

The natives are restless in Section 64: or, Whatever happened to Tammy Hurst?

A letter to The Martlet from Linda Wilkinson, arts 1, section 64 of English 100.

Dear Sir:

I wish to bring to the attention of the university body the state of confusion which exists in the English Department. This Department demands academic freedom for itself but denies it to one faculty member and her students.

Such is the case for Section 64. The situation is as follows: First, the English Department wanted to experiment. Consequently, many students in 8:30 sections lost the first two weeks until the Department decided where to deposit them.

Secondly, after having been deposited in Section 64 with one instructor for three weeks, he was replaced. Note: the students must transfer within the first two weeks of lectures; the English Department reserves the power to juggle instructors at will.

This game of musical instructors was necessitated by an admitted oversight. However, the

students were ensured that their new instructor was competent and would be well-received. Things proceeded well as she (Tammy Hurst) turned out to be as advertised — excellent.

Unfortunately the period between Oct. 15 - Dec. 15 was merely the lull before the storm. The English Department says it permits its instructors to use whatever methods they wish.

Our instructor believes teaching methods include preaching methods. The Department thinks otherwise. Result? A big hassle out of which came the decree that our Christmas marks were to be discounted and we were to be re-evaluated by some other means—eg. another exam. But the worst has yet to come and the English Department narrowed in for the kill. Our instructor had to go.

Using the Christmas marks as the excuse, they harassed her so much that she had to take sick leave to preserve her emotional state. Prior to this, the Department had showed its benevolence in full force when it allowed her to do her

own marking, subject to external review.

Remember that Mrs. Hurst was given an excellent rating in last year's academic guide-book and that the English Department had renewed her contract for another two years. (Approved by Board of Governors Dec. 16, 1968—ed.)

Now isn't it funny that an instructor should all of a sudden lose competence? Note too, that a group of students who went to see Dr. Leslie, (Head Eng. Dept.), were told the student is the first to be thought of. I suppose this is why he is the last to know what is happening and is never consulted.

The main thing I am trying to do is make students aware of the fact that there exists here, at Uvic, an English Department which will harass a competent instructor to the verge of a nervous breakdown just to demonstrate that it always has the last word.

Linda Wilkinson,
Arts 1

"No man
is
an island"

the Martlet

... but I
am a
highland

Vol. 8

UNIVERSITY OF VICTORIA, VICTORIA, B.C., WEDNESDAY, FEBRUARY, 26, 1969

No. 28

English resignation forced?



Recent cold spell was enough to freeze the fur off a wooden bear, says snow-bound beastie between clenched molars. The glassy-eyed stare is due not to the chill, however, but to the trauma of watching several thousand yibbling anthropology students pass through the Cornett Building courtyard every day.

"Guru" Watts to speak here

Alan Watts, leading guru of oriental philosophy, will give a series of lectures culminating at Uvic Wednesday, Mar. 5.

Watts is one of the thinkers embraced whole-heartedly by the current underground movement in philosophy and the arts.

His interest in the relation of Eastern thought to psychotherapy has led to lectures before many professional groups.

Among his better known publications are *Myth and Ritual in Christianity*, *The Way of Zen*, *Psychotherapy East and West*, *The Joyous Cosmol-*

ogy, The Wisdom of Insecurity, and his most recent and famous book *The Way of Zen*. He will also speak on *The Taboo Against Knowing Who You Are*.

Watts will speak at a public lecture in the Provincial Museum Auditorium on *The Search for a Western Yoga* Tuesday, March 4th, at 7:30 p.m., he will speak the next day at 12:30 in the Uvic gymnasium on *Transcendent Experiences and Psychedelic Experience*.

Following the lectures he will engage in an informal talk and discussion at 7:30 Wednesday evening in the SUB.

An instructor of freshman English has charged she was pressured into resignation during a dispute with the department regarding evaluation methods applied to two first-year sections.

Mrs. Thelma (Tammy) Hurst, a 26-year-old graduate of the University of Western Ontario, had been teaching at the University of Victoria since 1966. She has not completed the thesis for her master's degree.

She is presently on sick leave with full pay until June 30, and says she resigned at the advice of two physicians because of her emotional conditions.

Mrs. Hurst applied semi-self-evaluation techniques in sections 28 and 64 of English 100 last November. She claims she was harassed by the English department over the procedure following Christmas exams.

"I had personal experience with last year's final examinations committee," Mrs. Hurst said. "When applied to English a most sensitive subject, 'mass' examinations are foolish and destructive of all that might have preceded them in the way of lectures, discussions and written assignments."

She said students in the sections were told there would be no failures unless requested by students.

"There was varied reaction by English 100 to the mass examination at Christmas," Mrs. Hurst said. "They ranged from very unorthodox to traditional, and self-evaluations, when offered, was accepted and added to the instructor's evaluation from the mid-term."

There was violent reaction from the English department in early January, however, Mrs. Hurst claims.

Complaints centred around lack of conformity in mark range to other instructor's mark ranges, she said.

"A series of highly pressured confrontations followed, and I was harassed by the department," said Mrs. Hurst.

"Immediate resignation was obviously desired by all concerned except me," she said. "I would have liked to leave out of disgust at that point but desired satisfaction, feeling it was all being blown out of true shape."

"It could all have been solved diplomatically, quickly, and efficiently by the department, myself and the students, but they wanted me out."

A letter from Dean R. T. Wallace, acting

president of the university, dated January 22, and addressed to Mrs. Hurst states:

"As you know from our conversations, we are extremely concerned about the situation with respect to the methods you have used in assessing the performance on the Christmas exams of students in your English 100 sections, particularly in view of the efforts made by the Department . . . to co-ordinate and evaluate all marks awarded in sections of English 100. The marks awarded by you at the Christmas examination to students in sections 28 and 64 of English 100 are, in general, out of line with the range of marks awarded by other instructors in English 100, and in particular are demonstrably inconsistent among themselves, especially with respect to those papers which contained partially or totally irrelevant answers."

"With this in mind and as indicated during our discussions, the following steps should now be taken in order to rectify the present situation and prevent the recurrence of other similar problems.

1: The Christmas exams grades awarded to the students in sections 28 and 64 may not be used in determination of the final letter grade. We expect that you will so notify these two classes.

2. Some means, as approved by the Director of Freshman English and the Head of the Department of English, shall be used to obtain marks to replace the Christmas marks.

