

Evaluation Forms

If Considered Seriously,
They Could Improve Teaching

Doug Greer, senator-at-large, will present to the University President's Advisory Council within the next ten days a proposed form that will measure student reaction to classroom teaching. Greer's subcommittee of the Student Relations and Communications Committee, has been working on this form since last May when the Faculty Senate rejected a similar one.

THE FORM, if recommended for use by University President Arthur S. Flemming, will be available for use by faculty members on a voluntary basis. The object of the form is to enable the professor "to discover unrealized reactions of students" to his course and the way he presents it.

The new form seems to be a good one. It asks questions that pertain directly to the subject matter of the course, and will help the professor decide if his teaching is effective or not.

SOME OF the questions asked are:

How good a job has the instructor done in making the purpose and objectives of the course clear?

How good a job has the instructor done in presenting lecture material in a manner that can be effectively understood?

Do the tests provide adequate opportunity to indicate what was learned?

WAS THE extent of the course intellectually stimulating?

Many other colleges are already using

some type of teacher evaluation form. Oregon State University has been using one for about ten years. Its form includes questions like those above, as well as questions concerning the professor's appearance, humor, and how promptly he returns test papers.

Greer said that the form used at Oregon State has had some success in improving the quality of teaching. In 1949 and 1950 a faculty rating form was used at the University. The idea was dropped after two years, however, because department heads did not want to see the results from their faculty members, and many of the faculty members and students were not satisfied with the rating form.

THE PROPOSED form would be used by the professor if he wanted to use it, and only he would see the form. This might be of interest to students who have gripes about their classes, but are afraid to go talk to the professor.

Students often have valid criticisms that could help a teacher improve his teaching. And if the professor is interested in giving his students the best education possible, he will not ignore these criticisms. The rating forms, if taken seriously by both students and professors could help in improving the quality of education at the University.

We hope the Advisory Council seriously considers accepting these revised forms.



Cathy Neville

Martin Luther King Praises Students for Integration Role

Martin Luther King, Negro leader, reviewed the advances made in integration and praised students for their part in the social struggle in a speech at the University of Minnesota last week.

King said, "We have some significant advances . . . the Negro himself has come a long way in re-evaluating his own intrinsic worth." The minister also commented that college students are among the most active people involved in the integration movement. "Students are the strongest supporters of non-violent resistance," he said.

King voiced the opinion that, "If we move at the present rate, it will be 92 years before all public schools are integrated. Something has to be done now."

MINNESOTA was also the scene of a debate on "Resolved: The United States should retain for itself the right to invade Cuba." The groups debating the question were the Young Americans for Freedom (YAF) and the Student Peace Union (SPU).

A representative for YAF said that an invasion of Cuba is justified by the fact that revolution there is not a peasant movement, but an organized communist plot. B. Daniel Harden, YAF speaker, said that the

Cuban government is not run by Cuban nationalists and, therefore, removing the government would not be a violation of sovereignty.

Mike Rader, SPU member, felt Harden was "wrong, so terribly wrong." Rader felt that an invasion of Cuba would be morally wrong because by invading we would violate several pacts and these pacts are "carrying the weight of America's honor."

The Chrysler collection of art, "A Century of Masters," will be displayed at Tulane University of Texas for the next few weeks. The collection, displayed in Portland nearly ten years ago, includes the works of masters from the Renaissance and Mannerist periods from 1550-1650.

THE DAILY Iowan reports that seven Negroes registered peacefully at Tulane University in New Orleans during January, ending a 129-year history of exclusively white enrollment.

Tulane's board of administrators voluntarily extended admission to Negro undergraduate and graduate students last December. The seven who registered were all graduate students.

THE TULANE Student Senate passed a motion supporting the administration's stand on admissions by a 9-3 vote. The resolution, passed after a motion to table it for one-hundred years failed, read:

Whereas: The Tulane University has moved to admit all qualified students regardless of race, and

Whereas: The faculty of Arts and Sciences, Newcomb, and the Graduate School have commended this action:

Be it resolved that: The Student Council supports the actions and policies of the University.

OREGON DAILY EMERALD

The Oregon Daily Emerald is published seven times in September and five days a week during the school year, except during examination and vacation periods by the Student Publications Board of the University of Oregon. Entered as second class matter at the post office, Eugene, Oregon. Subscription rates: \$5 per year; \$2 per term.

