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THE RICE THRESHER
CELEBRATING THE THRESHER'S 50TH YEAR

The Freshman Curriculum
A SCEP Evaluation Of The 1964-65 Courses

History 110
The material covered in History 110 is generally thought to be interesting (to a limited degree) and well covered (at least as well as possible for a survey course of this type).

A few people think that some of the material is covered too rapidly, and one of the most common complaints is that too much emphasis is put on minor details, neglecting too often the important historical trends and processes.

Dr. Masterson's lectures are highly praised as being pertinent, informative, and interesting. The basic textbook—Hicks, Money, and Burke—is criticized by some for its low-level presentation and its failure to provide thought.

Most of the students think that the tutorials are very valuable, giving an insight to history that would otherwise be missed in the course. Some students favored an increase in the number of tutorials per week.

A few complained that their tutorials rehashed too much of the material which had already been covered in the lectures or the text.

The reading load is judged as moderate to heavy, but most students agreed that the reading was important and necessary.

There were a number of complaints about the sourcereference: Builders of American Institutions.

This reading was regarded to be all too often heavy for the extreme and not very useful in relation to the rest of the course.

The tests seem to be a bit heavy on the regurgitation. The grading puts too much pressure on bare facts and the student's speed in writing them down in some base order.

The tests are viewed as being too long, as merely having the student write down everything he can in one hour, without bothering to think a great deal.

At times the grading doesn't seem to be consistent among different tests and different grades.

This course has been very well received in general, with most of the complaints directed against the overemphasizing of memorized facts and minor details.

History 100
The great majority of students indicated pleasure. Although most complained of the length of the reading assignments in Contemporary Civilization, they seem to believe that most tests only require a general idea of topics in that book, and not every detail of what was read.

Palmer was considered by the majority to be a worthwhile investment of money and time, and there were no complaints and quite a few praises of the extra reading assignments, such as Alexander de Tocqueville's The American Regime.

Lectures were considered good by some, merely interesting by others, and worthless by the rest. There was no clear cut majority opinion although 25% thought the lectures a waste of time.

Tutorials' were criticized for being unorganized and not always sticking to the material covered. There seems to be too much general discussion so that the student realizes a waste of time and will not help him intellectually or on the tests.

Dr. Lowenheim was often mentioned as a possible "honors" tutorial leader or one having only history majors. No tutorial instructor received anywhere near unanimous praise from his students.

Everyone was in agreement that the tests asked good questions and were interesting and profitable to take. Apparently having only two hour quizzes a semester was appreciated.

There was a great amount of complaint against the grading system. It was felt that different tutorial leaders varied greatly in grading and there was no apparent explanation of the method of grading.

Architecture 100
Material covered: "just about right." "Terrific," "great projects" generally praised and found to be valuable and adequate.

Assignments: Generally summed up as considered carefully, not too long. Mostly work in class.

 Labs: Only class sessions. Lab techniques developed well, worthwhile; one recommendation for some textbook to be used.

Classees; Generally thought to be all right.

Grading: Since there are no tests, grades, which are fair, reflect work output and quality.

Influence on future careers: Most of the reports indicate desire to continue in the courses in the future. Several people have become discouraged and have decided to drop altogether or postpone until a future date the conclusion of architecture.

Other comments: Miss Evans has improved the basic freshman course greatly. "Very motivating and exciting course". "It provides a solid base in basic design and good sections on realistic architecture problems."

One plea for better problem descriptions, perhaps on mimeographed sheets. One comment for E.K.'s. "They ought to take a similar course.

Physics 100
A little less than fifty per cent of the students enrolled in Physics 100 turned their evaluation sheets. While reading this report, one must realize that all figures refer to this majority of those taking the course and reflect their opinions as nearly as possible.

When questioned about the material which is studied, some 50% of those responding expressed various degrees of satisfaction with the material per se; however, a large 40% felt that the material represented theory beyond their school course. A negligible number expressed concern about the difficulty of the material.

The query concerning assignments received (Continued on Page 3)
By KEN MORRISON
Senior Columnist

One of the most thrilling and surprising aspects of college life is the rapid increase in college campuses. In the past, it was common to see only a few professors teaching in small classrooms. Today, however, one can often find large lecture halls filled with hundreds of students. This is due to the increasing numbers of students enrolling in college, which has resulted in a need for more classroom space.

