# The Dalhousie Gazette

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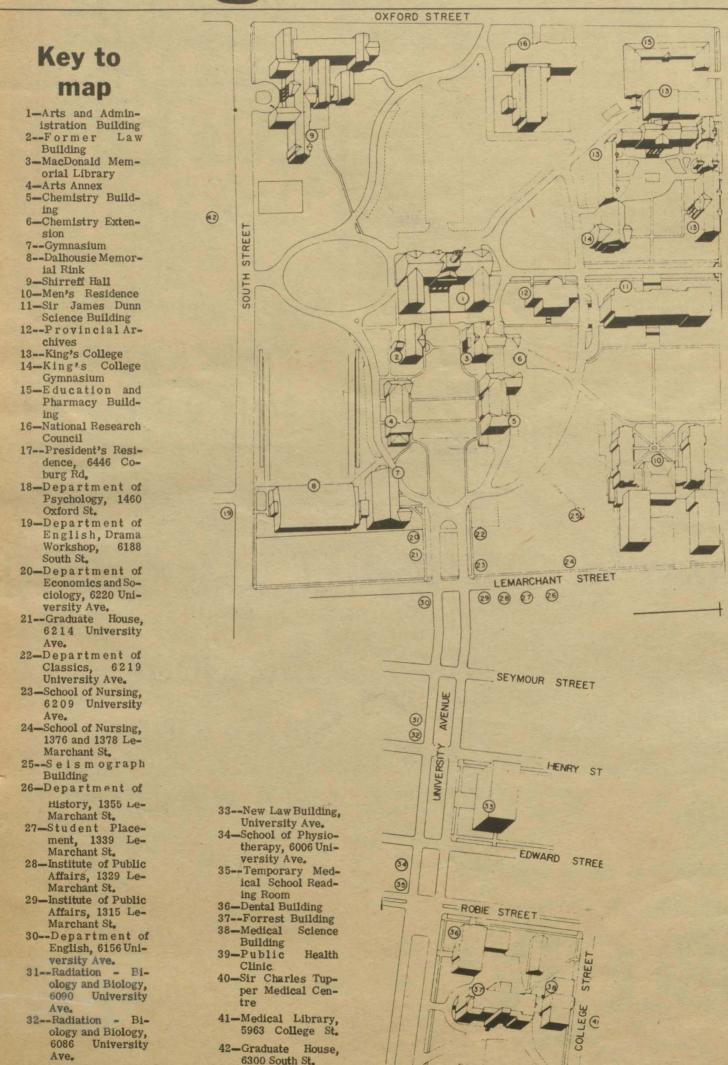
HALIFAX, N.S.

Monday, September, 1967

NO.1

**Upperclassmen take note:** 

# Change in Orientation



#### Hazing Restricted

Orientation is taking on a somewhat different appearance at Dalhousie this year, according to Dennis Ashworth, President of the Students' Council. Under the direction of Dave Osherow, many reforms and innovations have been applied to the old program, in order that the student's first few weeks at Dal actually contribute to his adjustment to student life and the responsibilities that go with i\*

"Hazing will be limited to groups of ten or more, and will take place on the campus. This is definite policy, adopted by council last year, and will be rigidly enforced. Freshmen should report any breaches of this policy to the senior student in their discussion group, or to the Student Union Office.

"In the past, hazing has been carried to ridiculous extremes, and this type of thing is in complete contradiction to everything which orientation is trying to achieve.

"Orientation is attempting to put more emphasis on academics," Ashworth continued in a Gazette interview. "Besides aquainting the freshmen with the physical plant of the university, something comes automatically, orientation's real purpose is to make him aware of what benefits will acrue both from both his academic pursuits and the total university life.

"The breaking up of the large freshman groups into smaller units capable of realistic discussion with members of the faculty and senior students, together with the follow-up sessions of the second week, obviously contribute most to the fulfillment of this purpose.

"Events like the dances and scavenger hunt, while obviously of secondary importance, provide recreation and relaxation in a week which is otherwise of a very serious and important nature."

The activities of the week are scheduled as follows:

Monday: Registration for Halifax Frosh.

Tuesday: Registration for outof-town Frosh.

Wednesday: At 10 a.m., Frosh will be able to visit displays and registration booths set up by the various campus organizations. At 2 p.m. half the Frosh will tour the city by bus, and the others will become acquainted with the campus and attend seminars. At 7 p.m., a mammoth scavenger hunt will be held, followed at 9 p.m., by a torchlight parade.

Thursday: 2 p.m., Speeches on academics will be delivered in the rink at 7 p.m. each faculty will hold a gathering for its incoming members.

Friday: 2 p.m., Those who went on city tour on Wednesday will tour the campus and attend seminars, while the others will engage in the city bus tour. At 8:30 a Theatre Party will be held. Saturday: A Shinerama will be

- Please turn to Page 13 -

# Course Evaluation...Page 5

## Dalpseudo's campus library

Author's Note: the following article is purely fictitious. Any similarity to an existing situation is coincidental and was not intended by the author.

HORESTERRESSEE ELECTROSCOPIO DE CONTRESE DE LA CONTRESE DE LA CONTRESE DE CONT

The scene is in the Dalpseudo University Library, a decaying stone structure where the only sounds are those of copulating pigeons and crumbling mortar. From the moment the student steps inside the door, he is aware of a prevailing atmosphere of reverent silence, not unlike that in a funeral parlor (although the latter is more stimulating) The student feels the gaze of many eyes upon him as he makes his way to the desk of the librarian. It becomes clear to him that his motives for entering the building are under suspicion. Assuming what he hopes to be a sincere forthright expression, he approaches the least severe-looking of the ladies in charge.

Clearing his throat nervously, he croaks a greeting, which is met with stony silence. He smiles, and this overture is scrutinized with open hostility. Throwing caution to the winds, he asks for directions to the card file. The librarian thrusts abony digit in the appropriate direction. In eager excitement at this unexpected response, he thanks her conversationally, but once again, there is no sign that he has been heard. Could it be possible, he speculates to himself, that the entire place is staffed by deaf-

Near the card file, he finds a convenient pencil (length 1/4") bolted to the table by a huge chain, similar to those used to secure ships in their berths, another female follows his every movement

carefully. He decides against stealing the pencil (which has no lead) for his chances of escaping with 200 pounds of chain clanking in his pocket are slim. He now has a catalogue number written on a scrap of paper, and rashly decides to attempt to find the book. He walks to the desk, and states his need. The librarians spring to life. He is plied with questions from all sides; does he have any form of identification? does he have proof that he is a registered student at Dalpseudo University? How is his credit rating? is his father employed steadily? does he realize what a great privilege it is to be allowed into the Holy of Holies (known as the Stacks in library jargon).

His admittance is cleared at last, although he has now missed two classes while waiting. However, he now feels that it must be worthwhile to receive an education if he must go to this much trouble to read just one book. He turns towards the stacks and there he sees signs on the wall saying: "We reserve the right to examine the contents of briefcases and any other receptacles upon leaving the stacks," He touches the doorknob and the inoffensive article comes to life in his hand; a resounding buzz fills the air. Somewhat dazed, he re-alizes that he has not set off the burglar alarm, but is holding the craftily-contrived electric doorknob in his hand, and is meant to turn the knob and push. The door swings shut behind him; once inside the sacred stacks, he has time to stop and think.

Obviously he is suspected of a reat crime against the literary masterpieces of his day. And here we see a change come over this honest ethical young man. He who has never had any previous

record of petty larceny, is now plotting revenge against the sys-tem. He slinks stealthily up and down the aisles, amassing a great collection of light reading, use-ful reference volumes, and a variety of other interesting works. He conceals them carefully about his person, Upon leaving, he is asked by a librarian (male) to strip down to his underwear, and is thoroughly searched. He has been successful. The fourteen books concealed in his athletic support were overlooked. He leaves the mouldy air of the library in a mood of elation.

It is because of the frequency of such incidents which are doubtless the result of unwarranted and ludicrous measures of : ipposed prevention, that the students of Dalpseudo University wonder whether the recent reorganization of their library was undertaken solely for the benefit of the librarians themselves, who now have so many loftier pursuits to follow than the aiding of students in the use of this essential organ of university education.

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#### Dalhousie tenants will pay \*25 more

# University residents face rent hikes

By DONALD SELLAR Canadian University Press

From Vancouver to Halifax, students are being hit in the pocketbook by a general rent increase in university-sponsored housing facilities.

Spiralling food costs, increas-ing wages and higher operating costs are being blamed for the rent hikes -- which average about 10 per cent across the board.

As residence administrators pore over columns of red-inked figures these days and submit estimates for next year's operations, they seem to be reaching the same, inescapable conclusion:

Rents must go up. Many residence administrators, however, are reluctant to what the increases will

amount to in many cases. Housing directors contacted at several Canadian universities during the past week - perhaps fearful of angry student reaction to rent hikes - refused to reveal what new fee schedules they will recommend to their particular board of governors.

More than one would say only that he intends to recommend rent"adjustments" for next year. And in university budgets these days, "adjustments" is a good synonym for "increases".

Already, increases for next year have been announced or rumored at the universities of Alberta, Saskatchewan, Manitoba, United College, Ottawa, Queen's, Carleton, Waterloo, Saint Mary's and Mount Allison.

As Canadian Union of Students vice-president Dave Young puts it, residence students are the easiest to mobilize in any campaign, mainly because they live in close association with one another and are thus easy to gather

Student reaction thus far to the prospect or threat of room and board increases has been predictable, with the usual programs of protest and weighty briefs to provincial governments or boards of governors being the order of

The current CUS Ontario regional newsletter reports student efforts to obtain "clear statements" from universities about next year's residence fees have been unsuccessful.

The newsletter says rent rises appear "virtually certain at Queen's and Carleton, while at Ottawa there is even some talk of closing down existing residences because of lack of operating funds". It also criticizes the Ontario government for fail-ing to state its position on uni-

Gazette needs

are circulating freely.

At Edmonton, about 1,500 resiline policy on rents.

ploying a slightly different ap- provided in university facilities. proach. Male residents there vodemic year.

Dalhousie University has announced that residence rent in clothing and entertainment. the men's and women's dormitories will increase by \$25, effective in September of this year.

