immediate dining hall area to eliminate noise.

Milk dispensers will be provided in the commons at mornings and noon meals for those wishing seconds. Students will thus not have to fight the serving lines in order to get a second carton. This has been done at the request of the college masters.

THE RICE THRESHER
AN ALL-STUDENT NEWSPAPER FOR 49 YEARS

Vol. 52—No. 29
HOUSTON, TEXAS
THURSDAY, MAY 6, 1965

Senate Studies Discipline Policy, Charters Leftist Student Group

The Student Senate heard the report of Osa Harris, Chairman of the Senate Committee on Education Policy at their Tuesday night meeting. Harris stated that his committee has prepared their report on student opinion of department curricula. He suggested that evaluations of individual courses be made next year.

The text of Harris' committee's report is reprinted in this issue of the Thresher.

Bill Broyles, SA President, read to the Senate a letter from Dean of Students R. W. Higginsbotham concerning the motion made at the last meeting questioning the wording of the University's "General Announcements."

"Standing Policy" Higginsbotham stated that the Student Life section of the catalog, which appears in the University's right to take action on student activity off-campus and to dismiss students for "conduct...detrimental to the best interests of the University," was not a change of policy, but simply a reiteration of policy.

Higginsbotham's letter suggested that since the University discipline policy is now under discussion by student and administration spokesmen, the Senate might wait for possible changes in policy before taking further action.

Proposals Revised

Proposals at this time distributed to the Senators copies of the preliminary proposals of the Student Disciplinary Committee. The committee's proposals can be read in the June 6 issue of The Thresher.

New Editor

It has been confirmed that Dr. S. W. Higginsbotham, Professor of History and Dean of Students at Rice University, will chair the position of Editor of The Journal of Southern History.

Dr. Philip Deutweiler, the present editor, will not be returning to Rice in the fall. No other details were available at press time.

TWO CULTURES

Bronowski Speaks

Dr. Jacob Bronowski will present the final lecture in the History of Science series on "Science and Human Values in the Modern World" Friday, May 14, at 4 p.m. in the Chemistry Lecture Hall.

Dr. Bronowski is one of the leading commentators in the dialogue between the two cultures—science and the humanities.

In addition to his mathematical research he is the author of two widely-honored books on literature: "The Poet's Defense" and "William Blake, A Man Without a Mask."

The Polish born mathematician is well known in Europe for his dramatic works which have been broadcasted on radio and television.

During World War II Bronowski helped a group devoted to studying the economic effects of bombing. He wrote the British report "The Effects of the Atomic Bomb at Hiroshima and Nagasaki."

The Salt Institute, where Bronowski is presently employed, is composed of men devoted to the study of sea as a whole, including his biological, mental and his social development.

University Professor Kenneth S. Pitzer today announced approval of leaves of absence for several Rice University faculty members to participate in research and teaching projects from Montpellier, France, to Canberra, Australia.

Dr. Richard O'Neill of the Math Department has accepted a year's visiting appointment at the University of Montpellier.

Dr. Jack B. Raiser of the Physics Department will be doing research with the Nuclear Physics Department of the Australian National University in Canberra during the fall semester.

Two Professors from the History Department will spend the year doing research under Guggenheim fellowships in Europe. Professor Monroe K. Spears will work on a general interpretation of modern poetry and Dr. Ronald Paulson will work on a biography of William Hogarth.

Dr. B. Prato Jones of the Math Department has accepted a one-year research appointment at the Institute of Advanced Studies at Princeton.

Dr. Leon Jaffe and Dr. Dwight S. Brothers will leave for a year to study economic changes in Mexico. Working under the sponsorship of Harvard University, he will do research in Mexico and will write part-time on the Harvard campus.

Dr. Leon G. Sacks of the Economics Department will spend the year at Johns Hopkins University on a grant from the Sloan Foundation. He will take part in a massive research project studying the growth of large corporations in the United States. Dr. Gmelin will concentrate on the public's reaction to the growth of large corporations.

Dr. Katherine P. Dow of the History Department will spend the spring semester in northern Italy studying the history of Italian social and economic institutions during the seventh through tenth centuries.

Chairman of the Philosophy Department James Street Fal- lon will spend the spring semester studying in Europe. Professor Carroll Condon of the English Department will accept a visiting professorship at the University of Stockholm or the University of Copenhagen for the spring semester.

Two professors will receive National Science Foundation grants. Dr. Eldon Dyer of the Chemistry Department will receive funds for his research, this fall at California University with finance from Columbia and NSF. Dr. Thomas A. Rahon of the Electrical Engineer- ing Department will work for a year under a NSF Faculty Fellowship in Brazil, Switzerland, studying semiconductor detection and nuclear instrumentation.

Dr. Joseph B. Wilson of the German Department will spend the year at the University of Kiel, Germany, Nordische In- stitute to do research on Old Norse and Inlandseal languages, and Dr. Gerald O'Kirk of the English Department will be in England working on a book on Chaucer.

Dr. Henry R. Steele of the Economics Department will spend research this fall in cooperation with Senate committees in Washington on the cost of pre- scription drugs.

Professor B. D. Bren- nesh of the Zoology Depart- ment will study archeology in Mexico next year. Mr. Robert L. Bland of the Physical Education De- partment will leave the campus for a year to complete his Ph.D.
THE RICE THERESER, MAY 6, 1965—PAGE 2

The Rice student parking area

The University's new parking regulations, out-
tomed on page 1, are aimed at a wider and more
reasonable solution to a rapidly-compounding
problem. While the regulations—right or wrong—
have made it increasingly neces-
sary to devise a new system of student parking.

Certainly no off-campus student should cavil at
the proposed five dollar parking fee, which will
be tried to provide a more convenient parking
area for this weather-battered-boarder com-
men. In the automobile regulations at numerous
other schools—where it is not at all unusual to prohibit
parking near campus. Where an
unusual fee is charged—Rice the student
may have a good thing.

In the event that he does choose to
park at Houston, the University
harms his relationship with its stu-
cents. Again displayed the kind of
ham-fisted pugnacity that
Charles, a good thirty minutes' walk from his
room, in alienating the campus parking
policies, we are left to wonder why it is that the
university continues to do so consistently, so ineptly,
inescapably failing, confesses itself perplexed over
the consequences. It seems evident to us that
administration officials to obtain
a waiver of his parking fee, he not only
must prove he "deserves it" (a difficult condition)
but must also promise that he will "not
pay on the streets adjacent to the Univer-
sity to put itself in! Were this sort of thing not
matters which it might more prop-
only, and more gracefully, ignore. "Kings
will not be privy to policies un-
acted. When subjects are rebels from principles", but he was far too realistic to show that the
maxim works both ways. For the University to
penalize its students for parking on certain pub-
lc streets of the city of Houston during legal
hours, may indeed be within its powers; but
and it is not likely students will be
pulled off as a minor, if regrettable, accident.
And because it is typical it carries with it the full
weight, the full significance, of repeated and
unnecessary error.

One may rightly wonder why the University
intends to enforce its petty edict, since other
residents of Houston, beyond the reach of a
Dean's long arm, will presumably continue to
park wherever they are legally permitted. Does
Rice intend to assign the proctor to patrol Rice
Biology building, who wants to park on the
street anyway? No, the University has merely
dealt its students another in a lengthy series of
ingratiuous and unnecessary reminders of its
authority.

**Respect for authority is never served by
misuse of authority, be it a minor
flagrant or subtle. It is the particular misfortune of Rice
students to receive more than our share of
miracles of this kind. We refer to the
1965-66 term beginning under the same handicaps which
occurred the year that went before it; we
wonder what we have wondered all along: why
the University continues to overreach itself and,
infinitely failing, confesses itself perplexed over
its students' loss of respect. And if the fault lies with interpretations rather than immutable
policies, we are left to wonder why it is that the
University continues to do so consistently, so
heavily, misuse the authority which it possesses.