The reasons for this are obvious. Behind the modern college is a philosophy that places a premium on the quality of education. This philosophy has resulted in a greater commitment of university support and an expansion of the realm of authority.

In fact, this response on the part of the students is a reflection of the colleges' desire to ensure that every student is given the opportunity to receive a well-rounded education. This is why the colleges are at the center of the educational process. And although the snap courses are rapidly disappearing from the University, your chances of maintaining and extending the benefits of a pre-established curriculum are sufficiently far removed from the realm of authorship.

If the students are striving for vitality in the educational process, the colleges must strive for Vitality in the educational process as well. This is what you must seek. Indeed it is necessary, however, that evolution's manifestations be preserved in the educational process at Rice that we urge you to cultivate.

Parents and guardians of college students should be aware of the importance of maintaining and extending educational experiences in the colleges. This is a change which, if done correctly, can only prove stifling, can only bore the student, and in that success or failure will be written the story of the college system.

The process of growth of a child is, after all, very much like the growth of the individual in the educational process. The growth of a child is not afraid of introspection or self-examination. It cannot match the challenge and opportunity offered by the present residential college system, but it can and will.

The process of growth of a college is the same. Colleges strive for vitality in the educational process, a pre-established organization. Rice Must Help

To say that the real essence of education is the movement and experimentation in growth and widening of the college's place within the University, physically, is the same, virtually. The answer is either or both. The answer is a combination of both, and therefore requires a greater commitment of University support and an expansion of the realm of authority.

It seems to me more than justifiable to contend that the benefits derivable from this new process are at least as high a priority as anything else in the educational process at Rice. It is this challenge in large part to set the tone of our own educational experience and, furthermore, to leave behind a structure of continuing value.

One question to be kept in mind is the question of how to effect a vital engagement of the two forms as has been done at Harvard and the University of Chicago.

What is the answer? Like everything in teaching, it takes the form of an obligation, a duty. How They Might Teach

The present situation of the younger university teacher is probably more exciting than that of any of his counterparts since the mid-seventeenth century. The reasons for this are obvious. Behind the modern professor lies an enormously significant intellectual revolution, in front of him are students largely unaware of the implications of those revolutions, and the question how to effect a vital engagement of the two forms as has been done at Harvard and the University of Chicago.

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The textbook received an overwhelming vote of confidence. More than 95% of the responses were favorable to the textbook. The remaining responses were split evenly between those feeling every book is too difficult and those feeling the book is too easy.

The response to the grading was split evenly between those who felt it to be fair and those who felt the grades to be meaningless.

The two areas of concern were the fact that the Physics department is never announced and that only those problems are given on hour exams. Many felt that three problems do not give one a true chance to show his ability. Still, there is a problem of grading in the time.

Only 40% of the students indicated that this course advanced their idea of future careers. Of this 40%, one-half were influenced against. This would indicate that 20% of the students are eliminated from a physics major during their first year at Rice.

Some of the more significant results were:
- The Physics department should examine possible changes in the freshman Physics curriculum.
- Many students felt that the classes were not testing and useful, although there were a number of violent dissenters from this view. "Mickey Mouse" was an adjective too often used in describing the labs, and an important complaint pointed out the lack of correlation between the labs and the rest of the course.

The biggest gripe concerns the fact that someone who doesn't know the material can memorize what has been on the last few years' tests and make a 1. Too much emphasis is placed on key words and phrases which are given to the student in the lecture, with the understanding that they will be returned completely intact on the final examination. Some students expressed the opinion that in any science course, especially biology, but Biology 100 carries mechanical intake and output to the extreme, and the course suffers heavily from this fact. Grading is often quite stiff regarding the inclusion of minor points which are not exactly asked for on the exam.

The course is viewed favorably for the most part, but the tests are inexcusable. The way the course is now organized, anyone can get a 2 by memorizing his notes or better still, exams from previous years 1 or 2 nights before the exam.

Probably the course could be greatly improved by revision of the tests and the materials covered, and in the use of some less difficult tests which cannot be memorized word for word and diagram for diagram the night before the test.

In general the material covered seemed to be good in a third of the students, too hard for a fourth, and too theoretical to a sixth. Others mentioned the fact that it was too mechanical and required that the student have a large background in math. Over half of the students felt it was covered too fast.

About two thirds of the students commented that the homework in a math course was very necessary. Half felt that the work they were assigned was reasonable. A fourth felt that there was too much, and a sixth felt that there was not enough.