3. During this Spring Term your work will be under close supervision and all marks will be subject to review, at the discretion of the Head of the Department.

4. At the end of the term year your case will be completely reviewed and a decision will be made about the necessity of instituting formal dismissal procedures.

If these conditions seem harsh, it is because we find the situation extremely serious."

Five days later Mrs. Hurst went on three weeks sick leave.

"During February pressured negotiations re-opened," Mrs. Hurst said. "Desire to return to teaching was frustrated by real or imaginary threats of harassment and possible external marking. The medical advice given me was not to return to the classroom."

February 20, Mrs. Hurst agreed to a sick leave until June 30 and severance of the two-year renewal on her appointment starting July 1, 1969.

... cont'd page 7

The fable of the land crab

(With Minor Apologies to the late Ernest Thompson Seton.)

By CHUCK CRATE, Ed. 4

The Little Land Crab had reason to consider himself a Progressive for, did he not—unlike his shirt-tail cousin, the crawfish—always travel forward (never backward!)? Did he not, unlike the sea-crabs who wandered hippy-fashion over the sandy sea-bottom, always travel in a straight line?

With the first signs of Spring, the little Land-Crab prepared to leave his winter quarters to commence his annual trek to the Great Ocean. But during his stay in the wooded hills, a line of telephone poles had been placed along his route. The Land Crab trudged forward until he came to the first pole.

"I'd move over a little if I were you," croaked the Old Raven who had-been-places-and-seen-things, and was plenty hep, "... that is, if you want to get where you're going."

"Can't be done," said the Land Crab with condescending patience, "If I were to 'move-over, as you put it, I might become re-oriented, might lose my direction and freeze to death in the mountains. Besides, if I were to change my course ever so slightly to the Right, my fellow Land Crabs might well regard me as a Right-Wing Opportunist; were I to alter my path to the Left, I'm sure I would be looked upon as a Left-Wing Sec-tarian. Great Theoreticians of the past surveyed this path and I know it to be the correct one!"

The Old Raven (who was in no mood to argue dialectics) fluttered off, and the little Land Crab began to climb the pole. He spent the day climbing up the one side and most of the next clambering down the other. He did not deviate the width of a hair, but trudged on until he collided with a middle-aged Pack Rat who had been conducting research at the foot of the second pole and was now attempting to stuff a glass insulator into

his cheek-pouch.

"I think you're a bit behind time, this year," muttered the Pack Rat regarding the setting sun, and dropping the insulator. "I usually set my calendar by you."

"You must be mistaken," said the Land Crab — though the sun *does* seem to be in the wrong place. I've been travelling at exactly the same speed as I did last year and the year before and . . . You know what? The Old Raven tried to tell me I should move over, but I'm going to the Great Ocean and every-one knows that a straight line is the shortest distance between two points — I got an A+ in High School Math, you know. Besides, the Great Theoreticians warned against Empiricists, and I suspect Old Raven's one."

"Well," said the Pack Rat who had never been to the Ocean but had read an approved description of it, "I think the difficulty is that you're travelling too fast; the more haste, the less speed, you know. Einstein proved that the faster you travel in a straight line, the quicker you find yourself back in the same place. You are going in the right direction, however; no doubt about that!"

The Land Crab was somewhat reluctant to accept advice from an Eclectic, but the Great Theoreticians who had charted his route had said nothing about velocity and, as a Realist, he had to acknowledge that he was beginning to tire. As darkness fell, he began to climb the pole but at a slower rate, pondering the Laws of Energy Conservation as he climbed. By late morning he was high enough to see the Great Ocean in the distance, glimmering through a psychedelic haze.

Thus he continued day after day; and when the warm season was past, the Old Raven found the body of the poor little Land Crab at the bottom of the umpteenth pole, scarcely a third of the way to the Ocean which he would have reached in a day had he been willing to move six inches from his charted line of travel.

"Too bad!" said the Pack Rat who had been trying another insulator for size. "I warned him that he was going too fast. He was headed in the right direction, but I read an article that explained how Einstein proved that the faster you travel in a straight line . . ." Whereat he picked up the carapace of the Land Crab and carried it off to an abandoned cabin to exchange it for a top from a broken Painkiller bottle.

MORAL: No Dogma has ever been devised that is a good substitute for Common Sense!

letters

Baboonesque

The Editor, Sir:

It would be a shame to let such a plastic thinker as Mr. Unclassified Bruce Bennett go unacknowledged. Being something of a hack myself, I know how important a little feedback is, especially after slaving for a couple of days over a hot typewriter and milking the creative engrams, doing what "one is driven to do" as that other proletarian blockhead, Hemingway, once put it.

So, Dear Mr. Bruce Bennett: Your episodic style is a fresh one. You have pegged pretty well the main characters in the Senate, even if some of the 'pegs' are just a little rusty. You write best, it seems to me, when you are showing your readers and not telling us about the existential personality interactions on the Senate. Note the third paragraph in "My First Reaction" on student power, tsk! tsk! Really, sir, a little more subtlety, please! If indeed the baboon meta-

phor must be used, try not to include another metaphor in the same breath about the glorious French Revolution; you know, that affair awhile back, where modern civilization learned the gentle art of persuading people that their HEADS don't count—simply liberte, egalite, fraternite are all that is required for mass happiness, somewhat unbaboonesque, n'est-ce pas? Or, maybe I've missed the point.

As for delineating your own true confession in the penultimate paragraph — again, sir, with all due respect to your deft handling of doublethink, you shall beware of drawing pseudo-physiognomic conclusions about others from purely solipsistic data. (I should also avoid repeating baboon metaphors if only for consistency's sake.)

It was a nice try anyway, sir, and I'm sure that you will continue to endear yourself to an eager crowd with even more thrilling accounts of B.B in Senateland. But for what you have done thus far, may the Transcendent One cast Everlasting Bliss over your face.

Thank You Divine Editor, Sir.

Ray Kraft

Congratulations, but . . .

The Editor, Sir:

Congratulations on your recent feature on education. The approach was interesting; the image presented was vivid, the indictment of the system was valid.

Having printed your article you can do either of two things:

You can say, "Well, we sure told them a few things didn't we? And it was dirty too. Now next week we're going to reprint "The Student as Nigger" for the forty-third time."

Alternately you can attempt to find out why the teachers turn out the way they do.

You can investigate some of the education courses here on this campus and see the effect they have on prospective teachers (don't tell me you don't think that would be of interest to the student body).