---

Baker bookending

If the most beauteous development on the
Rice campus this year has been an unprecedented
rise in the number of students, the most dis-
couraging facet of campus life was that
it seemed unhappily evident to us that a univer-
sity does indeed have power to withhold privi-
leges, such as the waiver of a fee, to students
who refuse to do what the University demands. We
asked the justifications for this; the University
responds that Rice students have not
entered so much the legalities of the case
as simple small magnitudes rather than immutable
policies, we are left to wonder why it is that the
University continues to do so consistently, so
heavily, misuse the authority which it possesses.

---

The colleges plan

By JIM ZUMWALT

The following story was prepared
by the Rice student bureau. We
interviews with the six new colleges
proposals mentioned have already
been implemented.

Next year's college govern-
ments plan projects ranging from
construction bursar houses to
setting up art classes. Dr. Rich
has donated a water-
front lot at Freepo-
to Houston on
which the college hopes
to build its new
President Ralph Knox-
house.

Ann Miller, new president of
Jones, suggested the art classes as a "means through the college
can help individual girls to de-
vlop." President of Brown College stated that Brown is not going to
work around creating traditions.

"Both Jones and Brown will start at the same point," she
explained "and personalities must
be taken into consideration."

Brown will try to keep its
university spirit as prime as pos-
sible, Miss Kirkpatrick said.
"For the first year we will continue in a provisional con-
stitution." One college project she would
like to see initiated is an ex-
change program with the
University of Houston and Texas
Southern University. "We don't
get off campus nearly enough."

"Girls' Seminar"

Jones President Ann Miller and
Miss Kirkpatrick anticipate the
women's colleges cooperat-
ing on some projects including
an extensive seminar in Latin America or the Far East and a
reorganization of the girls' intramural program.

Jones plans to expand its
physical facilities by setting up
a music room and expanding its
library. When questioned about
the role of the college in education
Miss Miller stated "I like the idea of the college being extra-
curricular."

"Flour Conesies"

Jones President Ann Miller
recognizes the need for new
orientation. Masteranson has donated a gift. Miss
Miller's freshmen will be orga-
nized into floor groups in an
atmosphere of "self discovery and

What we ask is a true commitment from the
University to the methods of excellence—constant
improvement, critical evaluation, ma-
turity and integrity in the relationships among
students and of the commitment to a good method.
Our aim is to bring in a body of faculty, the result is only a variable with time. "---

---

Alumni Newsletter

Hanszen is the first college to publish an alumni news let-
ter. The "Hanszen Tower" was established to keep returning
spring outing college activi-
ties.

Hanszen was also the first
college to install a phiallan-
mental center. Having heard of the $75.00 per day
cost, Baker and Wies have
begun to question the worth of
their own.

The hopes to follow Baker's example and establish
an "alumni view." "Alumni is (Continued on Page 8)
U.S. universities give teaching 'dirty end of the stick'

Teaching Misunderstood

In reverse order: it is argued that teaching cannot be evaluated as adequately as research. Every department chairman knows (if he cares to) what kind of teaching job his staff is doing. He will, among other things, consider student opinion, and weigh it critically from the vantage of his years and experience.

If it is protected that a large element of personal judgment enters into this evaluation, I reply that a correspondingly large subjective element enters into the estimation of research—for I suppose no one is so naive as to think that the application of a micrometer to a stack of publications, or a majority vote of distinguished scholars, constitutes an evaluation of research. I have heard it said: it is easy enough to know the great teachers and the superfluous ones, but the large group in the middle cannot be handily ranked. True, and the case is the same with research. I could at this moment name the few giants in philosophy, and the innumerable lumps of dead wood. But I or any one would be hard pressed to grade the moderately good people in between.

The Student’s Strength

People who show an interest in undergraduate teaching are often met with this argument: teaching is all very well, even necessary, but one should not circulate too exclusively amongst undergraduates; one should publish in order to test his thought in the crucible of the opinions of his peers. (Incidentally, the teacher of my peers who told me this admitted that he had never read anything I had published.)

This argument is a powerful appeal: it suggests that the undergraduate teacher is playing at wooden levels of discussion, where he should be outwitting the jocks. Nevertheless, it is a specious one. Of course one should communicate with his equals. But it is not the case that undergraduate teaching is debasing; the reverse is often the case. Much of the contents of any scholarly journal is an exercise in intellectual self-abuse, about as productive and as intellectually self-deprecating as it is possible to imagine. Whereas it is so astoundingly, so invigorating, and so exciting as teaching—provided one does a job of it. I have never found that the professional wits of the undergraduate hurt his intelligence or his philosophical potentiality.

It is curious, by the way, that universities do not officially recognize teaching as a profession. Physics is a profession, so are engineering, zoology, English, French, German, and even (on occasions) "poetry" and "art." But teaching—call it all this existence and apparently it seems to me that teaching is the only profession I have. Philosophy I regard as my vocation—and

If that sounds pretentious, all I mean by it is that I should have to "philosophize" even if there were no people around me, besides my profession, I do ditches or run a lathe. Not that I think of teaching as a profession, but as a profession it is the only one I have ever talked even if I weren’t paid to do it. But the fact is that I do make my living teaching, and that teaching, therefore, is what I do.

Finally, tradition: I suspect that much of the preference given to research is a product of the widespread lack of a sense of tradition in academia. The contemporary notion of research is of rather recent origin. Its prototypes are the laboratory of the natural scientist (a modern invention) and the study of the 18th-century German philosopher. In fine, research in the modern sense knows no tradition, only frontiers. Teachers’ prisons and the scions of the computer are being transmuted, enlarged, and enhanced. The contemporary lack of a sense of tradition has no failure to understand the importance of teaching. It is noteworthy that the partisans of research regard graduate teaching as the only "real" teaching, for there is one in always at the frontiers, i.e., one is helping future professionals work through bibliographies of current and past research so that in their own hobbling-sphinges-to-i.e. they may not—a fatal equivalent to scholarly death—repeat any work that is already done. Nothing could be less interesting to the researcher than the exercise of discovery for himself of an ancient or even eternal truth.

The Worth of the Past

Bernard Chute, in the twelfth century, said: "We are like dwarfs standing on the shoulders of giants; we see farther than they, because we have their shoulders to stand on." In this same spirit, it is said that the importance of teaching lies in the fact that it brings the beginners, who are the great majority of the students, into the permanent literature—the classic, the immortal, the eternal verities. What is the use of introducing them into the richness of the past and into the excitement and rigor of thinking of the ancients? Newton did very well for a man of his time and circumstances, but of course he couldn’t have done this if there had been no Newton. The problem is, how many Newtons are there?

This argument has a powerful appeal: it suggests that the traditions; that teaching is the only profession, that the tradition would be slim indeed. True. I am not so naive as to think that the application of a micrometer to the classics, or adorns the uncut pages for publication. Teaching is not an adjunct or an intellectual, that teaching serves people, nor is it an introduction to tradition.

There is a great deal of truth in these arguments, but they are incomplete. Not only as a profession: I would make a nuisance of myself talking even if I weren’t paid to do so. But the fact is that I do make my living teaching, and that teaching, therefore, is what I do.

Finally, tradition: I suspect that much of the preference given to research is a product of the widespread lack of a sense of tradition in academia. The contemporary notion of research is of rather recent origin. Its prototypes are the laboratory of the natural scientist (a modern invention) and the study of the 18th-century German philosopher. In fine, research in the modern sense knows no tradition, only frontiers. Teachers’ prisons and the scions of the computer are being transmuted, enlarged, and enhanced. The contemporary lack of a sense of tradition has no failure to understand the importance of teaching. It is noteworthy that the partisans of research regard graduate teaching as the only "real" teaching, for there is one in always at the frontiers, i.e., one is helping future professionals work through bibliographies of current and past research so that in their own hobbling-sphinges-to-i.e. they may not—a fatal equivalent to scholarly death—repeat any work that is already done. Nothing could be less interesting to the researcher than the exercise of discovery for himself of an ancient or even eternal truth.