The work was given in three different ways: 1) On a daily graded basis; 2) On a weekly semi-graded basis; and 3) On an every once in a while basis.

The cries of too much busy work and not enough suitable problems came from the first two groups. Not enough work was cited by the third group as the main reason for failure to keep up.

The second group felt that the work should count more on the grade. The group having daily graded problems felt that they were fair as an aid to a better grade in the course.

The opinion on the textbook was divided just about 50-50. Those who thought it had gave as reasons: lack of order and clarity, too theoretical, and numerous mistakes and misunderstandings.

The students of Biology 100, the great majority of which are pre-med and athletes not majoring in biology, view the course as interesting and enjoyable, with the major complaints being registered against the testing procedures.

The combination of interesting material and the magnificent style of Dr. Joseph J. Davies' lectures make the course not only enjoyable but really worthwhile. The lectures are the course, with labs and textbooks being relatively unimportant grade-wise.

Many students would like to see more emphasis placed on the textbook. Deductions in the Physics department's Principles and Implications by Garrett Hardin. This book is an excellent non-technical introduction to the science, but it is very easy to get a 1 in Biology 100 without having ever seen, much less read, the text.

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the problem: building an educated community

By CHUCK KING

As outlined in the 1965 report of the Committee on Student Housing, which served as the basis of the final creation of the residential college system at Rice, the minimum goal of the colleges was to have been the promotion and preservation of the more humanitarian and gentlemanly values which can characterize communal living.

The primary aim of this committee was to establish a college system based on corporate living and dining, faculty residence, and strong student government.

It has been our experience at Rice that the colleges have reached this minimum goal in the first seven years of their existence, and that the aims of communal living, faculty participation, and responsible student government have been fulfilled but a spirit?

Frankly, 1, as president of Rice College, do not know. Consequently I would like to see the year at Wiesman spent in discussing and investigating the direction in which the college should go next.

In the past two years Wiesman has resolved its problem in several facilities. Our new wing now contains a game room, music room, television room, and an excellent college library. We have a patio and a new dining room.

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Rice College

By RALPH KNOXHUIZEN

The college system at Rice is emerging into a regular tradition, an amazing record for an institution which has enjoyed an existence of only eight years.

Its primary claim to traditional status is that it has proved almost invaluable to the university, not only for purposes of discipline and organization but because it has provided a source of spirit to a community where the tenancy is periodic and temporary anywhere outside the intellectual grinn.

I am the first to realize that I'm treading on rather dangerous ground in attempting to criticize a Tradition, but I've decided to risk social opposition in the interest of improving the existing system.

This seems particularly timely right now, since there is a general feeling in the air that the college system has virtually passed through its incubatory or experimental stage and will now take on permanent patterns of development.

To put it bluntly, the Archdiocese head of our college system is a failure to gain any form of commitment from the college from its members.

As a result, everything is put on a strictly voluntary basis and any feeling of obligation to serve the college or take part in its activities must be self-generated.

The only source of obligation is the token financial commitment that the $15 college dues represent.

Therefore, it's no wonder that we are often confronted with the problem of the college not having the support of all its members.

In searching for a solution to this dilemma, I attempted to ascertain how other universities with systems like our own handled the same situation. A study of the different methods pointed to two possible answers: (1) raising the college dues and (2) setting up some method whereby the residents of the college could see the year at Wiesman spent in discussing and investigating the direction in which the college should go next.

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is not a carbon copy of England's Colleges but the chance to create a new world.

We offer a member the opportunity to mature in a community which any individual, as the primary factor in the growth of a College tradition was peculiarly a trait of Will Rice in the early years of the College System. I say this matter-of-factly because I had no hand in achieving this attitude.

Having inherited this approach, however, I am firmly convinced that it is the correct one. Individual energy started our basement project; it started our chorus on a string of five consecutive Rondelle victories; it started a meaningful revision of College rules.

I proposed when I was elected that the College should make every effort to encourage and nurture those things in the College that it does well and eliminate gradually those things that it does poorly.

If this process means that the College will have changed completely in another eight years, that is fine. Our College seal displays, appropriately enough, a phoenix.

This summer Will Rice filled a long-standing dream by cutting a long-playing record of its performances in the non-debat chess competition. Regardless of the financial success of the venture, it encourages Will Rice to do one of the things that it has done well in the past even better in the future.