At Manitoba, the residence rent increase has already been announced, but strangely enough, one student leader there has come out in favor of the \$86 annual increase being planned for 1,000 U of M students living in 10 residences.

Bill Lowes, who recently resigned as residence council president, says the increase is 'very justified. Compared to fees at British Columbia and Eastern universities, we are far below their cost."

And he's partly right, too. Even with the increase at University of Manitoba, students will

be able to live in residence for a minimum of \$622. Even the posh facilities at University College at U of M rent for \$726 which is only about \$30 above the national average.

schedules obtained from the Do-Meanwhile, across the country, minion Bureau of Statistics in the inevitable rumors of rent Ottawa shows an average room hikes and some announcements and-board rate of about \$695 per academic year.

But Lowes is wrong when he dence-dwellers doomed to pay says UBC rates are high. As of \$8 more per month for room and last fall, they were the lowest board in September, are pre- in Canada, with a floor of \$475 paring to demonstrate to back up per academic year and a ceiling their demands for a hold-the- of \$630. University of Ottawa residence fees are listed as the At Kingston, Queen's Univer- highest in Canada (\$800-1,000), sity students are still trying to but this is attributed largely to stave off a rent increase by em- the fact that meals there aren't

Following are 1966-67 DBS ted last week to cut down on their figures for university-operated maid and janitorial services. residences in Canada. These sta-This move is expected to save tistics don't apply to off-campus them each \$30 to \$40 per aca- private quarters, and costs shown don't include transportation and personal expenditures for books,

> NEWFOUNDLAND: Memorial University (\$600).

Dunstan's University (\$485).

NEW BRUNSWICK: University of Moncton (\$650-700); Mount Allison University (\$665); University of New Brunswick (\$700-750); Saint Thomas University (\$600).

NOVA SCOTIA: Acadia University (\$725); Dalhousie University (\$683-733); Mt. St. Vi.cent (\$700); St. Francis Xavier University (\$690); St. Mary's

QUEBEC: Bishop's (\$650-750); McGill (\$725-970); Sir George

Williams (no residences).

ONTARIO: Brock (no residences); Carleton (\$751-791); Guelph (\$700 for two trimesters); Lakehead (\$675-725); McMaster (\$775); U of Ottawa (\$800-1,000); Queen's (\$690-869); Laurentian (\$750); U of Toronto (\$680-750);

Trent (\$750); U of Waterloo (\$700-800) (regular academic

U of Western Ontario (\$775-885); U of Windsor (\$800); York Uni-

versity (\$815). MANITOBA: U of Manitoba (\$538-665).

SASKATCHEWAN: U of Sas-

katchewan (\$596-650). ALBERTA: U of Alberta (\$615-675); U of Calgary (\$575-630).

BRITISH COLUMBIA: U of B.C. (\$475-630); Notre Dame U (\$595); Simon Fraser U (\$640); University of Victoria (\$595-630).





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# Declaration of the **Canadian Student**

(Proposed at recent Canadian Union of Stu- organizations and other groups in society dents Conference)

1. Education is a productive social process the essence of which is dialogue and co-operative intellectual effort to create, assimilate and disseminate knowledge of man's social and natural environment and the attainment of the ability to cope with and transform them. The principal goal of education is to serve society by liberating the full potential of all citizens as (free, creative, thinking and acting) human beings and to help achieve real equality of essential condition in a (classless) community (where people are truly free and

2. The student is a young intellectual worker engaged in a productive social process for which he gives his labor and must be remuner-

His productivity is manifested in the immediate and the future by the fulfillment of the following rights and duties:

- (1) The right and duty to improve himself as a social being and contribute to the educational process and the cultural, political and economic development of society by:
- (a) Expanding the frontiers of knowledge through research and the objective analysis of old hypotheses and ideas and the formation of new ones.
- (b) Helping others to learn by sharing his preceptions and thoughts with his fellow students and constructively criticizing theirs.
- (c) Engaging in radical action to collectively (and individually) confront society with new knowledge and attitudes developed through intellectual work and promote consequent action to bring reforms into practice in accordance with the theoretical discov-
- (d) Playing a full part in the life of the community as a citizen.
- (2) The right to form a democratic representative union of students as a vehicle for collective syndical action within educational institutions and both national and global society. The union must be free to ally itself with student and youth

such as progressive labor unions which seek to democratize other institutions tion in Canada which dared to exand fundamental social change. Realizing that educational reform will never come in a vacuum or without a general intended to turn the people away transformation of society values and in- from reality. stitutional arrangements, the student union must seek to engage in joint actions with these bodies using such means as briefs of student opinion, educational and action nam war, the anti-war movement programs, strikes and civil disobedience, combined pressure tactics and lobbying

The student has the duty to assure that the educational and the social systems are accessible and democratic so that student demands will not be those of an elite group katoon, and Vancouver joined but will serve the interests of the whole those from Montreal, Toronto and Ottawa.) The newspapers es-

- (3) The right and duty to demand an environment in school and society conducive to the accomplishment of his intellectual and political work as a student and a citizen. This includes pushing for goals of a democratic classless society, the necessary tools to fulfill his educational goals and good teaching by professors who ful- organized by students from Torfill their duties as intellectual workers onto. At LaFontaine park there and citizens.
- (4) The right and duty to participate responsibly as a worker in the shaping of Association to End the War in his educational and social environments Vietnam and speakers from the and make basic decisions about the con- American Student Mobilization ditions and nature of his intellectual work Committee and le Rassembleand the goals served by educational in- tional, a separatist party. stitutions as a full member of the academic community and society.
- (5) The right to be remunerated for his intellectual work and to be free to continue his education without any material, economic, social or psychological barriers created by the absence of real equality of essential condition.

He has the duty and right to contribute of the NDP (party leader Tommy to society in the future by engaging in Douglas endorsed the call) other productive processes for which he gives of his labor, the nature and value of which will have been greatly improved by his previous educational work.



#### Voice of the Student

#### A step forward

July 1 saw only one demonstrapose the role of the Canadian government in today's world, in face of the avalanche of eulogies

While the Liberal government was doing its best to divert the people's attention away from Canada's complicity in the Vietwas graphically reminding them that the Vietnamese too are a part of this world. Not only were there marchers from Montreal, but for the first time the western part of Canada was also present, making this the first truly Canada - wide demonstration. (Banners from Regina, Sastimated that there were 2,000 on the demonstration and the police estimate was 2,500.

The march started at Dominion Square and proceeded to LaFontaine park, to the sound of chants: Withdraw U.S. Troops! and Johnassasin, Pearson acomplice! A particularly impressive section of the march was the living theatre and the mine troup were several speakers: Laurier LaPierre, Quebec NDP, Dimitri Roussopoulus of the Montreal professors committee Young, Chairman of the Student ment pour l'Independance Na-

The demonstration was felt to be a success, particularly at the Montreal end. It was the largest united demonstration ever held in the city. It was organized by a committee containing the oldtraditional groups, the student committees, the Voice of Women, Le Voix deQuebec sur Vietnam, the RIN, NDPers, and the professors. The involvement of the Quebec nationalists and the support augurs well for the broadening of the anti-war movement. One disappointing feature was the with-drawal of the two trade union federations, the FTQ and the

separatists. However, one organizer of the march expressed the point of view that they will definitely participate in the next action to the growing sentiment against the war.

Toronto participation was about 250 people, somewhat less than previously. There were several reasons for this but the primary reason was the unenthusiastic response to the action by the more established peace groups. While the response on the part of young people who had never participated before in a demonstration was extremely encouraging, participation by some veteran organizations was uninspiring. The action revealed increasing opposition to U.S. aggression but it showed at the same time that the anti-war movement has not yet solved its organizational difficulties.

The July 1 march reflected a sustained sentiment amongst the Canadian people against the war and thus provided the clear. est and most urgent reason why the anti - war movement must overcome the problem of unity. The basis for a solution to this problem is unity in a common non-exclusionist action.

# ENROLMENT

Enrolment in the Faculty of Graduate Studies at Dalhousie University contunues to increase

Dr. Guy R. MacLean, Dean of Graduate Studies, said that applications and inquiries for enrolment this year was also a record 2,420, compared with the 1,649 who applied in 1965-66.

So far this year, said Dr. Mac-Lean, more than 870 applications had been received for admission

Dr. MacLean added that the percentage of students accepted from the number who applied was growing smaller annually, although total enrolment was increasing substantially.

The Faculty of Graduate Studies now offers 23 programs for master's degrees, and 13 for the degree of Philosophy.

# N.

By GUMMY ASHWORTH
Junior Commentator
Course Evaluation is a project ev
of the Student Union, and was initiated last year. Under the chairmanship of Bill MacDonald, a to
post-grad science student, a committee met with faculty memis bers, and produced the questiontanire, which was distributed to of
about fifteen hundred students in ha
about one hundred and fifty under-

the project proved much greater in than was anticipated, it became in than was anticipated, it became in the impossible to complete the final a stage.

Even so, the committee did in make a substantial contribution. In a booklet available at registration, there are written summaries of fifty courses. These esummaries contain an explanation of the content of the courses, the objects and purposes of the si

lectures, and a note on the grading procedure. It is expected that it the booklet will be of considerable value to the student in choosing courses, because it offers a comuch more comprehensive guide it to the course content than that contained in the university calendar. In addition, the tabulated sponses to the questionnaire

2. Did the lab (tutorial) coordinate and supplement lecture material?

The answer to the above 2 questions refer to (A) Lab, (B) Tutorial.