The Worth of the Past

Bernard Chute, in the twelfth century, said: "We are like dwarfs standing on the shoulders of giants; we see farther than they, because we have their shoulders to stand on." In this same spirit, it is said that the importance of teaching lies in the fact that it brings the beginners, who are the great majority of the students, into the permanent literature—the classic, the immortal, the eternal verities. What is the use of introducing them into the richness of the past and into the excitement and rigor of thinking of the ancients? Newton did very well for a man of his time and circumstances, but of course he couldn’t have done this if there had been no Newton. The problem is, how many Newtons are there?

This argument has a powerful appeal: it suggests that the traditions; that teaching is the only profession, that the tradition would be slim indeed. True. I am not so naive as to think that the application of a micrometer to the classics, or adorns the uncut pages for publication. Teaching is not an adjunct or an intellectual, that teaching serves people, nor is it an introduction to tradition.

There is a great deal of truth in these arguments, but they are incomplete. Not only as a profession: I would make a nuisance of myself talking even if I weren’t paid to do so. But the fact is that I do make my living teaching, and that teaching, therefore, is what I do.

Finally, tradition: I suspect that much of the preference given to research is a product of the widespread lack of a sense of tradition in academia. The contemporary notion of research is of rather recent origin. Its prototypes are the laboratory of the natural scientist (a modern invention) and the study of the 18th-century German philosopher. In fine, research in the modern sense knows no tradition, only frontiers. Teachers’ prisons and the scions of the computer are being transmuted, enlarged, and enhanced. The contemporary lack of a sense of tradition has no failure to understand the importance of teaching. It is noteworthy that the partisans of research regard graduate teaching as the only "real" teaching, for there is one in always at the frontiers, i.e., one is helping future professionals work through bibliographies of current and past research so that in their own hobbling-sphinges-to-i.e. they may not—a fatal equivalent to scholarly death—repeat any work that is already done. Nothing could be less interesting to the researcher than the exercise of discovery for himself of an ancient or even eternal truth.

The Worth of the Past

Bernard Chute, in the twelfth century, said: "We are like dwarfs standing on the shoulders of giants; we see farther than they, because we have their shoulders to stand on." In this same spirit, it is said that the importance of teaching lies in the fact that it brings the beginners, who are the great majority of the students, into the permanent literature—the classic, the immortal, the eternal verities. What is the use of introducing them into the richness of the past and into the excitement and rigor of thinking of the ancients? Newton did very well for a man of his time and circumstances, but of course he couldn’t have done this if there had been no Newton. The problem is, how many Newtons are there?
Civil War Centennial Commission Pays Tribute To Jeff Davis Group

The United States Civil War Centennial Commission will award its highest honor, the official Centennial Medallion, to the Jefferson Davis Association, which has its headquarters at Rice University.

Dr. Frank Vandiver, Rice Professor of History, is the president of the Association. The Jefferson Davis Association is a non-profit corporation organized in February, 1964, to collect, compile, edit and publish a complete comprehensive edition of the papers and correspondence of Jefferson Davis.

Student Life

BUSINESS STAFF: Stuart Glass, Business Manager; Dave Wilhelmsen, Assistant Business Manager; Brandon Jones, Assistant Business Manager; Carolyn Zintgraff, Assistant Business Manager.

EDITORIAL STAFF: John Durham, Editor; Susan Bridfres, Associate Editor; Richard E. Vess, Information Officer; Christopher A. Wright, Editor, Correspondence of Jefferson Davis.

forfed under the authority of The Coca-Cola Company by

HOUSTON COCA-COLA BOTTLING COMPANY

THE RICE THRESHER, MAY 6, 1965—PAGE 4

Civil War Centennial Commission Pays Tribute To Jeff Davis Group

The United States Civil War Centennial Commission will award its highest honor, the official Centennial Medallion, to the Jefferson Davis Association, which has its headquarters at Rice University.

Dr. Frank Vandiver, Rice Professor of History, is the president of the Association. The Jefferson Davis Association is a non-profit corporation organized in February, 1964, to collect, compile, edit and publish a complete comprehensive edition of the papers and correspondence of Jefferson Davis.

Student Life

BUSINESS STAFF: Stuart Glass, Business Manager; Dave Wilhelmsen, Assistant Business Manager; Brandon Jones, Assistant Business Manager; Carolyn Zintgraff, Assistant Business Manager.

EDITORIAL STAFF: John Durham, Editor; Susan Bridfres, Associate Editor; Richard E. Vess, Information Officer; Christopher A. Wright, Editor, Correspondence of Jefferson Davis.

Savings Certificates of Eposit

Medical Center National Bank

6631 S. Main

Member of F.D.I.C.

Meet Charles E. Wilson

YOUR FRIEND FOR LIFE

Charles is your Southwestern Life College Representative. He's helping young men plan now for a better tomorrow.

He has a special plan. His name — the INSURED CAREER PLAN. It's a young-man plan, a new idea, a great idea, and it's the nation's leading life insurance companies especially for, and only for, men college seniors and graduate students.

Charles Wilson is an easy man to talk with, and what he has to tell you about the INSURED CAREER PLAN can make a lot of difference in your future. Talk with him. There's never any obligation.
Moe Named To Give Address

Dr. Henry Allen Moe, President of the University of Chicago, will address the Rice University Commencement Exercises on the lawn in front of Lovett Hall at 6:30 pm, Saturday, June 5.

Baccalaureate speaker will be Dr. Luther Harshbarger, Professor of Humanities and Religious Studies at Pennsylvania State University. Baccalaureate Services will be held in front of Lovett Hall at 6:30 pm, Saturday, May 29, at the Houston Country Club. Following Baccalaureate Services President and Mrs. Pitzer will hold a buffet for Rice alumni, faculty, new graduates, and their families at 4 pm, June 5, before the Commencement Ceremonies.

PREXIES—(Continued from Page 3)

scheduled to be next year's first production.

Expanding the college's recreation activities, Wiesen will show art pop and popular motion pictures complete with Captain Marvel serials every Friday, King estimated the movies will cost ten cents a person to attend.

Residence Rules

"Wiesen is trying to re-do all of its rules" King stated. A final draft of proposed rules has been approved by the college members in a general referendum.

To involve the college more closely in the educational process Wiesen will seek to have classes held in the college by extending invitations to its association. Wiesen plans to expand its library to 6000 volumes by next fall and is planning a tape and record library for their music room, King explained.

Expansion of the college's recreation activities, Wiesen will show art pop and popular motion pictures complete with Captain Marvel serials every Friday, King estimated the movies will cost ten cents a person to attend.

Residence Rules

"Wiesen is trying to re-do all of its rules" King stated. A final draft of proposed rules has been approved by the college members in a general referendum.

To involve the college more closely in the educational process Wiesen will seek to have classes held in the college by extending invitations to its association. Wiesen plans to expand its library to 6000 volumes by next fall and is planning a tape and record library for their music room, King explained.

The Rice Alumni Association will hold a buffet for Rice alumni, faculty, new graduates, and their families at 4 pm, June 5, before the Commencement Ceremonies.

If you've got the cap...

Olds has the car!

A digger's dream, this 4-4-2! Here storms a lean 'n' mean Rocket V-8 . . . 400 cubes, 345 horses, quad pots. Goodies like twin acoustically tuned, chambered pipes . . . heavy-duty shocks, front and rear stabilizers and 4 coil springs. Result: unique 4-4-2 action and road sense. How many cents?

1966 OLDSMOBILE
Try a Rocket in Action . . . Look to Olds for the New!
Admissions Policy is Charles S. Gardiner, chairman, Barbara Echols and Cleve Garraud.