As the heating of freshmen has gradually died out, the antagonism between the College and the Legate has been transformed into a constructive competition in areas ranging from beer drinking to formulation of College rules. It is my wish that the Colleges through co-operation as well as competition aid one another in exploiting the (Continued on Page 10).

[Continued on Page 10]

[1] Do they have a 4th of July in England? (Answers below)

[2] Take two TOT Staplers from these TOT Staplers, and what do you have?

This is the

Swingline

Tot Stapler

98¢

Swingline, Inc.

Long Island City, New York 11101

No bigger than a pack of gum—last packs the punch of a big deal! Unconditionally guaranteed. Made in U.S.A. See your stationery store today.

BURGER-VILLE

The Quality Hamburger

HAMBURGERS—HOME MADE CHILI—ORDERS TO GO

(In the Village)

2118 A, Shepherd

5536 Kelvin

Art Cinema

In The Village

New thru Monday

"Woman in the Dunes"

Award Winner

Cannes Festival

Open 12 Noon

University State Bank

WELCOME FRESHMEN

Drive-In Service

7:30-5:30 WEEKDAYS

7:30-12:30 SATURDAY

In The Village

Kelvin at Tangle

JA 6-1211

THE RICE THRESHER, SEPTEMBER 16, 1965-PAGE 5
going to college is a tough business...

Especially at Rice

No, the campus store doesn’t have tutors, but its convenience will help you clear the way for study. Most any sort of thing you’re likely to need is there, within a short walk of any point on campus.

From paperclips through reading lamps, from pencils and pens through typewriters and drawing boards, we have it. Want to impress the folks back home? or that special friend? We have what you’re looking for—engraved stationery, Rice Seal novelties, jewelry and gifts.

And study aids? Try bookstands, magic markers, and ball points (in all colors), language vocabulary cards, college outline books and review sheets as a starter. We can’t study for you, but we can make it a lot easier.

If we don’t have what you want, we’ll get it for you. Be it a book or any other thing regularly stocked by any manufacturer or publisher we represent, we will gladly process a special order—at no extra charge.

But books. That’s what you’ll find in greatest abundance at the campus store. To accommodate the voracious reading habits of Rice inhabitants we have over 4,000 paperback titles and 700 reference titles. For leisure enjoyment we are well stocked with current fiction, best-sellers.

Come on over and see for yourself. We’re in the Student Center.

rice campus store

HOURS — 7:45- 4:00 MONDAY THROUGH FRIDAY
8:00-12:30 SATURDAY
OWLOOK
Shades Of Grayness
By JOHN DURHAM

It is not true that the Rice Owls will change the colors of their uniforms this year to green and gray to correspond with the experience of the team and the predictions for its success.

Although other Houston newspapers have predicted that the Owls will be so good as to win the Southwest Conference, we happen to know that the Athletic Department is perfectly happy with the color of its present uniforms, and furthermore, new uniforms now cost $1200 for each athlete on an athletic scholarship, they can't afford it.

But leaving uniforms aside, there will be some new looks in Rice Stadium this fall—on Saturdays as well as Sundays.

We keep getting releases from the Rice University Sports Information Director (publicity man to the unmindful) saying that there is more speed than last year, more enthusiasm than last year, better running backs than last year, plus more players with experience of the team and the predictions for its success.

But we will not know the answers to the questions of who is the leading Southwest Conference contender until after the first three non-conference games are played.

And the first one unfurls Saturday under the lights and mosquitoes as the Owls engage Louisiana Tech (we'd tell you where the school is, but we don't know either).

According to the reports from the aforementioned Sports Information Director, there are 100 reasons why our old Owls should not take Louisiana Tech lightly. The chief one seems to be a quarterback named Billy Laird, who completed more than 50% of his passes last year while gaining 181 yards in ten games, and losing only one of those ten.

Other points in favor of the visitors include experience: the Bulldogs (that's the nickname of Louisiana Tech) have nine more lettermen than the Owls (that's the nickname of our team).

The Bulldogs also have eight tackles who weigh from 225 to 260 pounds, which figures out to almost a ton of manpower at one position.

And finally, the Cajuns figure to bring with them at least 4000 fans, which figures out to almost six per cent of the Rice Stadium seating capacity.

Having considered the strong points of the opposition Saturday, we feel it is only fair to give the pessimists some more material at this point and list the recognized weak points in the big blue football machine.