Opinions expressed on the editorial page are those of The Emerald and do not pretend to represent the opinions of the ASUO or the University.

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YMCA Birthday

The oldest organization on campus, the University YMCA, is celebrating its 75th anniversary of service to the community this school year. And, in an effort to stimulate interest and participation in its many educational and philanthropic programs the YMCA is beginning a membership drive through which the group's promoters hope to reach all men on campus.

The programs the YMCA offers are worthwhile ones that express the ideals of personal betterment and community service everyone likes to see in the University community.

YMCA started the Afric-Ore and Ind-Ore programs of study of the languages and customs of African and Indian cultures. It has sponsored faculty seminars and is planning a series on "Man and the Arts" for independent groups to study literature, music and the visual arts.

On an experimental basis it has set up the "Little Brother Project" for University men to work with delinquent boys in the community. Plans are underway to set up a teacher assignment program to give University students the opportunity to coach both exceptional and slow students at the junior high school level.

Campus YMCA membership now is less than 200 students and faculty members. But with the quality and ambition of the programs offered more people ought to consider membership and participation in this campus 'Y'. The effort expended in one of the programs can be active or passive, depending on the individual's inclination toward extra-curricular involvement. But the idea of a program of service or interest for everyone is contained in these YMCA projects. The 'Y' deserves the added membership it is seeking.

Letters to the Editor

Campus Chest

Emerald Editor:

Campus Chest contributions amounted to nearly 110 per cent of our goal of \$3,000. For this money, girls ironed clothes, sold food, and "entertained" their dates on penny-a-minute night.

Men's living organizations collected their table fines, held auctions, and did their best to be "entertained" on penny-a-minute night.

In some cases, organizations merely agreed to donate money out of their housing bill.

No matter how they collected their money, almost all organizations joined in the spirit of the drive; and the University has reason to be proud of a job well done.

This year's drive, as last year's, was criticized for its method of organization. True, we had competition, and if one would wish to infer that competition causes pressure, then we had pressure. Some would call this evil, idealistically. Realistically, however, only the

most naive of people claim that competition and charity cannot work well together. These people are not only naive about human nature, but more pointedly, about charity. Many of us have a glossy view of charity—Santa Claus ringing a bell, Sunday collection boxes, and all-star football games.

Charity is not donations given when the mood so strikes us. It is budgets that must be met; it is the Salvation Army and a place to stay for an unemployed migrant worker and his family; it is poor parents who bring their retarded child to Pearl Buck school, hoping that the child can become a self-sufficient citizen. These problems do not exist, idealistically; but they exist realistically here in Eugene.

There were inaccuracies in recording the goals and contributions of individual organizations. Because of last-minute information about Adams Hall's donation, DeCou Hall was able to contribute an amount sufficient to exceed Adams. The criticisms about these inequities are justified, but they are the fault of administration of the campaign's organization, not the method of organization.

I am sure that those who feel they were unjustly treated during the drive will decide, upon reflection, that the inequities are essentially unimportant in comparison to the overall good.

The point is this: there is a need, a very definite and real need. We as members of this community and of a society which relies on individual action to meet this need have a definite and real obligation. In the last two years, the University responded to this obligation; in past years, without competition, it did not.

Doug Ragen
Chairman, Campus Chest

In Favor of Waiver
Emerald Editor:

We would like to make our positions known on the Alaska-Hawaii non-resident tuition as Alaskan students, and in doing so, refute Mr. MacKinney's idea

that Alaskan and Hawaiian students have a moral obligation to pay this extra amount of \$330.

When the waiver was passed by the Oregon legislature in 1949, it was to benefit those students who would be deprived of a first rate education in their home state. The situation in Alaska is much the same today as in 1949: Alaska has only one accredited university, and that is primarily devoted to engineering. For a student interested in any other phase of learning the University of Alaska leaves much to be desired.

According to Mr. MacKinney, this is no reason why Alaskan and Hawaiian students should have the benefit of higher education without paying the same price as students who come to Oregon from states in which there are many good universities. We contend that higher education benefits everyone, and a student should not be deprived of the best education he can obtain, one which is unavailable in his home state, because its
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