Ken Hanson is chairman of the Student Committee on Scholarships Committee, with Allen Blackburn as chairman. In charge of Foreign Student Orientation is David Poon, with Paula Rybes and Susie Kitson assisting him.

David Turner will be aided by Monty Strauss and Paula Rybes on the Food committee. Karen Nelson is the Freshman Orientation Coordinator and Barbara Echols will be her assistant.

The appointments of the chairmen of the Focus Committee, SCEP, and the Publications Board will be announced later, along with the members of the committees.

The Student Association has spent them as you go—anywhere around the world. Austria, Australia, or Afghanistan: whether you're on money only you can spend. Only your signature —or off-the beaten track, Better, in fact. Loss-proof and theft-proof, they're compact in size.

Austria, Australia, or Afghanistan: whether you're on money only you can spend. Only your signature —or off-the beaten track, Better, in fact. Loss-proof and theft-proof, they're compact in size.

The Branding Iron Restaurant
Charcoal Broiled Steaks and Hamburgers
2315 Westheimer 7 AM-10 PM JA 8-8870

The Schilling is local currency in Austria.

So is this.

The Rice Thresher, May 6, 1965—Page 6
Owl Nine Splits With SMU Ponies; Holder Wins Third, Yields Five Hits

The Rice baseball team split a twin bill with SMU in Dallas last Saturday. The team won the regular nine inning contest in the sixth inning with a single 3-2, but lost the second seven last Saturday. The team won the twin bill with SMU in Dallas.

Owl Nine Splits With SMU Ponies; Holder Wins Third, Yields Five Hits

The Rice baseball team split a twin bill with SMU in Dallas last Saturday. The team won the regular nine inning contest in the sixth inning with a single 3-2, but lost the second seven last Saturday. The team won the twin bill with SMU in Dallas.

Owl Nine Splits With SMU Ponies; Holder Wins Third, Yields Five Hits

The Rice baseball team split a twin bill with SMU in Dallas last Saturday. The team won the regular nine inning contest in the sixth inning with a single 3-2, but lost the second seven last Saturday. The team won the twin bill with SMU in Dallas.

Owl Nine Splits With SMU Ponies; Holder Wins Third, Yields Five Hits

The Rice baseball team split a twin bill with SMU in Dallas last Saturday. The team won the regular nine inning contest in the sixth inning with a single 3-2, but lost the second seven last Saturday. The team won the twin bill with SMU in Dallas.

Owl Nine Splits With SMU Ponies; Holder Wins Third, Yields Five Hits

The Rice baseball team split a twin bill with SMU in Dallas last Saturday. The team won the regular nine inning contest in the sixth inning with a single 3-2, but lost the second seven last Saturday. The team won the twin bill with SMU in Dallas.
Wednesday May 12
3 pm Faculty Women's Club Dinner
3 pm A History of the World in Letters
3 pm History of Science Lecture Series
8 pm South Texas Choir in Concert

Friday May 17
2 pm Baseball Game at Rice
3 pm Professional Engineers Exam
8 pm Arch Lecture

Saturday May 8
4:15 pm Houston Opera Society Gala
5 pm Southwestern Conference on History and Literature

Sunday May 9
9 am Professional Engineers Exam
11 am Southern Baptist Convention
3 pm Oral Exam Patricia Schwarz
5 pm Southwestern Conference on History and Literature
7 pm Rehearsal 'In White America'
9 pm Rondelet Houston Club

Monday May 10
6:15 am Holy Communion
9 am History of Science Lecture Series
11 am Southern Baptist Convention
11:45 am Baker Forum Series, X. E.

Special Sale!
On 1964-65 yearbook glossy photographs
$1.29 FINE PHOTOGRAPHY

Send this coupon only! ! ! !
Name:
Address:

Campanile No.:
Telephone:

Send check or money order with this coupon! ! ! ! ! ! !
If the coupon is received within 10 days after your yearbook is sent to the printer, we will refund the $1.29. All other correspondence should be sent to:
THE RICE THRESHER, MAY 4, 1965—PAGE 4
SCEP

SECTION TWO

The introduction to the SCEP report was written by W. Harris. Parts of the report were written to meet the demands of space and the fresh-

man contents were omitted entirely.

Complete copies of the SCEP report are available at the Fondren reserve de-

-Ed.

Introduction

This year's SCEP branched out bey-

ond its traditional role as the organ of student evaluation of courses. It has acted as a lobbying agent for the fresh-

men on the matter of test pick-ups, and has been successful in removing test schedules. Professors Drew, Bry-

an, and Borchersch should be especially recognized for their willingness to re-

arrange tests for the convenience of their students.

SCEP has conducted two opinion polls this year. The first, on the SCEP report found in this report. The first, an in-

quiry into language requirements, was recently released and was written by Tom Schmittl, President of Will Rice College.

This questionnaire had too small a base to justify drawing conclusions and making recommendations. However, it was significant enough to demand that new courses be considered based on a sur-

vey on the entire student body.

More successful was the duplication of the freshman questionnaire that we distributed to seniors. Return was around 40%, which on the Rice campus is reasonably good. Student opinion concurred in almost every case with that of the faculty.

Dr. Margrave's committee on under-

graduate curriculum recommended cer-

tain structural changes in the Rice cur-

riculum, and these changes were ac-

cepted. Students interested in these changes will find a section of special details on the back of the SCEP report.

The most astounding conclusion brought out by the freshman questionnaire is that the seniors' response to the question about helplessness was significantly higher than forms returned said that Rice was not requiring the course load of the sophomore S.E.'s.

The return on the freshman ques-

tionnaire was high—around 90%. Some consensus was obvious in particular courses, but when we tried to bring together data from different classes and different courses, we were unable to draw any concrete conclusions.

Opinion of the courses varied with the professor, and there were wide de-

variations in the same class. We were pleasantly surprised to mark such changes around the freshman's scores.

The evaluation of the returns is short and specific comments about particular courses, but it does portray a general shape of the freshman's opinion at Rice.

Following the plan of last year's report, we will make a separate analysis of the grades of the students on the SCEP report. We have not attempted for reasons: some had too small a number of students that a ques-

tion was not meaningful; some of the questions were such in a state of change that the teacher may have been the person, the past or the present.

Subcommittee chairman directed ques-

tions which will produce the results in the respective departments and integrated these results into a single report. The students themselves were polled and there are positive suggestions that rep-

resent student opinion about improving the departments.

In addition to the gathering of sug-

gestions representing student opinion, SCEP has conducted this year a pro-

posal for changing the procedure of final exams. Working closely with the Honor Council to iron out pos-

sible objections, we have come to a line such as Saturday morning after May. By simply informing his profes-

sor that distribution of exams is on such a plan would not endanger the ef-

fectiveness of the system and if found unsatisfactory, the system will be re-

vised to fit the administration, fac-

ulty, Honor Council, or stu-

dent body. Now let us consider some details of the plan.

1. Eligibility—Initially this system could only include those students eligible for grades of A or 100 or higher. In such courses, there would be fewer of the difficulties which may be caused by large classes, and yet there are enough classes of sufficient size to constitute a fair trial. Also it is felt that students at the junior level have maturity enough to get the plan started and prove it true in tradition and student respect.

2. Procedure

a. Distribution of exams—Some question has been raised about the distri-

bution mechanism. Here is my proposal. Students pick up exam packages at some central distribution center. Exams are distributed at the same time the first exam period ends. Each exam is individually sealed.

b. Each student must inform his professor by finishing within the seven-

day period in order to hasten the turn in of grades.

The registrar will ask that professors have good reports by a certain day so that the registrar can begin grading the period. This would give students a chance to improve their grades, which we believe should at least set up the balance; he should at least set up the balance; he may decide that his teaching experience outweighs consen-

s. He may decide that his teaching experience outweighs profession.

s. He may decide that his teaching experience outweighs profession.