COURSE	POL. S	C 200	POL. S	C 915	FCC	N. 100	FCO	N. 202	HISTOI	V 100	Intomo	RY 205	LITETRO	RY 206	шете	RY 211	HISTO	DV 9
PROFESSOR	HEA					HAM		ORGE										
ANSWERS	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NTER	YES	NOOK
1. Is the lecturer's speech clear and audible?	100.00	0.00	100	0		15.38	96.77	3,22	98.30	3.38	100.00	3.50	100		100		100,00	
2. Answer either (A) or (B)			100			10,00								1376				
(A) If the lecturer uses the blackboard, is his writing legible and understandable?	68.75	12.50	85	15	79.48	15.38	80.64	19.35	22.03	1.69	70.17	5.26	94	6	100	0	18.18	ç
(B) If the lecturer does not use the blackboard, do you feel us-	12.50	25.00	0	10	7.00	0.00	0.00	0.00	00.00	54.00	10.54	01 50		. 7		1	10 10	45
ing it would help clarify his remarks? 3. Answer both (A) or (B)	12.00	20.00	V		7,69	0.00	0.00	0.00	20.33	54,23	17.54	31,57			5	0	18,18	10
(A) In the classroom, does the lecturer appear to be knowledge- able and competent in his field?	100.00	0.00	100	0	97.43	0.00	96.77	3.22	98.30	5,08	94.73	5.26	94	6	100	0	90.90	9
(B) Does the lecturer have the ability to clarify and explain										No Person								
difficult concepts? 4. (A) Does the lecturer require student preparation of material	93.75	0,00	75	15	71.79	25.64	87.09	9,67	91.52	6.77	85,96	10.52	72	16	100	0	90.90	0.
prior to the lecture?	6.25	87.50	5	95	56.41	41.02	25,80	74.19	30.50	64.40	15.78	75.43	16	83	5	95	36.36	54.
(B) Does the lecturer encourage questions from students during class time?	81.25	18.75	70	25	74.35	23.07	83.87	6.45	16.94	79,66	100.00	1.75	16	83	50	50	100.00	0
(C) If he does not, do you feel questions should be discussed	25.00	6.25		Sec. 19.1				0.00								11111		
during class time? (Ans. only if (B) was no)  5. Is the lecturer available for consultation with students?			10	20	28.20	5.12	12.90	3,22		52.54	3,50	1.75	44	33	13	40		
(Answer only if you have attempted to see him.)	87.50	0.00	85	0	41,02	0.00	70.96	3.22	55.93	1.69	54.38	5.26	38	0	90	0	100.00	0.
6. Did the lecturer distribute the course material evenly throughout the year?	87.50	12.50	25	75	17.94	79.48	96.77	3.22	88,13	3.38	75.43	24.56	76	11	95	0	81.81	0.
7. (A) Did the lecturer convey an enthusiasm for his subject?	87.50	6.25	100	0	76.92	12,82	67.74		86.44	11.86	96,49	1.75	16 61	83	95 81	5 19	100,00	27
(B) Did the lecturer stimulate your interest for this subject? 8. (A) Were the lectures valuable to your understanding of this	68.75	25.00	75	20		30.76	61.29	35.48	62.71	32,20	87.71	5.26		THE PARTY		19	A COLUMN	
course?	93.75	6.25	85	15	94.87	5.12	90.32	9.67	84.74	13.55	87,71	7.01	88	12	95	5	90.90	9
(B) Can this course be passed by studying only the texts or readings?	43.75	50.00	30	60	30.76	66.66	16.12	77.41	57.62	40.67	54.38	40.35	50	50	40	60	27.27	27
9. Do you think tutorials (are) (would be) useful in this course?	31,25	62,50	25	75	82.05	17.94	32,25	67.74	45.76	52.54	35,08	64.91	22	72	13	81	90.90	0.
10. Do you feel "at your mark in this course will depend too much on the final exam?	6.25	93.75	40	60	61.53	25.64	32.25	64.51	42.37	49.15	14.03	80.70	55	45	45	60	36.36	36.
11. (A) If assignments were given and marked, do you feel they were			10000					12.00	00.00	5.00	01.40	7 50	0.1				-1-1	1800
marked fairly? (B) Were assignments helpful?	93.75	0.00		Contraction of the last of the	92.30 97.43	7.69 2.56	80.64 90.32	12.90	32,20	5.08 3.38	61.40	3.50 5.26	61 50		45	10	54.54 72.72	27. 27.
(C) If there were no assignments, or if they were not marked,						0.00		0.00				22.80	- 11		10	45		
should assignments be given and marked?	12.50	12,50	10	0	10.25	0.00	0.40	0.00	33,63	11,00	22.80	44.00	11	38	10	40	9,09	0.
(A) Assumed too much prior knowledge	6.25		15 30		30.76 10.25		9.67 6.45		32.20		8.77 12.28		5		18		90.90	
(B) Assumed too little prior knowledge (C) Integrated past knowledge with present course	93.75		55		48.71		74.19	Tracking to	61.01		68.42		77		77	1.00	0.00	
13. (A) Covered too much material	12.50		55		51,28 5,12		9.67 16.12		38,98 1,69		15.78 8.77		61		0		72.72	
(B) Covered too little material (C) Covered an amount you feel appropriate	12.50 75.00		40		43,58		67.74		55,93		59.64		33		95		9.09	
14. Was your attendance at class about — (A) 100 per cent	25.00		25		28.20		32,25		37.28		54.38		38		31		54.54	
(B) 90 per cent (C) 80 per cent	25.00 37.50		40 30		48.71		51.61 12.90		35,59 22.03		38,59 5.26		16 27		18		27,27 18,18	
15. From your point of view, has this course been worthwhile learning experience?	81.25	18.75	90	10	84.61	15.38	67.74	25.80	67.79	30.50	91.22	5.26	83	11	100	0	72.72	27.
learning experience;	01,00	1000	30	10	04.01	10,00	01.12	23.00			31.00	0.20			100		10,12	21
B. READING AND-OR TEXTS			100										1					
1. Were the outside readings (if any) (A) Too advanced	6.25	1	0		12.82		9.67	Park of	13.55		5.26		12	,	0		36,36	
(B) Too elementary	.00		100		.00		12.90		5.08		3.50		0	TO FEEL TO	90		.00	
(C) Satisfactory 2. Was the text (if any)	87.50		100		79.48		14.50		72.88		78.94		00	08933	90	12030	63,63	
(A) Too advanced	6.25		0		7.69 2.56		48.38		6.77		5.26	The Contract of	0		0		.00	
(B) Too elementary (C) Satisfactory	50.00		10	1	76.92		3.22 25.80		30,50		19.29 71.92		38		90		54.54	
3. If there is no assigned text, would one be useful?	25.00				10.25	0.00	6.45		11.86	3.38	12,28	1.75	33	44	0	5	45.45	
4. Were the texts and or readings—  (A) Integrated with the course	93.75				89.74		41.93		79.66		84.21	5.26	100		95	. 5	81,81	18.
(B) Too numerous (C) Useful for the course	18.75 81.25			5 50	66.66	10.25 17.94	9.67		50.84 77.96		52.63 89.47	24.56	50 77	38	10	60	72,72	18.1
	01,21	0,00	0.	- Carlon	00.00	11.54	13,33	1000	11.00	3.00	00.11	The same of		1	00			0,0
C. LAB OR TUTORIAL (IF ANY)  1. Do you feel your lab demonstrator (tutor) competent?	.00	0.00			0.00	0.00	9.67	6.45	0.00	0.00	0.00	0.00					0.00	0.0

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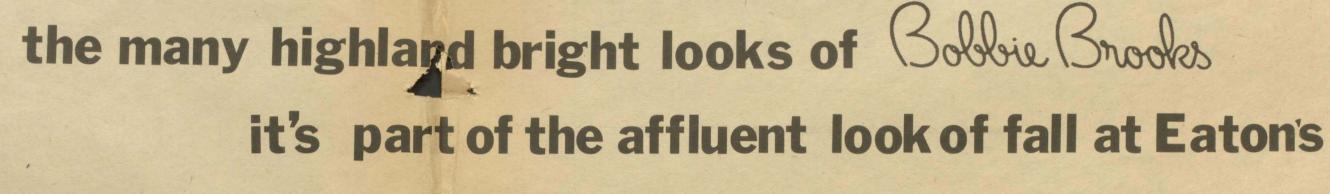
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The affluent look of all . . . the rich fashion appeal the fabrics of the finest woolen and orlon yarns. Tailored neatly and trimly . . . a quality collection in on the go colours in action styles;

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B. Pocketeer cardigan, price, each \$14.98
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each \$19.98 E. Long sleeve sweater, price, each \$9.98 each \$7.98 Fly front pants, price, each \$14.98 each \$10.98 Checked skirt jacket, price, each \$14.98