If, like Jaquies in "As You Like It," you intend to "sit upon the ground and rail against all the first born in Egypt," then you will choose the first alternative.

If you're really concerned about the education standards of this province and of this university then I think you are committed to the second alternative. Otherwise all you have left is a number of children's verses. I hope The Martlet is capable of more than collecting children's verses.

Laurie Creak,
Ed. 4.

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Dep't avoided non-renewal issue - "but I was willing to compromise"

The For Sale sign in front of the house is brand new and self-righteously glossy.
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Mrs. Tammy Hurst, 26, is leaving Victoria and the province along with her husband George and three-year-old daughter Kathi — travelling light is important.

Surrounded by half-packed boxes and the disarray of moving out of her Metchosin home, Mrs. Hurst said an interview would be cool. The following interview, extracted from several hours conversation over coffee late Tuesday afternoon, hopefully casts some insight into reasons behind her leaving Uvic's teaching staff in the middle of the spring term.

Her resignation from the English department follows a dispute between the department and herself regarding evaluation of students in two first year sections of English. She was initiating an experiment in self-evaluation.

Martlet: You received a renewal of contract before Christmas?

Mrs. Hurst: Yes.

Martlet: And now you are on sick leave, even though you have resigned?

Mrs. Hurst: I am on sick leave. Two doctors have said that I should not return to the classroom. Because of my emotional state I have a fear I might not be objective.

Martlet: What about the conflict with the department?

Mrs. Hurst: I feel now perhaps I should have taken it to the students rather than trying to resolve the conflict with the faculty and the administration — but that's a lesson well learned in the game. I feel I trusted the administration and the department . . .

Martlet: Would you say your emotional state is partly a response to the English department?

Mrs. Hurst: When I came back after Christmas, even after a car accident, I felt that I could have carried on in a normal manner had I not

been harassed by the department or anyone else. I feel the whole thing regarding evaluation could have been solved diplomatically — I was willing to compromise, I accept compromise. I agreed to work it out with the students.

This is a way of getting me out because of my attitude toward evaluation or resignation rather than non-renewal because the appointments committee did not want to face giving out a non-renewal of contract.

Martlet: What's the general trend in the English department? What's really going on in there?

Mrs. Hurst: I feel it's getting more and more traditionalist — they manipulate the students far more than I ever did: I don't think they give people choices. Sometimes I think you know more than I do, because when you get right inside a thing you often can't see beyond your own position, but I do see a lot of fear.

Martlet: Your competence as a teacher has been questioned; what should a teacher try to do in freshman English.

Mrs. Hurst: If anything I gave my students choice — I gave them objectivity. I suggested things to them and if a majority wanted something we did it. I always asked what they wanted, and the change after just a little bit of freedom was remarkable — students who never spoke before started speaking out.

The practiced care is that with a freshman you have to be very careful what you let him know. He's had 12 years of that and he comes to the university with the idea of getting something different. It's sort of sugar-coated, but he gets the same thing.

In my terms a teacher should disseminate

knowledge and encourage a love of learning at the same time. That's the purpose of the university. And the instructor should do that in any way she sees fit in terms of succeeding in that purpose.

Martlet: What about your stand on evaluation?

Mrs. Hurst: I feel quite justified in what I did, I don't think there should have been such an uproar.

Martlet: When Tony Steele left two years ago he said democracy here was practiced from above.

Mrs. Hurst: Yes. It is practiced. As I look at it I get very angry about the teachers here. I think there is a lot of intelligence and potential. But they're wasting their positions. I think that's because they are afraid of losing their positions ironically enough. It's just sort of mass conformity, they are afraid to try a tack by themselves in case they don't get okayed by the rest.

Martlet: What happened when you tried your experiment? And after?

Mrs. Hurst: I suggested to the head of the department when all this happened that they should use what I did as an experiment — something happened to those students when they were released from having to act in certain ways. We've never studied this. But they took the papers, we'll never get them back, and I've resigned.

Martlet: What about changing the structure of the English department?

Mrs. Hurst: Lots of things could be experimented with: all sorts of beautiful things could be done in that department — but I think you've got to change the minds of the teachers and I don't think you can do that.

I'd like to do a study on things that could be experimented with. Half-year courses might be an idea — the question should go to the students and the answer should come from students and faculty working together. In many things can be done in the classroom in terms of physical changes even, clothes, desks, distances.

Summer art festival for Uvic

Drama, music, art—Victoria will be a cultural centre this summer if the Uvic school of fine arts has its way.

University officials have unveiled plans for a community-wide festival of the arts to include plays, concerts and art displays at downtown locations.

The project went into the planning stage last fall according to the university administration's information office, and will be under the auspices of the Uvic summer session and the School of Fine Arts.

A festival, to be known as Victoria Fair, will feature a six-week repertory season at the downtown McPherson Theatre, booked by the University's theatre division from July 14 until the end of Aug.

Plays to be presented are Shakespeare's *Hamlet* and *The Merchant of Venice*, and *Tartuffe* by Moliere.

Among actors now being engaged are several who performed at Ontario's Stratford Festival. The professional group will form the nucleus of a company that will also include well-known local figures and senior students of the School of Fine Arts. Courses for University credit will be given in association with the productions.

The annual summer music program of concerts and workshop events will be expanded this year, with a dozen concerts offered during July.

Visiting artists will include the brilliant young English pianist David Wilde, winner of the Bartok-Liszt competi-

tion in Budapest and a frequent performer at the Edinburgh Festival and elsewhere, and Bernard Rose, an eminent English harpsichordist and organist. Negotiations with other artists are under way. An international faculty of musicians (wind, string, and keyboard) will also take part in a chamber workshop and the concerts.

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Why Tokyo students want to change their university

an analysis of student unrest in Japan

By KATSUYOSHI TSUTSUMI
Japanese Exchange Student

There are sixty universities currently facing internal crisis created by powerful student movements in Japan. Two universities, where the most violent disputes are taking place, are Tokyo University, ranking at the top of all universities, and Nihon University, the ultra-mammoth private university with 100,000 students.

These two incidents have come to show the critical situation of the present universities which have many problems and contradictions within themselves, such as systemic, financial and qualitative differences between national and private universities, a quantitative expansion of universities in large cities, feudalistic organizations of university research institutions, an inharmonious combination of education and research, an insufficient quality of education, an anachronistic system of administration, conflicts of cliques among both faculty and students, an unjustic of management and accounting, and the degeneration of moral standards between teachers and students.

dispute over training

The dispute at Tokyo University originally started with a problem of how to deal with the training of young doctors after the abolition of the present intern system, and it was followed

by the strong movement of young doctors against the exclusive, feudalistic and undemocratic organization of the Medical Department characterized by an authoritative professor at the top of each office, and at the same time against the government's intention of changing health insurance for the worse and its intention of concentrating support on big hospitals.