In closing let me again repeat the

In closing let me again repeat the

In closing let me again repeat the

In closing let me again repeat the

In closing let me again repeat the

In closing let me again repeat the

In closing let me again repeat the

In closing let me again repeat the

In closing let me again repeat the

In closing let me again repeat the

In closing let me again repeat the

In closing let me again repeat the

In closing let me again repeat the

In closing let me again repeat the

In closing let me again repeat the

In closing let me again repeat the

In closing let me again repeat the

In closing let me again repeat the

In closing let me again repeat the

In closing let me again repeat the

In closing let me again repeat the

In closing let me again repeat the

In closing let me again repeat the

In closing let me again repeat the

In closing let me again repeat the

In closing let me again repeat the

In closing let me again repeat the

In closing let me again repeat the

In closing let me again repeat the

In closing let me again repeat the

In closing let me again repeat the

In closing let me again repeat the

In closing let me again repeat the

In closing let me again repeat the

In closing let me again repeat the

In closing let me again repeat the

In closing let me again repeat the

In closing let me again repeat the

In closing let me again repeat the

In closing let me again repeat the

In closing let me again repeat the

In closing let me again repeat the

In closing let me again repeat the

In closing let me again repeat the

In closing let me again repeat the

In closing let me again repeat the

In closing let me again repeat the

In closing let me again repeat the

In closing let me again repeat the

In closing let me again repeat the

In closing let me again repeat the

In closing let me again repeat the

In closing let me again repeat the

In closing let me again repeat the

In closing let me again repeat the

In closing let me again repeat the

In closing let me again repeat the

In closing let me again repeat the

In closing let me again repeat the

In closing let me again repeat the

In closing let me again repeat the

In closing let me again repeat the

In closing let me again repeat the

In closing let me again repeat the

In closing let me again repeat the

In closing let me again repeat the

In closing let me again repeat the

In closing let me again repeat the

In closing let me again repeat the

In closing let me again repeat the

In closing let me again repeat the

In closing let me again repeat the

In closing let me again repeat the

In closing let me again repeat the

In closing let me again repeat the

In closing let me again repeat the

In closing let me again repeat the

In closing let me again repeat the

In closing let me again repeat the

In closing let me again repeat the

In closing let me again repeat the

In closing let me again repeat the

In closing let me again repeat the

In closing let me again repeat the

In closing let me again repeat the

In closing let me again repeat the

In closing let me again repeat the

In closing let me again repeat the

In closing let me again repeat the

In closing let me again repeat the

In closing let me again repeat the

In closing let me again repeat the

In closing let me again repeat the

In closing let me again repeat the

In closing let me again repeat the

In closing let me again repeat the

In closing let me again repeat the

In closing let me again repeat the

In closing let me again repeat the

In closing let me again repeat the

In closing let me again repeat the

In closing let me again repeat the

In closing let me again repeat the

In closing let me again repeat the

In closing let me again repeat the

In closing let me again repeat the

In closing let me again repeat the

In closing let me again repeat the

In closing let me again repeat the

In closing let me again repeat the

In closing let me again repeat the

In closing let me again repeat the

In closing let me again repeat the

In closing let me again repeat the

In closing let me again repeat the
The purpose of this report is to present an evaluation of the Department of Economics and Business Administration. The opinions presented here are based on the responses to a questionnaire which was mailed to students majoring in the department. The results were tabulated and the recommendations were made by students in other departments.

Perhaps too much of this report is devoted to criticism rather than to praise, but since the overwhelming concern of opinions expressed is the performance of functions well, there seems to be little need to repeat criticisms which, if presented, will be made by course which is not of the professors: for if the professors and the department personnel courses will not be considered in detail in this report. The B.A. little value.

The economics department can be attributed to the effort of the students in it. The outstanding characteristic of this group of a number of students: said that they were not want to take it and they resented the department's re.

The course does not more than outline principles, there is little point in having an instructor, an instructor explained the principles to the student more class can better be done. What the student needs from the professors is the void of amount of economics literature and not in the form of reading and evaluating what he needs.

The questionnaires revealed that most students are satisfied with the departmental grading policy, as the majority of their responses indicated a great deal of pride. The students felt that a

The award for the most imaginative and the best of the seminars was given to Dr. Steele, Mr. McCallum ("the recurring questionnaires programs of which have been chosen as being most representative of architecture majors and should not be re.

The economics department will be learning experiences rather than a small enrollment. The department has been chosen as being most representative of architecture majors and should not be re.

The economics department was regarded as very good and some students felt this to be the contrary of the majority of other departments and the student more classes can better be done. What the student needs from the professors is the void of amount of economics literature and not in the form of reading and evaluating what he needs.

The questionnaires revealed that most students are satisfied with the departmental grading policy, as the majority of their responses indicated a great deal of pride. The students felt that a

The award for the most imaginative and the best of the seminars was given to Dr. Steele, Mr. McCallum ("the recurring questionnaires programs of which have been chosen as being most representative of architecture majors and should not be re.

The economics department was regarded as very good and some students felt this to be the contrary of the majority of other departments and the student more classes can better be done. What the student needs from the professors is the void of amount of economics literature and not in the form of reading and evaluating what he needs.

The questionnaires revealed that most students are satisfied with the departmental grading policy, as the majority of their responses indicated a great deal of pride. The students felt that a

The award for the most imaginative and the best of the seminars was given to Dr. Steele, Mr. McCallum ("the recurring questionnaires programs of which have been chosen as being most representative of architecture majors and should not be re.

The economics department was regarded as very good and some students felt this to be the contrary of the majority of other departments and the student more classes can better be done. What the student needs from the professors is the void of amount of economics literature and not in the form of reading and evaluating what he needs.

The questionnaires revealed that most students are satisfied with the departmental grading policy, as the majority of their responses indicated a great deal of pride. The students felt that a

The award for the most imaginative and the best of the seminars was given to Dr. Steele, Mr. McCallum ("the recurring questionnaires programs of which have been chosen as being most representative of architecture majors and should not be re.

The economics department was regarded as very good and some students felt this to be the contrary of the majority of other departments and the student more classes can better be done. What the student needs from the professors is the void of amount of economics literature and not in the form of reading and evaluating what he needs.

The questionnaires revealed that most students are satisfied with the departmental grading policy, as the majority of their responses indicated a great deal of pride. The students felt that a

The award for the most imaginative and the best of the seminars was given to Dr. Steele, Mr. McCallum ("the recurring questionnaires programs of which have been chosen as being most representative of architecture majors and should not be re.

The economics department was regarded as very good and some students felt this to be the contrary of the majority of other departments and the student more classes can better be done. What the student needs from the professors is the void of amount of economics literature and not in the form of reading and evaluating what he needs.

The questionnaires revealed that most students are satisfied with the departmental grading policy, as the majority of their responses indicated a great deal of pride. The students felt that a

The award for the most imaginative and the best of the seminars was given to Dr. Steele, Mr. McCallum ("the recurring questionnaires programs of which have been chosen as being most representative of architecture majors and should not be re.

The economics department was regarded as very good and some students felt this to be the contrary of the majority of other departments and the student more classes can better be done. What the student needs from the professors is the void of amount of economics literature and not in the form of reading and evaluating what he needs.

The questionnaires revealed that most students are satisfied with the departmental grading policy, as the majority of their responses indicated a great deal of pride. The students felt that a

The award for the most imaginative and the best of the seminars was given to Dr. Steele, Mr. McCallum ("the recurring questionnaires programs of which have been chosen as being most representative of architecture majors and should not be re.

The economics department was regarded as very good and some students felt this to be the contrary of the majority of other departments and the student more classes can better be done. What the student needs from the professors is the void of amount of economics literature and not in the form of reading and evaluating what he needs.