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COURSE SOC. 202 SOC. 203 PHILOS. 100 PSYCH. 100 PSYCH. 200 PSYCH. 201 PSYCH. 201  PROFESSOR STEVENSON CRAMBERG MCLENNAN JAMES WOODARD MCNULTY CLARKE	PSYCH, 201	PSYCH, 201	LATIN 100	GERMAN	- 100 DILOGELA 100
MCDENTAR OTHER	CAIRD				100 RUSSIAN 100
		CAIRD		ROULSTO	ON NEVO
ANSWERS YES NO	YES NO	YES NO	YES NO	YES I	NO YES NO
1. Is the lecturer's speech clear and audible?  23.25 74.41 100.00 0.00 97.33 1.33 89.95 10.52 88.57 12.85 100.00 0.00 57.14 42.8 2. Answer either (A) or (B)	85 60.71 39.	60.71 39.28	100	0 83	100
(A) If the lecturer uses the blackboard, is his writing legible and understandable? 60.46 37.20 58.82 11.76 90.66 6.66 88.99 8.13 65.71 34.28 100.00 0.00 67.85 21.4	42 71.42 21.	71.42 21.42	73	0 88	0 100 0
(B) If the lecturer does not use the blackboard, do you feel using it would help clarify his remarks?  9.30 2.32 16.17 25.00 1.33 2.66 5.26 2.39 5.71 2.85 3.57 0.00 7.14 10.7	71 7.14 7.	7.14 7.14	4 0	27 5	5 0 0
3. Answer both (A) or (B)  (A) In the classroom, does the lecturer appear to be knowledge.					
able and competent in his field?  72.09 23.25 98.52 1.47 100.00 0.00 92.34 5.74 80.00 22.85 100.00 0.00 92.85 7.1  (B) Does the lecturer have the ability to clarify and explain	14 92.85 7.	92.85 7.14	4 100	0 100	0 100 0
difficult concepts?  34.88 65.11 95.58 1.47 86.66 13.33 49.28 38.27 38.57 57.14 96.42 3.57 50.00 39.2  4. (A) Does the lecturer require student preparation of material		the same of the sa	8 77	18 100	0 90 10
prior to the lecture?  (B) Does the lecturer encourage questions from students dur-	71 14.28 85.	14.28 85.71	1 100	0 100	0 90 10
ing class time?  (C) If he does not, do you feel questions should be discussed	00 71.42 25.	71.42 25.00	0 83	12 100	0 100 0
during class time? (Ans. only if (B) was no)  25.58 6.97 4.41 7.35 5.33 0.00 12.91 11.96 25.71 7.14 3.57 0.00 14.28 3.55 5.35 15. Is the lecturer available for consultation with students?	57 14.28 7.	14.28 7.14	4 11	6 5	80 60 10
(Answer only if you have attempted to see him.)  81.39 2.32 94.11 0.00 52.00 1.33 28.70 11.00 45.71 4.28 21.42 0.00 10.71 7.1	14 14.28 3.	14.28 3.57	7 22	0 100	0 70 30
out the year?  7. (A) Did the lecturer convey an enthusiasm for his subject?  58.13 27.90 82.35 11.76 88.00 9.33 77.03 18.66 65.71 28.57 85.71 3.57 75.00 21.4  32.55 58.13 98.52 0.00 97.33 2.66 82.77 14.35 64.28 37.14 100.00 0.00 46.42 46.4				45 94 6 94	0 100 0
(B) Did the lecturer stimulate your interest for this subject?  8. (A) Were the lectures valuable to your understanding of this	12 39.28 46.			39 94	0 100 0
course? 41.86 55.81 91.17 7.35 96.00 4.00 69.37 28.70 62.85 37.14 96.42 3.57 71.42 28.5	67.85 32.	67.85 32.14	4 77 1	18 77	11 100 0
readings? 48,83 34,88 27.94 60,29 24.00 72.00 60.28 31.57 24.28 68.57 14.28 71.42 39.28 57.1	the second second second	THE RESERVE AND ADDRESS OF THE PARTY OF THE		45 38	44 40 60
10. Do you feel that your mark in this course will depend too much				63 27	55 20 80
on the final exam?  11. (A) If assignments were given and marked, do you feel they were	A Section of the second			68 11	72 20 80
marked fairly? 79.06 18.60 75.00 5.88 82.66 1.33 52.63 5.26 84.28 12.85 7.14 0.00 14.28 0.00 (B) Were assignments helpful? 69.76 20.93 67.64 10.29 68.00 12.00 51.67 6.69 67.14 22.85 3.57 0.00 3.57 3.5	0 10.71 0.57 3.57 7.	10.71 0.00 3.57 7.14		7 88 0 94	0 100 0
(C) If there were no assignments, or if they were not marked, should assignments be given and marked?  13.95 0.00 8.82 17.64 8.00 10.66 29.18 19.61 11.42 5.71 25.00 64.28 25.00 71.4	2 35.71 60.	35.71 60.71	1 11	6 5	0 30 10
12. Do you feel the lecturer— (A) Assumed too much prior knowledge  44.18  10.29  10.66  23.44  20.00  21.42  25.00	28,57		33	0	10
(B) Assumed too little prior knowledge 9.30 1.47 4.00 5.26 10.00 0.00 3.57 (C) Integrated past knowledge with present course 32.55 82.35 80.00 64.11 67.14 78.57 71.42	75.00	75.00	67	83	10
13. (A) Covered too much material  18.60  10.29  18.66  30,14  7.14  17.85  28.57  (B) Covered too little material  23,25  8.82  0.00  3.34  31.42  3.57  10.71	7,14		33	0	20
(C) Covered an amount you feel appropriate 48.83 73.52 77.33 62.20 61.42 75.00 64.28	64.28	64.28	67	100	80
(B) 90 per cent 39.53 42.64 45.33 34.44 41.42 10.71 28.57	71.42 25.00	25.00	16	33	20
15. From your point of view, has this course been worthwhile	3.57	200	38	33	30
learning experience? 44.18 46.51 94.11 2.94 77.33 18.66 66.02 28.70 65.71 34.28 92.85 7.14 67.85 28.5	71.42 28.5	71,42 28.57	7 50 5	50 77	90 10
B. READING AND-OR TEXTS  1. Were the outside readings (if any)					
(A) Too advanced (B) Too elementary (C) Satisfactory  (A) Too advanced  30.23  7.35  13.33  32.53  32.85  .00  3.57  4.65  1.47  1.33  1.43  0.00  .00  3.57  62.79  91.17  54.66  55.50  64.28  53.57  60.71	3,57	3.57	0	5	0
	57.14	57,14	16	33	50
2. Was the text (if any) (A) Too advanced (B) Too elementary  2. Was the text (if any) 2. Was the text (if any) 4.28 3.57 10.71 2.44 4.28 3.57 7.14 3.57	14.28		33	5	10
(C) Satisfactory 65.11 85.29 73.33 67.46 48.57 85.71 78.57	3,57 78,57	3.57 78.57	61	88	70
3. If there is no assigned text, would one be useful?  11.62 2.32 7.35 5.88 4.00 2.66 20.09 6.22 52.85 4.28 3.57 0.00 7.14 3.57 4. Were the texts and or readings—			7 5	7	10 80
(A) Integrated with the course 74.41 16.27 72.05 13.23 84.00 6.66 84.21 5.26 71.42 17.14 78.57 7.14 64.28 21.49 (B) Too numerous 44.18 27.90 29.41 48.52 20.00 57.33 36.84 45.93 14.28 65.71 7.14 75.00 14.28 67.80				0 72	0 76 10
(C) Useful for the course 67.44 4.65 76.47 4.41 80.00 6.66 75.59 7.65 77.14 17.14 85.71 0.00 78.57 10.7				0 72	0 0 10
C. LAB OR TUTORIAL (IF ANY) 1. Do you feel your lab demonstrator (tutor) competent? 65.11 25.58 1.47 0.00 0.00 0.00 65.55 24.40 80.00 14.28 0.00 0.00 0.00 0.00	0.00 0.00	0.00 0.00	100	0 16	0 100
2. Did the lab (tutorial) coordinate and supplement lecture material?  41.86 51.16 1.47 1.47 .00 0.00 43.06 43.06 51.42 37.14 .00 0.00 .00 0.00 0.00	0.0 0.0	.00 0.00	100	0 44	11 50 50
The answer to the above 2 questions refer to (A) Lab, (B) Tutorial.  .00 60.46 0.00 1.47 .00 0.00 1.91 83.73 75.71 0.00 .00 0.00 0.00	0.0 0.0	.00 0.00			1