In the beginning, therefore, it was solely a struggle to reform the whole structure of the Medical Department of Tokyo University including a problem of reformation in the Japanese medical and medicare system as a whole. There was no sign of influencing other departments.

However, when the university authority decided to expel those students who had confined the Chief Medical Officer to accomplish their demands — since the university had continued to disregard them — the problem became more like one of an infringement upon human rights and spread throughout the university at once. This has clearly shown to the general public that the illegitimate punishment of "dark politics" was still taking place without any hesitation at the top. The fact was enough to change the old public conceptions about Tokyo University and to mobilize the general public towards the reformation of the university.

reaction followed

The dispute, thereafter, grew in its intensity and included prevention of the graduation ceremony, disturbance of the entrance examination, and finally came to the stage of barricading the Yasuda Auditorium by the students, which eventually led to the forced removal of students by mechanized units of police.

The introduction of the police by the university was obviously determined on the basis of ruler's intention to maintain the old order of the university organization or autonomy which had been safely protected without any direct challenges for nearly a hundred years. Because this simple fact was discerned by many students and faculty members, the introduction of the police into the campus as a solution made the situation even worse than before.

In other words, the students and the faculty members became indignant not because of the fact that the president of the university had done it on his own judgment, nor that the procedure was undemocratic, but because of the fact that the university authority with the president at the top had suppressed the student movement, which is aiming at the democratization and reformation of the university organization. (Continued on Page 5)

Al Capone lurks in Modern Languages Dept.

The Editor, Sir:

I am one of the forty professors of modern languages at Uvic, who were exposed as "racketeers" by one Mr. Bob Dolhanty in the February 20 issue of The Martlet. Since my "kickback or job" — to use Mr. Dolhanty's gangster jargon — makes me financially secure and guarantees free speech on top of it,

I permit myself time off from my usual criminal activities to add my comments to Mr. Dolhanty's thought-provoking and sensational journalistic endeavour. In bold headlines he advises his readers: "Start Your Own Friendly Protection Racket: But Consult Modern Languages First."

In order to be quite sure what a racketeer is, I consulted Webster's dictionary, which defines a racketeer as one "who terrorizes legitimate business by threat or violence." Some time ago The Martlet saw fit to reprint twice, an article: "The Student as Nigger." That one already left me reeling in the ring, and now another shattering blow below the belt by Mr. Dolhanty! During months of painful self-analysis I tried to come to terms with my subconscious sadistic sick desires which let me get my kicks from cracking the whip over the heads of my student slaves. And now Mr. Dolhanty has added another diagnosis. Financial greed and criminal exploitation of helpless student victims made me enter into a Mafia-type of gangster operation, which uses the "teaching kick" to "fleece" two thousand and one hundred and eleven students, registered in first and second year Arts and Science. To quote Mr. Dolhanty "the arm-breaking tactics of compulsory languages" are nothing but a protection racket.

When I was a student at various universities, before I drifted into this life of crime,

I deluded myself into thinking that it was the legitimate business of the undergraduate to pursue a broad education, based on the traditional ideal of "universitas." As an academic teacher at different universities it was my impression that the majorities of young intelligent men and women I was privileged to teach, wanted to get to know something about the philosophy, language, literature, history and culture of peoples who do not belong to their own language group. I was sure that there were students who actually enjoyed the opportunity to be led to doors which, once you open them, lead to new knowledge, new intellectual experiences, new understanding. I was convinced that there was some value in having a broad education for the undergraduate, rather than turning out specialists who "only study what they need and wish" — to quote Mr. Dolhanty again. I liked to think that society, which so generously supports higher education had every right to expect that universities would give degrees to "educated" individuals in its widest sense. And by that I make no apologies for my concern with one of the most mysterious and wonderful achievements of mankind: language. It was my hope that having students come in contact with foreign cultures would, in some small measure, benefit the Family of Man, bringing about more tolerance, more understanding, more humaneness.

Now we are told by Mr. Dolhanty that ours is an "illegal racket" with "the marks paying solely for the protection of the racketeers who fleece them." I must congratulate Mr. Dolhanty on his astuteness concerning possible legal consequences. By not mentioning individual names he slyly avoided a libel suit against him which otherwise he undoubtedly would have to face.

If 75% of the undergraduates at Uvic are really convinced that anything apt to widen their cultural horizon is a racket, then I am ready to confess that I am Al Capone, alias.

Herta Hartmanshenn

Ness passes as bearded musician

By ERNIE HARPER
Alias Elliot Ness

Modern Languages has acquired quite a name for itself in this office; any time you want to get a rise out of somebody, take a swipe at Mod. Lang. in the paper.

It never fails. You can malign any other department in the place and be full certain that your missive will be swallowed by the amorphous grey, without so much as a polite burp. Could it be (Oh, dread to suggest it!) that Mod. Lang. is a vestigial organ in the body of Arts and Science, and the prof's there are beginning to realize it? Is that why it's so easy to get them up-tight?

To put the question more directly; do you, Ladies and Gentlemen of Modern Languages, do you ever get the feeling that you're being irrelevant? Is that why you're so vehement in your own defense? Does it bother you, perhaps, that the "philosophy . . . literature, history and culture" of foreign peoples are available in other courses, other departments, and that the really central reason for your existence, the understanding of the functional principles of language, is now taught under the heading of Linguistics? That a student can get, for all practical purposes, his choice of your offerings taught equally well in other courses, without the bothersome necessity of learning another language?

Which is not to suggest that learning a second language is a valueless exercise in memory. It could be a great deal more than that, even with the other courses available. It probably shouldn't be compulsory to learn a second language — but then, maybe it should, for at least some students. Just once, it would be nice to have somebody in Mod. Lang. lay off the old cliches and hackneyed arguments and say why it is desirable, maybe even necessary, to learn another language as part of an Arts degree program now, instead of a hundred years ago.

the Martlet

Editor: Steve Hume.
Editorial committee: Sue Mayse, Ernie Harper, Alan Jones, Gary Hayman, Barbara Trotter, Marlene Almond, Robin Burgess, Tom Crone, Bob Dolhanty, Scott Tanner, Robin Simpson, Gray Martin, Stephanie Montague, Mark Hume.
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Student unrest at Tokyo U, cont'd

Therefore a series of proposals shown to the students by the university authority was, to those militant student groups, just a target which they had to crush. The students are mainly interested, not in whether or not the university authority accepts their demands, nor in how many of their demands are to be accepted, but in how the university authority is going to accept them and in how the old structure of Tokyo University is going to be changed in future.