The questionnaires revealed that most students are satisfied with the departmental grading policy, as the majority of their responses indicated a great deal of pride. The students felt that a

The award for the most imaginative and the best of the seminars was given to Dr. Steele, Mr. McCallum ("the recurring questionnaires programs of which have been chosen as being most representative of architecture majors and should not be re.
The general tone of the response was that the course be more uniform and that it rely to a lesser degree on the lecture procedure which was considered inappropriate. Here, because the student has little chance of his particular experience being in evidence that the course be more uniform and more structured and that it should provide the student with some tentative way of organizing the material of the course.

The general students, who undergraded forms asked if the grading procedure in the university was adequate. 50% of the graduate forms. In the department, for example, most students felt that they could handle adequately the main course this nature a semester, because of the demands of their other courses.

In answer to a question concerning the purpose of tests and themes, people agreed almost unanimously that both can and should be effective learning experiences. Tests should not require more repetition of information gained from reading and/or lecture but should require understanding and synthesis of material in some degree.

Themes should allow research into a particular subject and should demand some original thought and interpretation of facts. Both tests and themes should be learning devices, not memorization exercises.

Options as to how well these ideas are usually achieved vary greatly. The undergraduate graduates felt that tests generally do not achieve the ideal. Dr. Matusow, for example, was praised, however, for the attitude of his students. There was little criticism of the use of quizzes; Dr. Vandiel's term paper and Dr. Salmans' papers were considered valuable assignments.

Grading procedures in advanced courses are in general considered fair by the undergraders. There was, however, criticism of the grading standards in various sections of History 100 and 116. In the latter, grading was considered so few to be a punitive_grades.

Grades in the upper division were praised, however, for the student does know, rather than what he does not know. Of the advanced courses, History 300 grades were cited as too few, History 450 grades generally too low.

Students also felt that their failure to receive financial aid equal to that received by other students of equal ability lowers their course in directed reading is considered quite effective. This same opinion was expressed in regard to the choice of film. The department is a large question. Here, because the student has little chance of his particular experience being in view that the course be more uniform and more structured and that it should provide the student with some tentative way of organizing the material of the course. -

SOUTH TEXAS VENDORS

"Serving the Rice Campus with "Automatic Vending Machines"

Mercantile Security Life INSURANCE COMPANY
Mercantile Securities Building—Dallas, Texas

The Rice Thresher May 6, 1965—Page 11
philosophy

The philosophy department offers a program that is oriented toward the historical development of philosophy. The members of the faculty are sincerely interested in teaching and are available for individual consultation. The response was predominantly in favor of the good working relation between the faculty and students without any mention of the work of the other members of the department. It is necessary to single out Drs. Mackey and Robinson for generating enthusiasm in their approach to teaching. Nearly everyone turned in a questionnaire that reflects the historical interest. The electrophones do not offer a perspective of philosophy, but they do get across their respective fields of study. This again is due to the limited size of the department and is not a reflection on the quality of the staff. The connection among these electives should be given by the series of courses on the history of philosophy (301-401). Unfortunately, this series does not demonstrate the development of philosophy. This is not the fault of the courses but of their manner of presentation. Only a few responses suggested eliminating the series. Most described the content of the courses as "rambling" or "abhorred." This again is not the fault of the purpose behind the courses, but of their presentation. There is considerable freedom offered the student in his choice of class material, but the emphasis is on what the philosopher said and original and independent thinking about the problem dealt with is not required, although it is readily accepted.

The method of instruction that is preferred by nine out of ten philosophy majors is that of seminars with an extensive secondary reading list and a limited required reading list. Every questionnaire mentioned that value was to be had in papers only. The grading is almost unanimous for the majors and those taking the courses in advanced grammar. As usual, most of the complaints of German majors centered around the fact that they would like to be able to speak German better. Those German majors who will teach—and this is the major—feel a more conversational approach to the language is needed: more German spoken on all levels, courses exclusively on conversational German, and courses in advanced grammar.

Quite often, the opinion the student has of a course is exactly the same as his opinion of the teacher. This holds both for the majors and those taking German as an elective. Fortunately, there were few complaints about either professors or courses.

If research is one of your goals in life, you might want to know more about General Telephone & Electronics. Full information is available from your Campus Placement Director, or write to General Telephone & Electronics Laboratories, 730 Third Ave., New York, N.Y. 10017.

If research is one of your goals in life, you might want to know more about General Telephone & Electronics. Full information is available from your Campus Placement Director, or write to General Telephone & Electronics Laboratories, 730 Third Ave., New York, N.Y. 10017.

German

The response to the questionnaire was lower than last year. As usual, most of the complaints of German majors centered around the fact that they would like to be able to speak German better. Those German majors who will teach—and this is the major—feel a more conversational approach to the language is needed: more German spoken on all levels, courses exclusively on conversational German, and courses in advanced grammar.

Quite often, the opinion the student has of a course is exactly the same as his opinion of the teacher. This holds both for the majors and those taking German as an elective. Fortunately, there were few complaints about either professors or courses.

If research is one of your goals in life, you might want to know more about General Telephone & Electronics. Full information is available from your Campus Placement Director, or write to General Telephone & Electronics Laboratories, 730 Third Ave., New York, N.Y. 10017.

GERMAN

You're in good hands with Allstate Auto Insurance?

Are you 20-24 years of age with a good driving record? If so you may qualify for Allstate's rates. Please call Bill Kiernan, Agent for details.

For details. PR 4-3866 or 4-1626

SWEET MUSIC FOR TELEPHONE SWITCHING

Add electronics to telephone switching, and some pretty exciting things happen. Such as a fast-action push-button phone that "dials" numbers by a succession of short, musical tones instead of a lengthy sequence of impulses.

And beyond the "Touch Calling" phone is a new Electronic Automatic Telephone Exchange developed independently by GT&E scientists. It will make many new telephone services possible.

General Telephone & Electronics Laboratory contributes the basic support to the GT&E family of companies for product innovations such as this. In fact, basic research is our solid base for continued future growth.

Add electronics to telephone switching, and some pretty exciting things happen. Such as a fast-action push-button phone that "dials" numbers by a succession of short, musical tones instead of a lengthy sequence of impulses.

And beyond the "Touch Calling" phone is a new Electronic Automatic Telephone Exchange developed independently by GT&E scientists. It will make many new telephone services possible.

General Telephone & Electronics Laboratory contributes the basic support to the GT&E family of companies for product innovations such as this. In fact, basic research is our solid base for continued future growth.

If research is one of your goals in life, you might want to know more about General Telephone & Electronics. Full information is available from your Campus Placement Director, or write to General Telephone & Electronics Laboratories, 730 Third Ave., New York, N.Y. 10017.

If research is one of your goals in life, you might want to know more about General Telephone & Electronics. Full information is available from your Campus Placement Director, or write to General Telephone & Electronics Laboratories, 730 Third Ave., New York, N.Y. 10017.
chemistry

Approximately 60% of the forty undergraduate majors were surveyed. This 28% of the graduate forms were returned. One of the outstanding separated sections of the questionnaire was the fact that students took the courses in the department. The major problem with the new requirements in the biology curriculum can be simplified as one of the following:

Math 200's worth to Chemistry majors was summarized by each respondent. "Math 200 is a complete waste.

"Theory should be de-emphasized."

One of the reasons for change is the fact that there was generally satisfaction with undergraduate education. In answer to the question: "Should education have been more liberal, or should individuals have been given a chance to specialize earlier?" the universe was turned down, though a more liberal education would be feasible in a year program which would allow one adequate chemical education.

There was also a call for immediate attention to the requirements in order to avoid unnecessary delays, for which one had no interest. The constructive criticisms as summarized in the following:

french

The French department questionnaire was returned by 54% of the junior French majors. The questionnaires dealt mainly with the adequacy of the departmental facilities, particularly French lab courses. The majority stated that the grading was generally fair, but nearly everyone emphasized that the grading procedures were more or less fair, and that there should be some grammar in the upper level courses to aid in paper writing and some survey and grammar courses on the required list.