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Page 8

CC	DURSE	SOC.	202	SOC	203	PHIL	OS. 100	PSYC	H. 100	PSYC	н. 200	PSVC	H. 201	PSYCI	H. 201	PSYC	он. 201	LAT	IN 100	GERM	1AN 100	RUSSIA	AN 100
	ROFESSOR	STEVE		CRAM			ENNAN	JAN		WOOI			NULTY	CLA			AIRD			ROUL	STON	NE	vo
1A	NSWERS	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
1. Is th	e lecturer's speech clear and audible?	23.25	74,41	100,00	0.00	97.33	1,33	89.95	10.52	88.57			0.00		42.85	60.71	39.28	100	U	83		100	0
	wer either (A) or (B) If the lecturer uses the blackboard, is his writing legible	00.40	07.00	50.00	11 70	00.00	0.00	88.99	8.13	65,71	34,28	100.00	0.00	67.85	21.42	71.42	21,42	73	0	00	0	100	0
(B)	and understandable?  If the lecturer does not use the blackboard, do you feel us-	60,46	37.20	58.82	1000			300	4		THE REAL PROPERTY.			The second				TO SHE	0.5	00		100	0
3. Ans	ing it would help clarify his remarks? wer both (A) or (B)	9,30	2,32	16.17	25,00	1.33	2,66	5.26	2.39	5.71	2,85	3.57	0.00	7.14	10.71	7.14	7.14	0	27	9	5	0	0
	In the classroom, does the lecturer appear to be knowledge- able and competent in his field?	72.09	23,25	98.52	1,47	100.00	0.00	92.34	5.74	80,00	22,85	100.00	0.00	92,85	7.14	92.85	7.14	100	0	100	0	100	0
	Does the lecturer have the ability to clarify and explain difficult concepts?	34,88	65.11	95,58	1,47	86.66	13,33	49,28	38,27	38,57	57.14	96,42	3.57	50.00	39.28	57.14	39.28	77	18	100	0	90	10
	Does the lecturer require student preparation of material prior to the lecture?	13,95	83.72	50.00	42,64	13.33	84.00	51.67	43.06	4,28	97,14	10.71	85.71	14.28	85,71	14.28	85.71	100	0	100	0	90	10
	Does the lecturer encourage questions from students during class time?	69.76	25.58	97.05	2,94	98.66	1,33	75,59	20.57	70,00	31,42	92,85	7.14	71.42	25.00	71.42	25.00	. 83	12	100	0	100	0
	If he does not, do you feel questions should be discussed during class time? (Ans. only if (B) was no)	25,58	6.97	4.41	7.35	5,33	0.00	12,91	11.96	25.71	7.14	3.57	0.00	14.28	3.57	14.28	7.14	11	6	5	80	60	10
5. Is (Ans	the lecturer available for consultation with students? wer only if you have attempted to see him.)	81,39	2,32	94.11	0.00	52.00	1,33	28,70	11.00	45.71	4,28	21,42	0.00	10.71	7.14	14.28	3.57	22	0	100	0	70	30
out t	the lecturer distribute the course material evenly through- the year?	58.13		82.35		88,00	9,33	77.03	18,66	65.71					21.42		14.28	55	45	94	0	100	0
(B)	Did the lecturer convey an enthusiasm for his subject? Did the lecturer stimulate your interest for this subject?	32,55 13,95		98.52 94.11		97.33 70.66	2.66 26.66	82.77 46.41	14.35 39.23	64,28 28,57	37.14 70.00	100.00 92.85	0,00 7.14	46.42 39.28	46.42 46.42	50.00 39.28	50,00 46,42	94	6 39	94 94	0	70 100	20
	Were the lectures valuable to your understanding of this course?	41,86	55.81	91.17	7.35	96.00	4,00	69,37	28,70	62,85	37.14	96.42	3.57	71.42	28.57	67.85	32,14	77	18	77	11	100	0
1	Can this course be passed by studying only the texts or readings?	48,83	34.88	27.94	60,29	24.00	72.00	60.28	31,57	24.28	68,57	14.28	71.42	39.28	57.14	35,71	60.71	55	45	38	44	40	60
	you think tutorials (are) (would be) useful in this course? you feel that your mark in this course will depend too much	44,18	51.16	50,00	48,52	50,66	49,33	54.54	43.54	42,85	58,57	46.42	39,28	53.57	42,85	50.00	46.42	27	63	27	55	20	80
on	If assignments were given and marked, do you feel they were	9,30	88.37	8.82	89.70	45,33	49.33	53.11	40,66	11,42	90.00	25.00	71,42	28.57	67.85	28.57	67.85	22	68	11	72	20	80
	marked fairly? Were assignments helpful?	79.06 69.76	_	75.00 67.64		82,66	1,33	52.63 51.67	5,26 6,69	84,28 67,14		7,14	0.00	14.28	0.00 3.57	10.71 3.57	0.00 7.14	38 50	7	88	0	100	0
(C)	If there were no assignments, or if they were not marked, should assignments be given and marked?	13.95	1000	8.82			1 × 1	29.18	19,61				10000	1	71.42		60.71	11	6	5	0	30	10
12. Do	you feel the lecturer— Assumed too much prior knowledge	44.18		10,29	1375	10.66	10200	23.44	20102	20.00	0212	21,42	71111	25.00		28,57		33		0		10	10
(B)	Assumed too little prior knowledge Integrated past knowledge with present course	9,30 32,55		1,47 82,35		4.00 80.00		5,26		10.00 67.14		0.00 78.57		3.57 71.42		0.00 75.00		0 67		0		10	
13. (A)	Covered too much material	18,60		10,29		18.66	-	30,14		7.14 31.42		17.85		28,57		28.57		33		0		20	
(C)	Covered too little material Covered an amount you feel appropriate	23,25		73,52		77.33		3,34 62,20		61.42		75,00		10.71 64.28		7.14 64.28		67		100		80	1
14. Was	s your attendance at class about— (A) 100 per cent (B) 90 per cent	34.88		30.88		21.33 45.33		48.80 34.44		40.00 41.42		85.71 10.71		64.28 28.57		71.42 25.00		16 38		33		20 50	
15. Fr	(C) 80 per cent of view, has this course been worthwhile	13.95 44.18	46.51	22.05	0.04	21.33	10.00	15.31	00.00	12.85	01.00	3,57		7.14		3.57		38		33		30	
lean	rning experience?	44.10	40,01	94.11	2,94	77.33	18.66	66,02	28,70	65.71	34,28	92,85	7.14	67.85	28.57	71.42	28,57	50	50	77		90	_1(
	DING AND OR TEXTS re the outside readings (if any)				1		1													The same			
	Too advanced Too elementary	30.23 4.65		7.35	AUS	13,33		32.53 1.43		32.85		.00		3.57 3.57		3.57 3.57		0		5		0	-9-
	Satisfactory s the text (if any)	62.79		91.17		54,66		55,50		64,28		53.57		60,71		57,14		16		33		50	7-
(A)	Too advanced Too elementary	9,30 4,65		7.35 4.41		22.66		12,44 1,91	1	4.28 5.71		3.57 7.14		10.71		14.28		33		5		10	
(C)	Satisfactory here is no assigned text, would one be useful?	65,11 11,62		85.29 7.35		73.33		67,46	6,22	48.57	4,28	85.71 3.57		78.57	3.57	78.57 7.14	3,57	61		88		70	
4. We	re the texts and or readings— Integrated with the course	74.41		72.05		84.00		84.21		71.42		1000			21.42		21,42	5	7	72	0	70	- 8
(B)	Too numerous Useful for the course	44.18 67.44	27,90	29.41 76.47	48.52	20,00	57,33	36,84 75,59	45,93	14.28		7.14	75.00	14.28 78.57	67.85	14,28	64.28	11 72	61	0 72	50	- 3	80
C. LAI	B OR TUTORIAL (IF ANY)			4,	Green (3)		31493			MA ME			0,00	10,01	10.11	02,14	1,14	-12	0	12	0	0	1
1. Do	you feel your lab demonstrator (tutor) competent? I the lab (tutorial) coordinate and supplement lecture mat-		25,58	1,47					24,40		14.28	10000	0.00		0.00		0.00	100	0	16	0	100	
The a	al?  nswer to the above 2 questions refer to	41,86	51,16	1.47	1,47	.00	0,00	43.06	43,06	51,42	37.14	•00	0.00	.00	0.00	.00	0.00	100	0	44	11	50	0 50
(A) La	ab, (B) Tutorial.	.00	60,46	0.00	1.47	.00	0,00	1.91	83.73	75.71	0.00	.00	0.00	.00	0.00	.00	0.00			Marie 3	1		A CONTRACTOR

COURSE	ENGLIS	SH 100	ENGLI	SH 100	ENGLI	SH 100	ENGLIS	H 110	ENGLIS	EU 202	ENGLI	ISH 203	ENGLIS	SH 204	ENGLIS	SH 205	ENGLI	ISH 207	ENGLIS	и 200	SPANE	ISH 100
PROFESSOR	MYE		MRS. WI			WAN	ANDF		ANDE			TTIER	MEN			NETT		RKS		RMA	PROF	
ANSWERS	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES		YES	NO	YES	NO
1. Is the lecturer's speech clear and audible?	94		88		100	0	100	0	100	0	100	0	70				100	0	100	0	100	0
2. Answer either (A) or (B) (A) If the lecturer uses the blackboard, is his writing legible	22	2	63	21	55	22	58	0	60	0	100	0	20	70	12	0	26	7	86	14	50	0
and understandable? (B) If the lecturer does not use the blackboard, do you feel us-	11	62			10	27	30	40	. 00	40			20	90		88	RIVER TO SERVICE	73	2	2	0	50
ing it would help clarify his remarks?  3. Answer both (A) or (B)	11	02	10		10	21	0	42	0	40	0	0	0	90		00		10				NAME OF
(A) In the classroom, does the lecturer appear to be knowledge- able and competent in his field?	94	6	70	30	100	0	100	0	100	0	100	0	70	20	100	0	92	7	97	0	100	0
(B) Does the lecturer have the ability to clarify and explain difficult concepts?	83	17	38	56	85	10	91	9	100	0	91	0	80	20	60	30	57	34	75	8	100	0
4. (A) Does the lecturer require student preparation of material prior to the lecture?  (B) Does the lecturer encourage questions from students dur-	97	3	77	23	100	0	91	9	100	0	91	0	90	10	60	30	76	24	33	58	100	0
ing class time?  (C) If he does not, do you feel questions should be discussed	91	9	88	12	92	5	100	0	0	0	100	0	90	0	12	88	100	0	3	97	100	0
during class time? (Ans. only if (B) was no)  5. Is the lecturer available for consultation with students?	91	1	12	0	5	0	0	9	100	0	9	0	0	10	60	30	0	3	50	50	The state of	0
(Answer only if you have attempted to see him.)  6. Did the lecturer distribute the course material evenly through-	47	0	66	0	65	3	100	0	40	60	91	0	100	0	25			0	38	13		0
out the year? 7. (A) Did the lecturer convey an enthusiasm for his subject?	83	-	52 58		75 90	25 10	91	9	80 100	20	83 100	17	100 100	0	75 88		50 80			27	100	
(B) Did the lecturer stimulate your interest for this subject?  8. (A) Were the lectures valuable to your understanding of this	50		30	68	62	38	83	9	100	Ō	100	0	100	0	50		50	50	97	11	100	
course?  (B) Can this course be passed by studying only the texts or	83	17	50	48	90	10	91	9	100	0	100	0	100	0	50	L. Propinsi		26	88	5	100	0
readings?  9. Do you think tutorials (are) (would be) useful in this course?	55 80	-	47 52	-	32 70	62 22	16 25	84 59	10	90	25 58	67 34	100	90	50		50 26					75 88
10. Do you feel that your mark in this course will depend too much	41	Mark Book	44			77	0	91	10	90		92	0	0	25		7	90	8	80		88
on the final exam? 11. (A) If assignments were given and marked, do you feel they were	69		42		87	13	91	0	100	0	83	10	80	0	100		80		01	0	200	0.0
marked fairly? (B) Were assignments helpful?	83					13	84	16	100	0	83	8	80	20			80		91 72	28	62 62	38
(C) If there were no assignments, or if they were not marked, should assignments be given and marked?	8	4	13	10	17	3	0	25	20	0	0	8	0	0	25	0	3	3	3	3	12	88
12. Do you feel the lecturer—  (A) Assumed too much prior knowledge	2		33		30		16 32		0		0		30		12		6		0		0	
(B) Assumed too little prior knowledge (C) Integrated past knowledge with present course 13. (A) Covered too much material	91		52	-	70		52		100		50 25		70		60		88	A CONTRACTOR OF THE PARTY OF TH	80		75	
(B) Covered too little material	8		16		3		33		20		98		20		0		8		0		0	
(C) Covered an amount you feel appropriate 14. Was your attendance at class about— (A) 100 per cent	63 52 33	-	36		62 32		9		0		66 41		60 30		0		46		38		38	
(B) 90 per cent (C) 80 per cent	8		30 25		42 12		25 50		40		41		50 10		50 50		46 23		25 22		62	
15. From your point of view, has this course been worthwhile learning experience?	66	29	50	48	87	13	100	0	100	0	100	0	100		88	12	76	19	94	0	100	0
B. READING AND-OR TEXTS		(1)	1000		1000				-		E.						1500					
1. Were the outside readings (if any) (A) Too advanced	0		0	and the same	0		16		20		66	0	20		12		0	7	2		88	
(B) Too elementary (C) Satisfactory	38		60		50		50		80	Carrier	34		70	100000	76	The second second second	76		69		12	
2. Was the text (if any) (A) Too advanced	2			5	0		0		0		8		0		0		3		0		12	
(B) Too elementary (C) Satisfactory	77	-	60		77		33		100		67		100		38		97		72		88	
3. If there is no assigned text, would one be useful? 4. Were the texts and-or readings—	75	77		2 20	12		100	The state of	100	Marine Sala	0	17	0.	40			80	-	100		100	
(A) Integrated with the course (B) Too numerous	41	46	A CONTRACTOR OF THE PARTY OF TH	23	Section 2015	45		76	100 20	0	16 66		20			38			36 86	0	0	75
(C) Useful for the course	80	4	6	9	70	5	10	Ü	100	0	06		80			0	ALC: N		0	0	88	0
C. LAB OR TUTORIAL (IF ANY)  1. Do you feel your lab demonstrator (tutor) competent?  2. Did the lab (tutorial) coordinate and symplement lecture met	36		52	43	0	70	42	0	100	0	100		0	100	0	0					100	0
2. Did the lab (tutorial) coordinate and supplement lecture material?	30	29	33	59	87	13	58	0	100	0	100	0	0	100	0	0			A. I		100	0
The answer to the above 2 questions refer to  (A) Lab, (B) Tutorial.									AND SE						100		A.		-	Part Land	1	