However, a majority of students in this movement are not naive enough to believe in ultimately changing the Japanese society by means of more helmets, clubs, stones or demonstrations. If the leading members of this dispute had had such a naive idea, the enthusiastic movement would have never been able to continue for more than 300 days. How could the fact be interpreted that there was no increase of students against the strike even after so many a student assembly?

Those active students must have committed themselves to reforming the wrong society through reforming a wrong university. Their ideas are derived from the proposition that Tokyo University has been the cause of various social vices in Japan, and therefore there is no way to reform the society without reforming Tokyo University.

school for bureaucrats

It might be significant to examine the influence which Tokyo University has been exerting upon the Japanese society for nearly a hundred years. Tokyo University was originally established in 1872 by the government as the first university in Japan, and its purposes were to train and educate bureaucrats, scholars, doctors, engineers and those who were to be the leaders of a society which needed them urgently at that time. Literally, it played a role as the training place of the minority elites.

After Tokyo University, there were established about seventy national universities, but still Tokyo University's role to educate elites did not decline at all. Thus the fact that so many people emphasize only an academic career of a person or value only graduates from famous universities, especially national universities and a few private universities, has much to do with the birth of Tokyo University. Tokyo University has been a hot-bed of this bad custom which is now widely and deeply prevalent in contemporary Japanese society.

However, this custom, in a sense, had a positive significance in the society of the time, since even people from a poor, low class could, if educated, make their way out in the society where there had existed a firm stratification of status permitting no one but those from a rich, high class to obtain high positions in the society. In other words, the existence of the national universities facilitated the establishment of a society where success is not determined by the distance between the poor and the rich or by classification.

But after World War II, the educational system was changed. Universities which once were places for elites were turned into places of higher education for the general public. Nevertheless, the principles employed by newly established universities were those of old universities and they still had many old elements within despite a great systematic change of the educational system.

feudalism remained

However, the transcendent technological changes, which took place in the 1950's in every advanced industrial country, influenced Japan in 1955, and brought about a high economic growth, an increase of income and, naturally, economic fluctuations. Apparently the Japanese business circles had to face the necessity of managerial

changes. Along with these changes, the labor market was liquidized. For these reasons the peculiar employment system of Japan, which was the remaining sign of feudalism, such as a life employment system or a classification system of promotion according to the length of service, started to break down gradually, in some parts rapidly. Technological change, thereupon, found its positive role as a main destroyer of the old order.

Then how did universities change in this environment? Substantially speaking, universities were just expanded quantitatively still with the structures of the old principles. The reasons were as follows: Firstly, the society demanded a great amount of university graduates on account of its rapid economic growth, and secondly, the public were very enthusiastic for education on account of their increased income. Through this popularization of university education and its quantitative expansion, the unfair and unreasonable differences among universities became more and more apparent and intensified.

Therefore the pure devotion of the society to Tokyo University became much more remarkable. On the other hand, Tokyo University itself strengthened its position as an academic kingdom ranking No. 1 among all universities in Japan. Consequently, it was left out of the amazing progress of the society without experiencing a change in its fundamental defects which were brought up by the long history and tradition of a hundred years. At the same time the corruption and deterioration started deep inside the university organization. Therefore, it is quite natural for those students to challenge the university authority for the sake of reformation.

ZENGAKUREN

The student movement in Japan is led, except for the voluntary ones, by the so-called "ZENGAKUREN," (ZEN-NIPPON-GAKUSEI-RENGO), the National Federation of Students' Self-Government Associations, which consists of the self-governments of nearly 350 universities in Japan. The split into factions is quite remarkable as are the confrontations among them. In spite of their obscure differences in principles, two main groups can be distinguished: one is the pro-Japan Communist Party group and the other is the anti-Japan Communist Party group.

Though it is hard to estimate the correct number of their members, the number of students both groups had mobilized on Oct. 21, 1968, at the International Anti-War Demonstration in Shinjuku Station area, Tokyo, was: the former around 50,000 and the latter 8,000. The former group of non-militant character supports the J.C.P. and occupies a majority of the ZENGAKUREN. The advocator of violence and destruction is the latter which despises the J.C.P. for its opportunistic and non-militant policies.

This minority group has several violent factions which never cease to struggle for hegemony even among themselves. This is the one worldly known as the ZENGAKUREN. These two groups exhibit a leftist bent and their principles are based on Marxism. They are currently leading student movements in Japan.

Now, the most important question here is what makes them, especially the anti-J.C.P. group, act so violently? This question is significantly related to the nature of the present government and the opposition parties. In other words, the Conservative party now in power has been carrying out policies which are quite dependent upon the U.S. government and if it were the cat's paw of a foreign power. This tendency and this policy of the Japanese government have created innumerable social and political problems which lead to strong public opposition. But the government has either neglected or suppressed the protests based on the social consensus.

There is hardly any communication between the government and the people. Therefore it is not so difficult to believe that this fact has planted

great desperation, distrust and frustration in the hearts of students.

For example, the one-sided ratification of the U.S.-Japan Security Treaty by the government in 1960 disregarding the nation-wide protests gave a tremendous impetus to student movements as a turning point of their tactics. Moreover, many demonstrations, since then, against Japan's direct and indirect intervention in the Viet Nam War have also been neglected or suppressed by the present government. On the other hand, the opposition parties have not been able to come to power for the last 23 years, because their old structures did not allow them to obtain a wide support from the public, and therefore they have degraded themselves to a mere opposition group which exists only for the sake of opposing. Eventually, they have lost an energy for reforming themselves as well.