The perennial problem of what to do with the position between guard and end is still with us. It seems that boys who stand over 6’6”, weigh over 250 pounds, and can move quicker than any man in the backfield are again in short supply.

Likewise, quarterbacks who pass like Frank Ryan and think like his math professors have been as scarce as SWC crowns on South Main in the past few years.

But aside from these obvious shortcomings, the Owls appear to be solid for the '65 season. Solid enough to hit rock bottom according to some prognosticators.

But the forecasts have at least twelve weeks between now (Continued on Page 10)

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FALL PROGRAM

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BIBLE DIALOGUE—Sunday 11 a.m.
Following Worship
Religion Center—Room 114

STUDENT PROGRAM—Beginning September 16—9:30 to 10:00
Religion Center—Room 204

SEMINAR—“Christianity and
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Refresment anyone?
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By R. J. HINKLE

Five hundred ten freshmen, the largest class in Rice histrory, arrived Sunday to begin Orientation Week.

This annual confusion of newcomers and their families, trying to distinguish the Camptote from Hanszen College, was different this year because sixty thousand Oiler fans, the largest opening day crowd in APL histrory, also flooded the campus.

However this crowd came to see hero Don Trull pass and run, and others who saved the day. It also clouded each men's college with parents who just didn't want to leave their damsels in distress, and certain Rice football players who came to inspect the new building and the new occupants.

The hand of welcome was out everywhere, not just at Brown. Seniors in every college attempted to make the day more bearable for everyone. It was this network of people with respectable titles such as Mentor, Fellow, and Senior Advisor, who saved the day.

Further investigation proved that the extra people were mothers who just didn't want to leave their damsels in distress, and certain Rice football players who came to inspect the new building and the new occupants.

The words of wisdom continued through Sunday evening as the famous Rice education began. The newcomers learned terms such as BCM, Am, Archi, SA, gnome, NWF, TTS, and Kay's.

They attentively listened as the experienced advisors told how T.R.G.'s really are and what are the best tactics for dating. The night drew on as the first hall sessions of the year.

The Thresher staff needs members. Absolutely no experience required, but we do hold experience against you. So if you can write, type, dial a telephone, read, or make coffee, and you would like to work on the staff of the largest University newspaper in South-west Houston, come by the Thresher office, 2nd floor, CRC at any time, and you'll be home by 6:30.

HAPPINESS—Student Association President Bill Broyles was one of the first to have a chance to address the new freshmen this week. He gave a short welcome at the matriculation ceremony Monday to an overflow crowd that was probably due as much to the increased size of the Freshman Class as anything.

STATISTICS—(Continued from Page 1)

elsewhere—he mentioned Tulane and Cornell.

There were dropouts in the drop in the College Board average this year, Giles related it to the increased size of the class and the drop in applicants. "Some slight reduction in the average is due to this alone," he said.

Early Decisions

"One out of four new students, however, were early decision applicants," he added, referring to Rice's plan—first used by the President Freshman Class—for accepting students in the first semester of their senior year in high school.

Many of these applicants' scores, he continued, "were from their junior year in high school, perhaps 30-40 points below their possible senior year scores. Nevertheless, the new class is the statistical equivalent of the present senior class."

The uncertainty about the nature of the scholarships Rice would offer, Giles thought, caused the marked downswine in applicants.

In the future, he feels, when the knowledge that the University will grant scholarships commences with flood becomes general, applications will increase.

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The grading was a little too...
KIRKPATRICK—

(Continued from Page 5)

residence, still missing link in the counseling system has been found.

We are all very pleased with Brown's assistants, Lou Bertch and Christie Schwing and look forward to reaping the benefits from their presence in the college.

As far as programs and parties, Brown is in harmony with the other colleges to see who can offer the most varied activities. Again, a spirit of experimentation may be noted as you will see when Brown happenings are announced in pages of the Thresher.

College Nights Go

The cabinet feels that to require attendance at a program is to kill interest so we have done away with college nights as such. Instead we plan to offer programs and activities which may appeal only to small interest groups, but which will allow the expression of individual interests.

From this sketchy outline of plans for Brown's first year I hope you can see that through the spirit of experimentation which characterizes our venture, emerges a focus on the individual interests. Our primary aim is to support the individual rather than to add our weight to the many factors which suppress him.

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