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COURSE	SPANI	SH 200	SPANISH	H 100 (2)	FREN	CH 100	FREN	CH 100	FREN	CH 101	-	Name and Address of the Owner, where	FRENCI	H 100 (14)	FRENC	CH 102	MAT	'H 200-1	MATH	100-2	MATH	100-3
PROFESSOR	RE	Y	COL	LIN	STE	ONG	JO	NES	КОН	ANYI	CHA (MAD		DIE	TZ	AITH	KENS	EDE	LSTEIN	THO	MSON	ADSI	HEAD /
ANSWERS	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
1. Is the lecturer's speech clear and audible? 2. Answer either (A) or (B)	100	0	100	0	100	0	81	13	100	0	85	7	83	17	86	9	86	9	88	12	94	2
(A) If the lecturer uses the blackboard, is his writing legible	16	0	77	0	95	0	95	5	0	100	85	7	16	76	86	4	100	0	33	77	47	2
and understandable? (B) If the lecturer does not use the blackboard, do you feel us-	10						33		,	100		P 0 834.5					- 0					
ing it would help clarify his remarks?  3. Answer both (A) or (B)	16	68	16	18	5	0	0	5	0	-0	100	0	16	0	4	4	2	0	5	0	5	1
(A) In the classroom, does the lecturer appear to be knowledge- able and competent in his field?	100	0	100	0	100	0	100	0	100	0	100	0	100	0	81	13	100	0	100	0	94	2
(B) Does the lecturer have the ability to clarify and explain difficult concepts?	90	0	88	0	100	0	81	13	87	13	50	43	84	8	54	36	69	18	77	23	88	4
4. (A) Does the lecturer require student preparation of material prior to the lecture?	100	0	100	0	86	14	95	5	87	13	92	0	92	8	90	10			33	67	38	62
(B) Does the lecturer encourage questions from students dur-		10	A CALL		100	,	100	0	87	13				. 0	100	0	47				73	25
ing class time? (C) If he does not, do you feel questions should be discussed	90	W. 7. W.	100	0	100	0		0	01	13	92	0	100	0		0		The same				9. 3.31
during class time? (Ans. only if (B) was no)  5. Is the lecturer available for consultation with students?	83	17	0	0	10	0	54	N. S.	0	13	8	0	8	8	10	0	27				23	
(Answer only if you have attempted to see him.) 6. Did the lecturer distribute the course material evenly through-	50	50	55		68	0	86		50		21		100	0	40	10		MACONING.	50	1 22 32 3	41	
out the year? 7. (A) Did the lecturer convey an enthusiasm for his subject?	91		100 83	_	95 100	0	45 66	36 34	66 100		92		84 92	8	90 50	50 50	88 72		72 72	28 28	82 97	
(B) Did the lecturer stimulate your interest for this subject?	100	0	72			13	95	5	25		14		66	34		90		42	44		58	
8. (A) Were the lectures valuable to your understanding of this course?	100		83	17	90	5	95	5	16	59	50	43	75	25	10	90	88	12	83	17	82	18
(B) Can this course be passed by studying only the texts or readings?	25		72			27		68	100	0	78	The same of the sa	34	66		10			-	89	35	
9. Do you think tutorials (are) (would be) useful in this course?  10. Do you feel that your mark in this course will depend too much	41	51	38	62	10	90			33	67	64	36	75	25	35	65	44	54	88	12	94	1
on the final exam?	0	0	22	78	22	77	5	95	25	75	0	0	25	75	15	80	27	65	61	39	44	54
11. (A) If assignments were given and marked, do you feel they were marked fairly?	33		94		100	0	95	5	41			15	100	0	55	10	2.73.2		100	0	100	
(B) Were assignments helpful? (C) If there were no assignments, or if they were not marked,	25		66	100	100	0	100		50	Control of the last	100	The state of	75			5	100	0	88	7	97	
should assignments be given and marked?  12. Do you feel the lecturer—	8	34	16	22	5.	0	10	0	25	34	8	0	16	26	5	15	5	0	11	0	11	To the second
(A) Assumed too much prior knowledge (B) Assumed too little prior knowledge	0		0		5		5		41		35		25		50		11		16		29	
(C) Integrated past knowledge with present course	100	-	90		95		95 27	_	59 50		65		75		45		84		84		66 23	
13. (A) Covered too much material (B) Covered too little material	0		11		10	N/ME	5		0		0		8		60		5		0	7,51	2	N/OB
(C) Covered an amount you feel appropriate  14. Was your attendance at class about—  (A) 100 per cent	84 50		72 33		90 36		63 31		25 8		92 21	-	84 33		40		83 55		78 66		67 58	
(B) 90 per cent (C) 80 per cent	50		16 38		50 14		31 36		41		57 22		25 25		40 20		25 16		22 12		29	5
15. From your point of view, has this course been worthwhile learning experience?	100	0	72	22	81	19		100	50		35		58	34	60	40	98	0	72	28	73	3 13
	100			-	01	10	39	41	- 00	30	0.0	-	00	04	00	40	30	-	16			
B. READING AND OR TEXTS  1. Were the outside readings (if any)		- 1				7												1999				
(A) Too advanced (B) Too elementary	8		6		10		0 18		0.8		14		25 0		0 15		2 0		5		0	
(C) Satisfactory  2. Was the text (if any)	25		38		40		72		66		57		25		20		1]		16		26	
(A) Too advanced	0		33	1000	0	TO NOTE OF	72		16	100	8		8		0		5		50	80 5	44	
(B) Too elementary (C) Satisfactory	100	4	61		86		18 31		76		16 .76		33 50		60		93	3	22	Name and Address of the Owner, where	20	
3. If there is no assigned text, would one be useful? 4. Were the texts and or readings—		17			1000				0	0	0		0	8	0	5	0	5	16	84	0	12
(A) Integrated with the course (B) Too numerous	58	10 59	22	12 67	0	77		5	100 25	67	50 21	37	41	18 51	70	0 60	88	87		7 52	61	1 7
(C) Useful for the course	50	9	16	12	Name and Address of the Owner, where the				75	17	50	15	41	34	75		77	7	44	23	32	2 27
C. LAB OR TUTORIAL (IF ANY)  1. Do you feel your lab demonstrator (tutor) competent?		0	50	6	27	0	The second		0	25	8	0	41	59	35	0	0	0	77	7	97	7
2. Did the lab (tutorial) coordinate and supplement lecture material?	8	0	A STATE OF	33		0			16	7	64	22	33	29.00		0	0	0	66	18	73	
The answer to the above 2 questions refer to		The same of	10000	00		· ·	4 9 9		Car all		-	N. D.	33	10				-	-			The second
(A) Lab, (B) Tutorial.															1							