"Walls have ears and your ears have walls. We are mice and we gnaw, the irritated." These are the scribbles written on the walls in Paris during the great student demonstration occurred last May in France. It is very interesting to see the significance in these two scribbles, which have something to do with the Japanese student movements. They are desperate, frustrated and irritated so much that they can no more be quiet and overlook things going wrong.

distrust of parliament

Therefore, the ideas of the anti-J.C.P. group as the most extreme case, have the following characteristics. Firstly, they have a strong distrust in the parliamentary democracy. They do not, as a rule, expect it to reflect their opinion through an election. They believe in appealing to incessant violent actions through which, they believe, their objectives are accomplished. Secondly, they believe that a method of attaining objectives by organizing many sympathizers is no effective because of the fact that a majority of people clinging to comforts are asking the authorities for help, and therefore they believe that in order to succeed in reforming the society, minority forerunners should use a method which may seem radical to the general public and that will be supported by the majority afterwards. The significance of this method is to expose the real face of an authority which shows itself in the process of oppressing challenges, and to make the general public aware of the intensity of a problem such as that of Tokyo University.

"reform can be accomplished"

At one time they were called 'rioters,' and another time 'Trotskyists.' Although their actions went too far in various ways, if it were not for their actions, the problems of the university would have never been exposed nor recognized by the public.

The significance of this student movement at Tokyo University is, therefore, that the people have realized the need for change in the present educational, social and political structures where the democratization has not been completed since the end of World War II.

Tokyo University with its 100 year old history as well as other old universities, are about to die and a foundation for new universities is about to be born.

The reformation of a university is the reformation of a society. If a society is to be reformed a university must be reformed in a perfect sense. Therefore, in the reformation of a university people in the society should show a great interest and should work on it. But a question of great importance from now on is that students should shift their viewpoints from a technique of disclosure and destruction to a technique of establishment and control. Thus the reformation in a true sense can be accomplished.

Rugby Vikings clinch first

Vikings rugger studs clinched a league championship in the Victoria and District Rugby Union's first division Sunday.

After stopping Oak Bay Wanderers 17-9 in a crucial game Saturday, the hardy Vikings managed to shut-out last place Cowichan 8-0.

With 11 of 12 games played, Vikings have only one loss, 8-3 to Oak Bay, on the books. As winners of the Rose Trophy, they now get a bye into the Victoria final and a shot at a berth in the B.C. Championships.

Sunday the Vikings meet Castaways at 2 p.m. on the Carnarvon pitch, with the Norsemen meet Oak Bay at the same time on Gordon Head.

Saturday the Vikings are at Bellingham, Wash. for Northwest Pacific Intercollegiate Rugby Conference play, while the Saxons meet Barbarians at 12:30 at Carnarvon in a four point game.

FIRST DIVISION					SECOND DIVISION										
Vikings	11	10	0	1	171	52	20	Oak Bay	13	11	0	2	177	86	22
Wanderers	8	5	0	3	118	79	10	Norsemen	11	10	0	1	168	20	20
James Bay	11	3	2	6	58	126	8	Barbarians	13	4	1	8	106	141	9
Castaways	9	2	2	5	59	96	0	Saxons	8	4	0	4	82	80	8
Cowichan	11	2	2	7	85	137	0	Crusaders	10	1	2	7	54	110	4
								Cowichan	11	1	1	9	45	181	3

Thetis Lake run to Uvic

Uvic runners swept to victory in the annual Thetis Lake relays for the second year in a row at the weekend.

Larry Corbett, running against former Canadian cross-country champion John Cliff, turned in an impressive performance to overcome a 23 second deficit in chasing the Victoria Spartans runner.

Cliff had run one previous leg however.

Spartans were second in the relay, Victoria Track Club was third, while a Uvic B squad edged out Victoria Mercuries for fourth.

CONTACT LENS SPECIAL!

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Now, for a limited time only, our Contact Lenses are selling for \$109.00. These are the same high quality lenses that sell regularly at \$150.00.

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FEB. 17 TO MAR. 2

CARLTONS CLEANING CAROUSEL

SHELBOURNE, HILLSIDE, AND TOWN 'N' COUNTRY SHOPPING CENTRES



Hotshot rookie Corky Jossul

Burnaby Mountain Clan meets Vikings Friday

Uvic's basketball Vikings, currently riding their best season ever, tangle with some of the biggest college guns on the West Coast Friday.

Simon Fraser Clansmen, coached by former Alberni Athletic great John Kootnekoff, will be out to shoot down any efforts to extend the Vikings winning record.

SFU has already upset highly vaunted UBC Thunderbirds, picked as the college team to watch in Canada this year.

Operating on a slightly lesser scale than UBC and SFU, Uvic has a fair record of its own this season.

Vikings have played 25 games against Canadian and American schools so far, with

16 wins and 9 losses. Eight wins against Canadian teams, with only four losses speaks well for Uvic north of the border.

Against the deeper, cooler talent of northwest Yankee clubs the Vikings are only seven and five, but even that speaks well.

SFU, however, is quite a powerhouse. In the last meeting with Uvic the Clan thumped the Vikings 77-40.

But the Uvic squad was shooting only 24 percent from the field, way off their season average of 42 percent.

Hotshots for the Vikings will be John Lauvaas with a 16 point game average and Corky Jossul with a 10.5 average.



AT LAST . . . WE'RE OPEN

MONDAY, MARCH 3rd

The Coffee Gardens

ON THE MAIN FLOOR OF THE COMMONS BLOCK

FREE COFFEE AND SPRITE AS LONG AS IT LASTS

FEATURING

- ✓ The Tundra Room and Raven Room
- ✓ Both with terraced Dining Areas to create a relaxed and quiet atmosphere.

happenings to happen

Biology Club

Gordie Robilliard from the Zoology Department of the University of Washington, Seattle will speak on "Antarctica — Biological and Physical Effects on Marine Benthos." On February 17, 1969 at 8:00 p.m., Elliot Building, Room 167. Coffee will be served.

International Night

Dance and buffet, Friday, Mar. 7, 9-1. Newstead Hall, 734 Fort Street. Tickets are \$1.50 each, available from the SUB office or Language Clubs executive.

Spanish Club

Meeting, Monday, Mar. 3, 12:30 p.m. in Cl.-106. Important, all coming to International Night should attend.

N.D.P. Club

Meeting Tuesday, El.-304, for anyone interested in campaigning for N.D.P. in Alberta on Saturday, Mar. 15. Everyone Welcome.

Rugby

Uvic Rugby Club still needs more car raffle money to pay for the car. Please buy tickets at SUB Office, Mayfair Shopping Centre (Woodwards), Hillside Shopping Centre (Simpson-Shears), Howard Gewing, all rugby players, and the Odeon Theatre.