The lab facilities have been found to be adequate, but not in the upper level courses to aid in paper writing and some survey and grammar courses on the required list.

The department as a whole is good, though often unhappily. Many felt that they would help to have some new professors in the department, especially on lower levels.

biology

Evaluation forms for the BSC report sent to all present biology students, who were those of the last two years. The majority felt that the courses in biology were acceptable, though some of the students were not familiar with the courses and the lab work.

Most of the majors felt that the requirements for a biology degree were quite good, although some mentioned that the degree should be broader in scope. The majority felt that the course was acceptable, though some of the students were not familiar with the courses and the lab work.

Most felt that the stronger background in the sciences and chemistry required for those who were interested in the sciences and chemistry was a help, especially if they had taken a biology course. The minority felt that the increased science background should be eliminated. The academic Biology major and would ultimately weaken the department.

The small minority felt about the requirement 3 years of language courses. Many suggested that if the group A and B requirements in electives be re- placed by the group A and B requirements from the two groups in the last two years. With the new requirements in the biology curriculum, the choice of electives will be further narrowed, necessitating this suggestion even more valuable as an aid to fulfilling requirements.

Most felt that although facts were still emphasized in the biology major, they were not presented in a way that was compartmentalization in the department. The major problem with the new requirements in the biology curriculum can be simplified as one of the following:

There was felt to be necessary. The suggestion that additional copies of certain books be ordered was found to be excellent and can make the course more valuable to students who are interested in the sciences and chemistry.

The department as a whole is good, though often unhappily. Many felt that they would help to have some new professors in the department, especially on lower levels.
The response to the chemical engineering major evaluation questionnaire was about 80%. Although most fourth year students answered all the questions, many juniors felt themselves too inexperienced to answer some questions.

Most students felt the range of courses offered to be adequate. There was an opinion that more courses directly related to the petroleum industry should be offered. Most students felt that the theoretical level of most of the courses was all right. However, some suggested that more courses of a practical nature be offered as electives for those wishing to go directly into industry.

The opinions on elective courses were evenly split. Some felt the range of electives was adequate, and those feeling that it was too limited added that to have more electives would mean an overall increase in or undesirable thinning out of major courses.

The overwhelming opinion on homework was that it is a most effective instructional device. The main concern was that difficult questions need to be explained carefully and diligently.

Most students thought open-book, take-home exams were best for technical courses. Undue pressure was thus eliminated and conditions simulating later work maintained.

Most students thought the lectures important as instructional devices and usually had strong feelings about individual professors. On a whole, the lectures in the department were listed as okay or above average, with several rating as excellent.

With one or two exceptions, the text books were felt to be quite adequate. Most students voiced favorable opinions with regard to grading. They felt that the factors involved were weighted fairly, that the grading was both fair and encouraging. Those disagreeing usually did so as to specific courses. Several felt that the final grade received in some classes was more or less fixed except for exceptional cases.

The major strength of the department included its sound theory and logical presentation, good instructors, good courses on a whole, and a good reputation with industry. James, in particular, seemed well satisfied with their start in chemical engineering. While one opinion thought computer training received was a strong point, another suggested greater emphasis on computer application.

About half of the students were planning on working in industry immediately after graduation with some of these considering going to business school after a few years of working. The remaining half of the students were split between graduate school in chemical engineering and business school. The opinions were split as to the effect of a B.S. education on future plans, but it did affect the decisions of most.Among suggestions for innovations in the department were:

(1) Having available more practical courses as electives for those desiring to go to work immediately. In view of the amount of students with this object in mind, this rates as an important criticism.

(2) Revamp the labs; get better lab facilities.

(3) Take the chemical engineers out of Math 200 and Math 300. It was felt that these courses were too theoretical in nature for the engineering student. It was suggested that small math classes for chemical engineers be set up by the Chemical Engineering department.

(4) More emphasis on computer application to chemical engineering.

It is significant that some complaints voiced in last year's poll are missing this year. Noticeably, the opinions on grading this year were more favorable (and apparently, so were the students' grades). While some criticism was given the lecturers, it seems to have abated somewhat from last year with some professors being mentioned as especially good. The overall opinion of recent graduates was that they had a significantly better education than graduates from other schools.

There was too little homework although what was given was very good and not considered to be busy work. The examinations were confusing and graded in a confusing manner.

The lab depended directly on the lab instructors. The good lab instructors (one mentioned was R. Boycey) caught the errors in the lab sheets and were sources of good poop. Some of the poorer lab instructors could not speak English very well.

EE 341, EE 342, Dean McEnany The conclusions here are quite favorable (and apparently, so was the grading this year). The amount of students with this object in mind, this rates as an important criticism.

Most students felt the range of electives was adequate, and those feeling that it was too limited added that to have more electives would mean an overall increase in or undesirable thinning out of major courses.

The opinions on elective courses were evenly split. Some felt the range of electives was adequate, and those feeling that it was too limited added that to have more electives would mean an overall increase in or undesirable thinning out of major courses.

The overwhelming opinion on homework was that it is a most effective instructional device. The main concern was that difficult questions need to be explained carefully and diligently.

Most students thought open-book, take-home exams were best for technical courses. Undue pressure was thus eliminated and conditions simulating later work maintained.

Most students thought the lectures important as instructional devices and usually had strong feelings about individual professors. On a whole, the lectures in the department were listed as okay or above average, with several rating as excellent.

With one or two exceptions, the text books were felt to be quite adequate. Most students voiced favorable opinions with regard to grading. They felt that the factors involved were weighted fairly, that the grading was both fair and encouraging. Those disagreeing usually did so as to specific courses. Several felt that the final grade received in some classes was more or less fixed except for exceptional cases.

The major strength of the department included its sound theory and logical presentation, good instructors, good courses on a whole, and a good reputation with industry. James, in particular, seemed well satisfied with their start in chemical engineering. While one opinion thought computer training received was a strong point, another suggested greater emphasis on computer application.

About half of the students were planning on working in industry immediately after graduation with some of these considering going to business school after a few years of working. The remaining half of the students were split between graduate school in chemical engineering and business school. The opinions were split as to the effect of a B.S. education on future plans, but it did affect the decisions of most. Among suggestions for innovations in the department were:

(1) Having available more practical courses as electives for those desiring to go to work immediately. In view of the amount of students with this object in mind, this rates as an important criticism.

(2) Revamp the labs; get better lab facilities.

(3) Take the chemical engineers out of Math 200 and Math 300. It was felt that these courses were too theoretical in nature for the engineering student. It was suggested that small math classes for chemical engineers be set up by the Chemical Engineering department.

(4) More emphasis on computer application to chemical engineering.

It is significant that some complaints voiced in last year's poll are missing this year. Noticeably, the opinions on grading this year were more favorable (and apparently, so were the students' grades). While some criticism was given the lecturers, it seems to have abated somewhat from last year with some professors being mentioned as especially good. The overall opinion of recent graduates was that they had a significantly better education than graduates from other schools.

There was too little homework although what was given was very good and not considered to be busy work. The examinations were confusing and graded in a confusing manner.

The lab depended directly on the lab instructors. The good lab instructors (one mentioned was R. Boycey) caught the errors in the lab sheets and were sources of good poop. Some of the poorer lab instructors could not speak English very well.

The lecture notes were just copied on the board. This made the class interest all the more pronounced.

The good lab instructors (one mentioned was R. Boycey) caught the errors in the lab sheets and were sources of good poop. Some of the poorer lab instructors could not speak English very well.

The lecture notes were just copied on the board. This made the class interest all the more pronounced.