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COURSE	MATH	100-4	MATH	100-7	MATH.	100-8	MATI	H 204	MAT	H 205	MAT	`H 106	MAT	H 220	MAT	H 228	CHE	M. 230	CHEN	A. 210	CHEM	1. 104
PROFESSOR	BLI	UM	ТНОМ	PSON	KAI	BE	BASSA	VEPPA	ADSI	IEAD	TINC	GLEY	BL	UM	RE	ED	JO	NES	FR	EI	НОІ	PPER
ANSWERS	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
1. Is the lecturer's speech clear and audible? 2. Answer either (A) or (B)	96	4	100	0	12.50	87.50	94	0	100	0	80	20	100	0	100	0	96.11	4.85	91.11	6.66	62,96	35.80
(A) If the lecturer uses the blackboard, is his writing legible	65	32	75	25	81.25	18.75	66	33	66	0	20	80	92	8	90	0	55.33	42.71	80.00	11.11	30.86	65.43
and understandable? (B) If the lecturer does not use the blackboard, do you feel us-	0	93	0	0				00				Alle				0						4.93
ing it would help clarify his remarks? 3. Answer both (A) or (B)	0	93	0	0	6.25	0.00	94	0	0	0	0	0	8	0	0	0	1,94	1.94	0.00	0.00	1,23	4.33
(A) In the classroom, does the lecturer appear to be knowledge- able and competent in his field?	96	4	100	0	43.75	56.25	100	0	100	0	100	0	100	0	90	10	95.14	2.91	93.33	2.22	90.12	8.64
(B) Does the lecturer have the ability to clarify and explain difficult concepts?	65	35	86	14	12.50	93.75	44	45	100	0	100	0	78	22	63	26	59,22	30.09	46,66	44.44	48.14	49.38
4. (A) Does the lecturer require student preparation of material	38	62	31	69	0.5104 [15]	87.50	22	73	10	10	THE REAL PROPERTY.	0	35	51		64			15.55		22.22	The same
prior to the lecture? (B) Does the lecturer encourage questions from students dur-				Taria Valle		100				No.	100000											
ing class time? (C) If he does not, do you feel questions should be discussed	20	77	81	19	56.25	43.75	61	39	80	10	100	0	21	62		10				57.77	64.19	
during class time? (Ans. only if (B) was no) 5. Is the lecturer available for consultation with students?	50	47		14	1000000	6.25	33	6	0	0	0	0	7	58	10	90		1999	33,33	22,22	32.09	701710
(Answer only if you have attempted to see him.)	20	30	54	1	12.50	6.25	88		50	10	100	0	78	0	27	5	83,49	5,82	80.00	2,22	61.72	0.00
6. Did the lecturer distribute the course material evenly throughout the year?	93	7	95	5	12.50	87.50	88		70	10	100		78	22	4	0 10	87.37		the second second		86.41	
7. (A) Did the lecturer convey an enthusiasm for his subject? (B) Did the lecturer stimulate your interest for this subject?	80 34	20 63	84 50	50	18.75	81,25 93,75	94		80	10 10	80	20		22	86 31	56	57.28 36.89				61.72 25.92	
8. (A) Were the lectures valuable to your understanding of this course?	88	12	90	10	12.50	87.50	83	7	0	90	100	0	78	22	72	28	79.61	20.38	75.55	13.33	58.02	30,86
(B) Can this course be passed by studying only the texts or readings?	57	43	54	46	50.00	50.00	11	89	0	0	20	80	64	29	68	28	51.45	42.71	35.55	62.22	29.62	65.43
9. Do you think tutorials (are) (would be) useful in this course?	73	27		14	87.50	18.75	83	12	10	80	0	0	28			32	4	9-	0-	28.88	86.41	8,64
10. Do you feel that your mark in this course will depend too much on the final exam?	26	74	31	65	62.50	43.75	44	56	10	0	20	80	14	86	9	91	17.47	78.64	15.55	84,44	17.28	81,48
11. (A) If assignments were given and marked, do you feel they were marked fairly?	80	20	96	0	0.00	0.00	72	17	60	10	100	0	92	8	95	5	80.58	19,41	95.55	2,22	96.29	2.46
(B) Were assignments helpful?	84	16	96	0	0.00	0.00	77	9	20	10		0	100	0	100	0	75.72		91,11	6,66	95.06	-
(C) If there were no assignments, or if they were not marked, should assignments be given and marked?	65	35	22	6	100.00	0.00	16	0	0	90	20	0	8	92	5	95	15.53	2.91	11,11	0.00	23,45	1.23
12. Do you feel the lecturer—  (A) Assumed too much prior knowledge	30		4		56.25		55	1000	10		0		8		18		35.92	In Carry	20,00		44.44	
(B) Assumed too little prior knowledge (C) Integrated past knowledge with present course	67		92		25.00		0 45		0 80		80		92	-	72		1.94 55.33		2.22 64.44		1,23	
13. (A) Covered too much material	26		4		37.50 18.75		61		0		20		21		50		6.79		11.11		20,98	San Street
(B) Covered too little material (C) Covered an amount you feel appropriate	57		90		37.50	7	39		90		80		79		50		84.46		77.77		74.07	
14. Was your attendance at class about— (A) 100 per cent (B) 90 per cent	61 23		40	11 15 15	6.25 18.75		62		50		80		79 14		33		49.51		66.66 17.77	No.	39.50 39.50	
(C) 80 per cent 15. From your point of view, has this course been worthwhile	0		10		50,00		16 22		10 20		20		7		33	100	5.82		15,55		11,11	
learning experience?	88	3	81	19	25.00	75.00	72	28	90	10	100	0	100	0	90	10	57.28	34.95	71.11	22,22	50.61	44.44
B. READING AND OR TEXTS	18. 18.				- 00			45.19														1
1. Were the outside readings (if any) (A) Too advanced	0		0		.00		27		0		40		0		0		6.79		20.00	2,22	9.87	1.23
(B) Too elementary	0 3		0		00		0.		0 40		20		0		0		00 49.51		00 71.11		1,23 28,39	
(C) Satisfactory 2. Was the text (if any)	30		-		.00	1	22	-														
(A) Too advanced (B) Too elementary	7		18		25.00 6.25		27 5		90		40		0		27		27.18		31.11 $15.55$		25.92 4.93	
(C) Satisfactory 3. If there is no assigned text, would one be useful?	34	47	68	96	43.75 12.50	0.00	50	11	0	100	60	0	85 7	93	63	95	61.16		42,22	20,00	62.96 16.04	
4. Were the texts and or readings—  (A) Integrated with the course	50	27	9	99	68.75		33		50		100	0	100	0	86	5	80,58		66.66		72.83	
(B) Too numerous	0	80	13	87	.00	43.75	44 38	45	0 50	70	The second second second			85	5	59	3.88	65.04	20,00	46.66	1,23	50,61
(C) Useful for the course	34	46	18	87	31,25	31,25	38	18	50	30	80	0	85	0	60	4	79,61	5.82	68.88	8,88	70.37	4,93
C. LAB OR TUTORIAL (IF ANY)  1. Do you feel your lab demonstrator (tutor) competent?	75	25	4	19	81.25	18.75	16	7	0	100	0	0	100	0	0	100	83.49	12.62	26.66	68.88	82.71	12,34
2. Did the lab (tutorial) coordinate and supplement lecture material?	61	39	4	19	75,00	18.75	28	0	0	100	0	,0	100	0	0	100	59,22	35.92	77.77	17.77	50,61	41.97
The answer to the above 2 questions refer to (A) Lab, (B) Tutorial.							1 3 mg					No.										

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Page 12

COURSE	GEO	L. 202	CHEM	1, 241	CHEN	1. 101	BIO	. 101	PHYS	100-1	PHYS.	100-2	PHYS	s. 110	PHYS.	110	PHYS	211	PHYS	5, 220	PHYS	. 230
PROFESSOR	MEI	DIOLI	CHU	-	DAUP			ERON	WH	ITE	WHI			TILL	CUPT			HIBALD	НО		LANGST	
ANSWERS	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
1. Is the lecturer's speech clear and audible? 2. Answer either (A) or (B)	100	0	83,48	16.51	96.96	3,03	96.31	2.45	59,13	.86	97.61	2.38	100.00	0,00	97.36	0.00	100.00	0,00	93.02	6.97	96.66	3,33
(A) If the lecturer uses the blackboard, is his writing legible and understandable?	87	13	89,90	8.25	100.00	0.00	95.09	3.68	58,26	.86	92.85	7.14	90.62	9.37	92.10	5.26	100,00	0.00	95.34	6.97	96.66	0,00
(B) If the lecturer does not use the blackboard, do you feel using it would help clarify his remarks?	0	0	1.83	6.42	5.05	4.04	4.29	1.22	2,60	.86	2,38	0.00	3.12	0,00	0.00	2.63	0.00	0.00	9.30	2.32	0.00	3,33
3. Answer both (A) or (B) (A) In the classroom, does the lecturer appear to be knowledge.																						
able and competent in his field?  (B) Does the lecturer have the ability to clarify and explain	100	0	100,00	0,00	100.00	0.00				.86	95,23	4.76		0.00	100,00	0,00	100,00	0.00	100.00	0,00	96.66	6.66
difficult concepts? 4. (A) Does the lecturer require student preparation of material	93	0	88,07	5.50	90,90	5.05		19.01			71.42	14.28	73,43	26.56		10.52	94.11	5,88	67.44	30.23	80.00	13.33
prior to the lecture? (B) Does the lecturer encourage questions from students dur-	7	0	10.09	86.23	67.67	31,31	13.49	85.27	22,60	37.39	42,85	54.76	40.62	56.25	52,63	44.73	52.94	47,05	20,93	76.74	23.33	76.66
ing class time?  (C) If he does not, do you feel questions should be discussed	87	13	40,36	56.88	79.79	18.18	96.31	3,68	38,26	21,73	73.80	23.80	96.87	3.12	97.36	2.63	58,82	35,29	60.46	39.53	86.66	10.00
during class time? (Ans. only if (B) was no)	12	0	20,18	37.61	13,13	10.10	5,52	1.84	14.78	8.69	21.4	2.38	3.12	3.12	2,63	0.00	17.64	5,88	37.20	,0.00	16.66	0.00
5. Is the lecturer available for consultation with students?  (Answer only if you have attempted to see him.)	93	0	74.31	0.00	74.74	0.00	52,14	3,06	34.78	7.82	85.71	0.00	32.81	4-68	26.31	2,63	64.70	0.00	74.41	0.00	56.66	3,33
6. Did the lecturer distribute the course material evenly throughout the year?	100		79.81	14.67	86.86	6.06	79.75	16.56	57.39	3.47 20.86	83,33	16.66 21.42	75.00 87.50	20.31	-	7.89		5.88	90.69	6.97	90.00	
7. (A) Did the lecturer convey an enthusiasm for his subject? (B) Did the lecturer stimulate your interest for this subject?	100 87	7	75,22 49,54	18.34 45.87	78.78 64.64	31,31	89.57 57.05	9,81 36,80	38,26 26,08	31,30	73.80 57.14					0.00 21.05	100.00	0.00	81,39 32,55	13.95 53.48	80,00 50,00	16.66 56.66
8. (A) Were the lectures valuable to your understanding of this course?	93	7	93.57	6.42	94,94	5,05	82.82	15,95	52.17	5,21	80,95	14.28	71.87	25.00	94.73	5.26	100.00	0.00	88.37	9.30	80.00	16.66
(B) Can this course be passed by studying only the texts or readings?	18	76	64.22	32.11	17.17	80.80	34.58		24.34			57.14		60.93	-	47.36	35.29	52.94	6.97	93.02	60.00	40,00
9. Do you think tutorials (are) (would be) useful in this course? 10. Do you feel that your mark in this course will depend too much	25	69	43.11	50.45	60,60	38,38	34.35	63.80	31,30	26.95	85.71	14.28	98.06	12.50	78.94	21.05	47.05	52.94	65.11	32,55	46.66	50.00
on the final exam?  11. (A) If assignments were given and marked, do you feel they were	0	0	45,87	46.78	16.16	84.84	26,99	71.16	19,13	40.86	23,80	76.19	23,43	70.31	31,57	71.05	_5.88_	94.11	13.95	81.39	16.66	83,33
marked fairly?	75		81,65 89,90	16.51	94.94	2.02	25.15 19.63	10,42 7,36	55.65 57.39	3.47 2.60	90.47 85.71	2.38	45.31 56.25	3.12 4.68		2.63 5.26	94.11	0.00	97.67 95.34	0.00 4.65	93,33	3,33
(B) Were assignments helpful? (C) If there were no assignments, or if they were not marked,	68	-	11,00	7.33	27.27	1.01	25.76	46.01			2/20/20/20	4.76						0.00	18.60	2.32	90,00	
should assignments be given and marked?  12. Do you feel the lecturer—	12	(		.91	7,07	1,01		40,01	8,69	1,13	14.28	4.10	54.68	14.06		18.42	17/1/1/1/1/1	0.00		4.04	3,33	0.00
(A) Assumed too much prior knowledge (B) Assumed too little prior knowledge	12		4.58 2.75		3,03		21.47 7.36		7.82 2.60		19.04 4.76		4.68		23,68 5,26		17.64 0.00		48.83 0.00		3,33	
(C) Integrated past knowledge with present course 13. (A) Covered too much material	68		88.99 36.69		87.87 2.02		65.64 15.95		42,60 30,43		73,80		37.50 29.68		71.05 21.05		82.35 5.88		41.86 20.93		76.66	
(B) Covered too little material	100		.91 64.22		8.08		5.52		.86 25.21		2.38		10.93		10.52		0.00		2.32		6.66	6.1(0)3
(C) Covered an amount you feel appropriate  14. Was your attendance at class about — (A) 100 per cent	88	-	52.29		83,83 46,46		76.60 48.46		33.91		78.57 40.47		59.37 48.43		68.42 31.57	16/He	88.23 52.94		76,74 34.88		80.00 46.66	10-10-2
(B) 90 per cent (C) 80 per cent	12		37.61 5.50		35,35 14,14		31.90 16.56		13.91 7.82		42.85 14.28		26.56 15.62		47.36 18.42		35.29 5.88		53.48 11.62		26.66	
15. From your point of view, has this course been worthwhile learning experience?	93	7	75.22	18,34	86.86	6,06	79.14	15.95	47.82	7.82		26.19		31.25		18,42	THE RELIGION OF	0.00	60,46	30.23	80.00	13.33
B. DEADNIC AND OR MENTE																						
B. READING AND-OR TEXTS  1. Were the outside readings (if any)			1 00		9 00		4.00		3.47		2,38		1.56		2.63		.00		0.00		0.00	
(A) Too advanced (B) Too elementary	0		1.83		8.08		4.29 1.84		.00		.00		1.56		2,63		.00		6.97		3.33 .00 0.00	
(C) Satisfactory 2. Was the text (if any)	50		22.01		46.46		53,37		10.43		4.76		14.06		13,15		.00		30,23		20.00	
(A) Too advanced	6		1.83		12.12		42.33 4.29		13,91		4.76		51.56 3.12		28.94		11.76		0.00		3.33 70.00	4 COLD III
(B) Too elementary (C) Satisfactory	8	-	92,66		75.75		47.85		40,86		4.76 78.57		42.18		5.26 63.15		82.35		20.93 27.90		10.00	3,33
3. If there is no assigned text, would one be useful? 4. Were the texts and-or readings—	100		2,75	3.66	20.20	6.06	6,13	0.00	4.34	1.73	2,38	2,38	7.81	3.12	7.89	5,26	.00	5.88	16.27	2,32	70_00	0,00
(A) Integrated with the course	-	0	86.23		69.69	11.11 61.61	61.34 5.52		46.95		59.52 2.38	4.76 45.23	51,56	10.93		10.52		0.00 52.94	32.55	44.18 58.13	3.33	50.0
(B) Too numerous (C) Useful for the course	68	75	.91 76,14	3,66	69,69	10.10	68,71		58,26		66.66	9,52	50.00	12.50	68,42	7.89		0.00	34.88	41.86	86.66	
C. LAB OR TUTORIAL (IF ANY) 1. Do you feel your lab demonstrator (tutor) competent?	87	0	76.14	15.59	85,85	9.09	74,23	15,33	46.95	20.00	80.95	16.66	79.68	15.62	89.47	7-89	100,00	0.00	58.13	27.90	53.33	30.00
2. Did the lab (tutorial) coordinate and supplement lecture material?	87		72,47		72.72	22,22	66.25		The Thirty	13.04			51.56	BESSELEN ST	65.78		47.05	47.05	65.11	23.25	56,66	E TELEVISION OF THE PERSON OF
The answer to the above 2 questions refer to  (A) Lab, (B) Tutorial.			62.38	2.75	78.78			20,00	61.73			19.04			57.89	SA SANS	70.58	0.00	58,13	2,32	00,00	