International Students Association

Panel discussion on Japan — will feature exchange students, Japanese faculty, and Canadians who have participated in exchange. SUB upper lounge, 12:30 p.m., March 6.

Non-Atheists

Nothing that was planned will be (in the SUB on Tuesday, at any rate). But something is bound to happen. Allow yourself to occur there. (Anybody).

Pre-Law Society

Magistrate William Ostler, speaking on "The Role Of The Magistrate." Clubs B & C Wednesday, Mar. 5, 12:30. Everybody welcome.

Auditions

Open tryouts for Moliere's Tartuffe to be presented by Uvic Theatre on the Mc-

Pherson stage the last week in March at the Phoenix Theatre Sunday, Feb. 9, 7 to 10 p.m. or by appointment with Dr. Allen.

Nursing

To all Students interested in Career Nursing: Mrs. Joanne Wood of the U.B.C. School of Nursing will be in Elliot 166 at 12:30 on Mar. 21 to meet with students who are considering nursing as a career. Anyone requiring information or wishing to discuss courses is advised to consult with Mrs. Wood at this time.

... resignation

"In that letter I stated that I acted under pressure, and that, among other things, in order to succeed I would fail many times," Mrs. Hurst said in a written statement to the Martlet.

"I offered that letter indirectly, out of shame and frustration and disgust. I offered it in bitterness and sadness and disillusionment, not only with myself but the university in general, especially with the majority of my 'colleagues'."

Senate stint futile, say McGill students

MONTREAL (CUP) — Six of the eight student senators on the 62-member McGill University senate resigned their positions Wednesday saying their continued presence would simply be an exercise in futility.

The move came after a four hour session Wednesday failed to get as far as adoption of its agenda. The wrangle, primarily over an appeal to senate by Stanley Gray, lecturer in political science threatened with dismissal, finally resolved itself in an expression of support for Principal H. Locke Robertson's decision to take disciplinary action against Gray.

The students, in a statement released after the meeting, charged they were second

class citizens in the senate and said they had been repeatedly insulted throughout their five month term by members of the body.

The students questioned the good faith of the senate and said the senators apparently did not have a necessary commitment to the general well-being of the university.

They said they could no longer be part of senate's "hypocrisy and reactionary position" they said they would rejoin the senate only when the body showed willingness to debate and take action "on the issues before the university."

The six senators were elected on an activist slate in October.

Classified

Classified

For Sale

MOTORCYCLES — RETAIL, YAMAHA Triumph sales, service, accessories and repairs. Mullins Marine Sales, 925 Yates. Phone 382-1928.

14' SCAMPER TRAILER, 1968 FULLY equipped, \$1400. Please contact Dr. Jan Krupp in the History department, Uvic. Local 613 or 652-3386.

Typing

WILL TYPE ESSAYS, THESIS, ETC. in my home. 477-4825 after 6.

Guitar Instruction

CLASSICAL, FOLK, BLUES INSTRUCTION. Mary Rosenberg, 2510 Douglas, 382-3623.

Used Cars

'56 METROPOLITAN, PASSED, RUNS well, must sell. 383-4930. Also '63 Plymouth.

Personal

BARA' U' LLAH — LORD OF THE New Age.

FINANCIAL AID ARRANGEMENTS for 1969-70

Undergraduates planning to return for a FULL COURSE of studies in the 1969-70 session are invited to contact the Financial Aid Officer during March to discuss scholarships, bursaries, and loans. Details will be provided on where, when, and how to apply for the following forms of assistance:

1. CANADA STUDENT LOANS:

The next loan year begins July 1, 1969. Students should apply for loans by August 15 in order to receive their Certificate of Eligibility during Registration Week. Applicants must submit a form by August 26 to avoid the late payment fee penalty. Further details are available from the Financial Aid Officer. Students wish a form for next year may leave their name and address at the Financial Aid Office.

2. BRITISH COLUMBIA GOVERNMENT AWARDS:

Scholarships and Bursaries provided by the provincial government must be applied for on forms available from the Financial Aid Officer, Registrar's Office. Application forms will be available in the Registrar's Office during exams and must be submitted by the specified deadline. Students who wish to have forms mailed to their homes may leave their name and address at the Financial Aid Office.

3. UNIVERSITY OF VICTORIA AWARDS:

Scholarships and Bursaries administered by the University are listed in Section 5 of the Calendar and should be applied for by April 30 on forms available at the Registrar's Office. Only students presently enrolled in a full course of studies (15 units) are eligible to apply.

4. TUITION ASSISTANCE BURSARIES:

Applications for assistance towards second term fees may be submitted after registration but before October 15 on forms available from the Financial Aid Officer.

5. OTHER UNDERGRADUATE ASSISTANCE:

Students wanting information about assistance offered by other organizations should consult the Financial Aid Officer regarding transcripts, letters of reference, etc.

6. GENERAL

Please contact the staff in the Financial Aid Office before filing applications for assistance to ensure that you have fulfilled all conditions of eligibility, and that you have correctly answered all questions on the relevant application form.

Attention . . . Money

NEED AN EXTRA \$15-20 BEFORE END OF TERM? THEN THE ACADEMIC GUIDEBOOK NEEDS YOU.

STUDENTS ARE WANTED TO DISTRIBUTE ACADEMIC GUIDEBOOK QUESTIONNAIRES.

- \$1.00 per class
- 15-20 classes by each distributor
- During March-April

Applications are available at SUB General Office.