The good lab instructors (one mentioned was R. Boycey) caught the errors in the lab sheets and were sources of good poop. Some of the poorer lab instructors could not speak English very well.

The lecture notes were just copied on the board. This made the class interest all the more pronounced.

The good lab instructors (one mentioned was R. Boycey) caught the errors in the lab sheets and were sources of good poop. Some of the poorer lab instructors could not speak English very well.

The lecture notes were just copied on the board. This made the class interest all the more pronounced.

The good lab instructors (one mentioned was R. Boycey) caught the errors in the lab sheets and were sources of good poop. Some of the poorer lab instructors could not speak English very well.

The lecture notes were just copied on the board. This made the class interest all the more pronounced.

The good lab instructors (one mentioned was R. Boycey) caught the errors in the lab sheets and were sources of good poop. Some of the poorer lab instructors could not speak English very well.
the summary below, the questions to whom questionnaires were condensed or are omitted were not. Among the suggested additions to the curriculum were courses on probability theory, number theory, set theory, computer theory, applied mathematics, and an early introduction to linear algebra.

Curriculum: Mathematics 300 (Differential Equations): In this course it was felt that the lectures were somewhat difficult and that they did not dwell sufficiently on the material covered in the homework. It was judged to be a poor introduction to the subject and that the tests were said to include too many questions requiring the use of advanced knowledge, thus failing to measure comprehensive material studied.

b) Mathematics 310 (Functions of Several Variables): This course was very well received, in terms of both the material covered and the manner of its presentation. However, it was felt that the course would be better if it were more strongly focused.

c) Mathematics 330 (Algebra): This course was generally praised as a whole; but the feeling was expressed that some basic subjects (e.g., linear algebra) were not covered in sufficient depth.

d) Mathematics 360 (Problems in Advanced Mathematics): This course was very much appreciated and more time was spent on problem-solving techniques. It was suggested that by some the course be expanded and that a better text be used. Comments: One suggested addition to the course of a Complex Variable:

Respondents were generally satisfied with the course in the form of presentations and tests. Most felt that the blackboard was too often left to be done

Mathematics 410 (Ordinary and Partial Differential Equations): The comprehensive nature of this course was generally appreciated, but it was felt that the lectures were too fast and sketchy to permit good comprehension of material. Most respondents felt that the grading policies could be improved.

Mathematics 412 (Algebra II): The material in this course was thought interesting, but it was felt that more time was spent on the applications in the second semester. Most respondents felt that the grading policies could be improved.

Mathematics 413 (Real Variables): Most students who commented on this course said that it was well taught, but perhaps a little shallow. Testing and grading: Tests on topology were generally considered good. However, it was felt that tests did not necessarily reflect the students' comprehension of the course. The second test was about evenly split on the material.

The introduction of a full year of introductory courses, 10 advanced elective courses, and 10 advanced courses in mathematics were recommended to permit skipping some prerequisite work, but against "sit-and-teach". A few thought the course was interesting, but it was too fast and sketchy to permit adequate time for learning. The great majority strongly disapproved residing and for Dr. Donoho. The universal criticism was that the upper-class labs are diluvian," and "defective before the student was currently taking the course." The questionnaire then asked the major for courses from the departments. All of the science departments. Also, separate sections for mathematics and students and that the Department take a greater interest in general in its students. The main complaint was that the mathematics program was uninviting. In addition it was felt that grading policies could be improved.

Mathematics: The Rice Thresher May 6, 1965—Page 15
mechanical engineering

The purpose of this SEMP evaluation was to get honest suggestions from students and recent graduates regarding what they had been taught, ways they feel might help them understand course material better, courses they would like to have taught, and any other ideas for improvement.

The forms were filled out by the students and graduates with 60.8% and 25% participation shown respectively. They were compiled hopefully in a factual manner and do indicate a true concern for contributing to the mutual internal improvement of the department.

Questions and responses are given below.

1. The range of courses offered adequate or not? If not what courses are lacking?

The opinion was split almost evenly about whether there is an adequate range of courses. Generally there was a desire expressed for some courses in the fields which are still new such as control systems engineering, computer techniques, aerospace engineering, and also more "practically" oriented courses (ME 380 was mentioned as an example).

2. What are the best instructional devices, features, recitations, seminars, etc.?

Most of the students were aware of the schedule of hours available and in general were sure that the department staff would be glad to offer advice about careers if asked. It was suggested that possibly the department could hold one or two seminars during the year about the career areas available which could compare the fields of specialization and the usual paths to get into them.

3. How have the new integrated courses taken by all engineers impressed you? Would you like to see a greater gravity to this direction? There was high praise for ME 435 but some of the other integrated courses seemed to fall a little short of what the students had expected. Specifically the persons in Chem 420 felt that they were not adequately prepared, for the material taught. The fact that there are areas in which all engineers can learn together was not questioned.

4. Do you feel that the curriculum offers you a chance to pursue professional interests?

The criticism, it was felt, does offer the chance to pursue special interests but many persons expressed the desire to have a little greater choice in the picking of electives, especially in the 5th year. It was also commented that there could be more done in the way of publicity to help those who do not yet know their special interests.

5. What is your opinion of the mathematical development of an ME?

A majority felt that the mathematical development of an ME was very good. Several expressed the desire for a little less theoretical emphasis and many thought that the engineering department needed to step in earlier to orient the engineers in the type of math they are to use later on. ME 443 was highly praised here as also giving a very practical and integrating development of the topics covered.

6. Are you planning to do graduate work? If so please state its nature.

Almost everyone (85%) is considering graduate work either in ME or Business. Stanford was indicated by many 5th years as their intended destination.

7. If you were head of the department what other changes would you make in the department besides those mentioned above?

The need for revision of the lab work for the fifth year was cited as the area in which improvement could be made. Here again choice of electives was mentioned.

Summary of specific proposals:

1. Introduce control systems, numerical analysis, and aerospace courses.
2. Make revisions where applicable so that problems can be discussed and fully understood.
3. Keep improving the integrated courses to benefit all of the students taking them.
4. Allow more latitude in elective selection by making more equally weighted choices available, especially for the 5th year.

5. Have a separate course in math for engineers beginning earlier than the Senior year.

6. Bring labs up to date, perhaps including more computer work. The fifth year labs should be revised to give a better understanding of modern lab techniques.

In closing it must be noted that the graduate replies were included in the above tabulations throughout the evaluation. One is a graduate student at Caltech and the other is at MIT; both felt that their Rice background gave them an excellent preparation for their work.

315 were cited as excellent courses, difficult but certainly not impossible for the non-major. History 455 was considered very difficult, not for the "grade maximizer," but an excellent course.

In the field of political science, there was unanimous satisfaction with Political Science 235 (Business Law). Although the subject matter in Political Science 455 was interesting, students agreed that the reading assignments were too heavy and the lectures weak. 75% of the non-majors taking Political Science 235 are satisfied with it as an elective.

In the field of art history, students are almost unanimousely pleased with the courses. History of Art 315 and 460 are considered interesting. 460 was praised for its flexibility of organization and for Mr. Roser's abilities as a teacher.

CONGRATULATIONS
GRADUATING SENIORS!!

NATIONWIDE DIVISION OF AUTOMATIC CANTEEN

Serving Sammy's

CHARLIE BOWDEN
SOUTHERN ENGRAVING CO
1324 W. CLAY
JA 9-3491

MG FROZEN PRODUCTS COMPANY

MARSHALL CONSTRUCTION COMPANY

AUBREY CALVIN, INSURANCE
2615 MONTROSE
IA 6-2884

SAN JACINTO SAVINGS ASSOCIATION
911 TRAVIS
2419 SOUTH POST OAK
2917 LUELL

BENJAMIN FRANKLIN SAVINGS ASSOCIATION

COMPLIMENTS OF A FRIEND

THE RICE ThRESHER, MAY 6, 1965—PAGE 14