# Record \$873,956 in grants to researchers at Dalhousie this year

ulty of Graduate Studies at Dalhousie University for research projects during the current aca-

The total is \$240,707 more than the \$633,249 awarded in 70 grants

Eighty-five grants worth a rec- last year. Of the 85 grants, 59 \$96,400; U.S. Atomic Energy \$7,385; and Uni-Royal Co. Ltd., ord total of \$873,956 have been worth a total of \$600,475 came Commission, one, \$10,900; Med-one \$2,500. awarded to members of the Fac- from the National Research ical Research Council, one, \$7,-

Council, and 12 worth \$107,614 550; Laidlaw Foundation, one, were awarded by the Defence Re- \$10,830; National Health and Welsearch Board. Other sources were: Geological Survey of Canada, two, \$3,500; Fisheries Research Board, two, \$8,000; National Science Foundation, two, National Mental Health, one,

Members of Dalhousie's Institute of Oceanography received the largest share, with a total of \$285,300 for 10 projects; they were followed by Biology, whose researchers were awarded 15 grants worth \$149,600, and Physics, whose members got 15

The / Psychology department members were awarded 20 grants worth \$124,461, and other totals, by department, were as follows: Chemistry, 15 grants \$94,440; Engineering physics, one, \$30,-045; Geology, five, \$27,500; Computer Centre, two, \$11,500; Economics, one, \$5,000; and Mathematics, one, \$4,000.

### Halifax research facilities boon to graduate school

Dalhousie University's Faculty of Graduate Studies is fortunate in that it could depend on the co-operation and assistance of outside organizations in Halifax, which had the reputation of being one of Canada's best-equipped scientific and research centres, according to Dr. Guy R. Mac-Lean, Dean of Graduate Studies.

But Dalhousie, despite expansion of its own facilities, was not able to do as much as it would wish to handle the increasing number of students who wanted to continue into graduate work.

Throughout the Atlantic region, said Dr. MacLean, there was a serious situation and indeed, Canada as a whole was not able to train the number of graduate students the region and nation needed urgently.

#### LIBRARIES RICH

Dalhousie's facilities for graduate work, however, are good. For the humanities, the university library is rich in early printed books and Canadiana, with a number of special collections including one of the world's most comprehensive assemblies of Kipling's works, bequeathed by James McG. Stewart, and the mediaeval library of the late Professor K.G. Webster of Harvard.

The university library, founded in 1867, offers to the graduate researcher resources unparal-leled in the Atlantic provinces. A book collection of 300,000 volumes, of which 200,000 directly support the program in the arts and sciences, is being increased at the rate of over 1,500 catalogued volumes a month. In the Law Library, the collection of Canadian and English statutes and reports is virtually complete and a program of acquisition of similar source materials from Commonwealth countries and from the United States is well under way. General expansion of the medical sciences library has begun with the purpose of maintaining it in the top rank as a research library.

The Public Archives of Nova Scotia, housed in a building on the campus, provides valuable material for research in the history of the province.

#### WELL-EQUIPPED

In the sciences, the biology, chemistry, geology and physics laboratories are well equipped for research and the Sir James Dunn Science Building, opened in 1960 accommodates geology and physics. The old science building is now occupied by only chemistry, while biology is in the Forrest Building on the Carleton campus. The psychology laboratories are in the Arts Annex and in a large house on Oxford Street, and are equipped for all major areas of psychology. Excellent facilities, including a laboratory nursery school, are available for research with children, and arrangements exist for clinical research at Camp Hill and the Nova Scotia hospitals.

The Medical Sciences Building houses the departments of biochemistry, physiology, and pharmacology, and facilities for reScotia department of health.

#### **NEW DIMENSION**

The university's Institute of scientific centres. Oceanography has added a new dimension to the science program, its staff acting in associaogy, chemistry, geology, and phyavailable on most college cam- puting time devoted to research. puses are provided. The Dalalso works with the Atlantic Oceanography Group and the Bedford Institute of Oceanography to combination for the study of the MacLean. ocean and its life.

tion with the science depart- tre. ments, and close relations are

search are also available in the mouth, the Fisheries Experimen-Pathology Institute of the Nova tal Station (Atlantic), and the Nova Scotia Research Foundation, all of which combine to make Halifax of Canada's outstanding

#### MORE NEEDED

In addition, the Dalhousie Comtion with the departments of biol- puter Centre has facilities which may be used in research projects sics. With sea time aboard the being carried out in any part of ocean-going research vessels an the university, and the National integral part of the students' Research Council assists in the summer program, facilities not support of that portion of the com-

Although facilities for Dalhouhousie Institute of Oceanography sie's graduate work were excellent - hospitals, laboratories, rosearch centres -- more of the University's own facilities were provide a formidable institutional needed immediately, said Dr.

It was gratifying, however, that The Atlantic Regional Labora- plans were materializing for a tory of the National Research new library, a life sciences cen-Council works in close co-opera- tre, and a physical sciences cen-

The library, said Dr. MacLean, also maintained with the Naval would be one of the largest build-Research Establishment of the ings on the campus and would Defence Research Board of Dart- provide seating space for more than 2,000 students. The library its staffing and its stocking would be a major undertaking, but when completed, it would be one of the finest libraries in North Amer-

#### CO-OPERATION

Dr. MacLean said that a special committee was working hard on the plans of the new life sciences centre, the complex which would house the marine biology equipment and the aquatron recently announced by the university. But it was not likely that either the life sciences or physical sciences centres would be completed before three years.

#### ORIENTATION -

- Continued from Page 1 held during the day, to be followed that evening by a semi-formal

Follow-up sessions will be held from September 19-21, in the form of buffets and discussion groups designed to analyse the progress of the freshmen, and encourage dialogue with the faculty members who will be present.

Available soon from Dal Gazette The Facts **About the** War in Vietnam a pamphlet by World Federalists, Victoria Division



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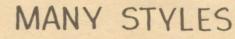
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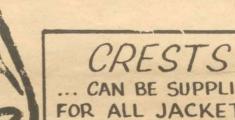
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