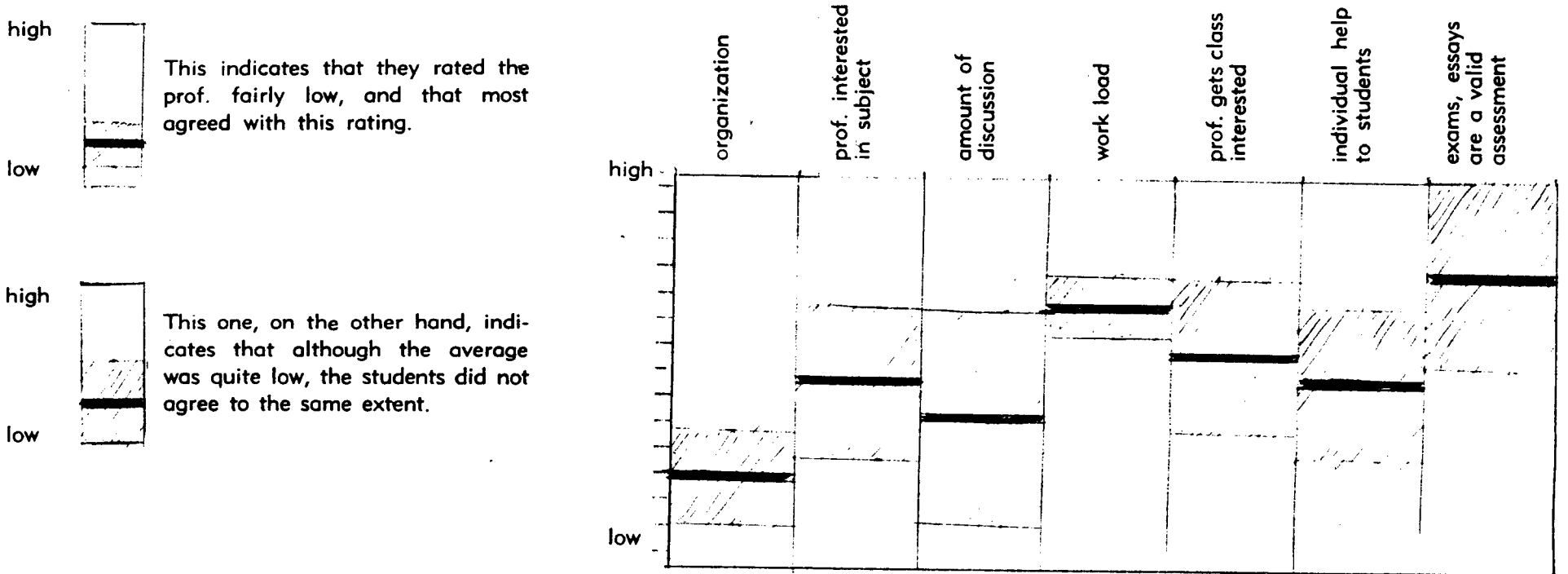
Any enquiries, leave message at SUB General Office for R. H. C. Holmes, or phone 478-1227.

The following is a "pictograph" form of presentation of the results of the Guidebook Questionnaire. The professor is rated from "High" to "Low" on a number of teaching attributes such as organisation, help to students, and the like.

The solid colored bar is the average (mean) response from that class.

The shaded area indicates the degree of consensus (standard deviation) among the students.

For example:



The following is a tentative copy of the questionnaire we will be sending to your classes in March and April. Before we send it to the printers we want your opinions, criticisms, questions and recommendations. If you have a reply drop it off at the General Office in the SUB or contact one of the Editors, Gordon Price, 382-5440, Rod Boucher, Doug Contz, and Richard Holmes. (You can probably find one of them in the SUB at noon.)

Academic Guidebook Questionnaire

Copy D

Course..... No..... Sec..... Prof.....

Note: If this course has more than one professor, fill in a different form each one. The Distributor will give you the necessary questions to repeat.

I. Scale Rating Questions

The following questions are to answered on a scale of (check one)—

- (a) Strongly agree
- (b) Agree
- (c) Disagree
- (d) Strongly disagree
- (e) Irrelevant or not applicable

A. PROFESSOR AND LECTURES

1. The professor gets me interested in the subject.
2. The professor appears to be interested in what he/she is teaching.
3. Contact with the professor for individual help or discussion outside the classroom was valuable.
4. The professor appears to have a thorough knowledge of what he/she is teaching.
5. The professor gives me new viewpoints and appreciations.
6. The professor is willing to modify his presentation on light of student needs.
7. The professor has caused me to reconsider some of my previous learning and ideas.
8. The professor is difficult to approach.

9. The professor makes the course worthwhile.
10. The lectures are well-organized.

B. EXAMS, READINGS, ASSIGNMENTS

11. The exams are a valid assessment of my knowledge of the course.
12. The other techniques of evaluation are a valid assessment of my knowledge of the course. (See question, as well.)
13. The text and assigned readings are valuable (with reference to the aims of the course).
14. The work-load for the course is excessive.

II. Information

The following questions can be answered with a "yes" or "no" or choice of category.

15. My average grade to date in this course is:
 - (a) B+ or above;
 - (b) C, C+, B-, B;
 - (c) D, C, C-;
 - (d) E or F
 - (e) No assessment during term.
16. Where do you sit in the classroom?
 - (a) Front;
 - (b) Middle;
 - (c) Back;
 - (d) Not applicable, i.e. Seminar, Rehearsal, etc.
17. Is this course mandatory for your general, majors, or honours?
 - (a) Yes
 - (b) No
18. If you answered "yes" to Question 17, would you have taken this course if it wasn't mandatory?
 - (a) Yes
 - (b) No
19. Would you take another course from this professor?
 - (a) Yes
 - (b) No
20. To whom would you recommend this course?
 - (a) Anybody;
 - (b) Honours or Majors;
 - (c) To those interested in a general interest course;
 - (d) Nobody.
21. Do you feel it is practical in a course of this type and with this number of people to engage in discussion?
 - (a) Yes
 - (b) No

22. Does the professor encourage discussion?

- (a) All the time;
- (b) Frequently;
- (c) Occasionally;
- (d) Never.

23. Do you participate in discussion?

- (a) All the time;
- (b) Frequently;
- (c) Occasionally;
- (d) Never.

24. Note-taking is advisable for success in the course?

- (a) Yes
- (b) No

25. Have you seen the professor for help outside the classroom?

- (a) Yes
- (b) No

26. Has the professor made you aware of works (books, journals, articles, etc.) and/or sources for works that you hadn't known about before?

- (a) Yes
- (b) No

27. Which of the following best describes your attendance pattern?

- (a) Every class except when ill;
- (b) Regularly with an occasional missing of classes for reasons other than illness;
- (c) Somewhat irregularly (miss approximately 1 out of 4 classes);
- (d) Irregularly (miss 1 out of 3 classes or more).

III. Subjective

28. List any objectionable or distracting mannerisms of the professor.
29. List and evaluate techniques of evaluation that the professor uses other than exams.
30. List and evaluate any outside source material the professor uses.
31. Briefly evaluate the books and text(s) (if any) used for this course. Name any books you would recommend that are not on the course.
32. Specify the method of presentation of the material that the professor uses (lectures, seminars, labs, rehearsals, a combination or others). Do you feel this is the best method of presentation for this professor? Why or why not?
33. If applicable, do you feel this course is valuable towards future teaching? Elaborate.
34. General comments.