



Glenn Yarborough is coming to sing for the NDSU homecoming concert at 8:00 p.m. Friday in the New Fieldhouse. This will be the first time a homecoming concert is held there, hopefully for the better.

Fall quarter enrollment down

The combined fall quarter enrollment of NDSU and its Bottineau Branch of 7,225 represents an increase of 132 students over the same date as last fall, according to Burton Branrud, director of admissions and records.

SU fall quarter enrollment totaled 6,696, a drop of 1.3 per cent from the total enrollment of 6,785 a year ago. First-time Freshman enrollment was down 72 students from 1970.

The NDSU-Bottineau Branch registered a 221 student increase including an additional 120 adults in courses previously offered on a non-credit basis.

Enrollment at NDSU by colleges with the comparable 1970 fall quarter enrollment in parentheses was as follows: Agriculture, 940 (952); Arts and Sciences, 3,108 (3,093); Chemistry and Physics, 136 (175); Engineering and Architecture, 960 (1,089); Home Economics, 926 (850); and Pharmacy, 626 (626). The total number of students enrolled in the Graduate School dropped from 623 to 599.

While the number of women students on campus increased by 131 from the fall of 1970, the number of men dropped by 220.

For the first time since World War II, there are more than half as many women as men on campus, with 2,378 women and 4,318 men. As recent as 1960, women represented less than 25 per cent of the total NDSU enrollment.

Billiards!



Dave Miller, an NDSU student, won the double elimination portion of the World Amateur Billiards Tournament, Sept. 25-26 held at Gold Crown Billiards, Fargo.

The tournament was the second tournament held. Hopefully, with a sufficient number of entries and sponsors, the third tournament will be held next September.

Miller was one of 68 entries from a 5-state area which included North Dakota, Minnesota, Wisconsin, Montana and Washington. Miller was sponsored by Duane House of Pizza in Moorhead.

Miller emphasized that the entrants played pocket billiards, not regular billiards. Regular billiards is played on a table without pockets. The object of the game is to make contact with (kiss) the other balls on the table with the contact ball.

Pocket billiards, better known as pool, is played on a table with pockets. The object of the game is to sink 14 balls in succession.

The tournament players racked up the balls and continued shooting until the game point of 50 was reached. Usually, such a game lasts about 40 minutes, but due to tournament pressure, the matches lasted from 40 to 60 minutes.

Playing qualification was knowledge of the game.

Miller's opponent for the Championship game was Steve Anderson of Duluth. For the Championship tourney, two matches of 75 points apiece were played.

The first match of the Championship round lasted 2 hours with a final score of 75-42; the second match lasted about 50 minutes with the final score, 75-34.

Trophies were given to the first 10 places in the tournament, with an extra trophy for the longest run (sinking the most balls in a single turn).

This trophy was presented to Bill Malloy from Minnesota, who sank 36 consecutive balls.

Miller feels the tournament will be much larger as more people learn about the game. "Some people don't look on billiards as a sport. I personally would like to see more people get involved, because the game of billiards is a lot of fun. You don't have to be a hustler to play and enjoy the game," he said.

Alums to be honored

NDSU will honor four of its graduates with Outstanding Alumni Achievement Awards during 81st annual homecoming activities.

Receiving 1971 awards will be Mrs. Katherine Kilbourne Burgum, a 1937 graduate of the College of Home Economics; Richard C. Hilden, a 1950 graduate in pharmacy; Clark Jenkins, a 1938 graduate in agriculture; and Harold Spitzer, a 1937 graduate in chemistry.

The four will be honored during an annual Alumni Achievement Award Banquet at 6:30 p.m. Friday in the Union. They were selected by a faculty-alumni committee as distinguished graduates meriting special recognition. The names of the four were jointly announced by President L.D. Loftsgard and Paul Gallagher, president of the SU Alumni Association.



Katherine Burgum



Harold Spitzer



Richard Hilden



Clark Jenkins

Students to be advisors in Arts and Sciences

"The purpose of a liberal education is to broaden one's perspectives and to gain interests." This was one point brought out by Archer Jones, dean of arts and sciences, at the Student Advisor Seminar on Saturday.

Gary Narum, assistant director of the counseling center, and Ellie Killander, assistant dean of students, were the instructors of the course.

The Student Advisory System is a group of upperclassmen, organized to assist individual students with academic concerns. Student advisors attended the seminar as a training and learning experience to assist them as they fulfill advisory roles.

Dr. Jacobsen, dean of student academic affairs, spoke and answered questions on advising techniques. He said the ideal advisor is one who is concerned about his advisee in the combined areas of career, academic, and personal counseling. He also stressed every student has the right to appeal a course of offering.

"Every place on the campus is a classroom," said Dean Pavek in a speech on student life. He explained the issues being currently examined by Student Senate, including the ABC/no credit system, and how they will affect the individual student. He emphasized campus life is a changing phenomenon.

Kathryn Ross, residence hall coordinator, answered questions on residential life. She informed the advisors that a housing and food contract is a yearly, binding contract, and explained student dorm personnel and their ideal roles.

Laverne Nelson of the Counseling Center said Center service is available to any student at any time for advice ranging from vocational to personal problems.

This year "How To Survive In College," a set of cassette tapes, is available for student use. Another service is a developing reading course.

Jerry Sillerud of the Placement Office spoke to the advisors on job opportunities in the field of education. Last year, 60 per cent of those graduating from NDSU with a teaching degree acquired teaching jobs.

What employers look for in the job applicant is widely varied. A favorable G.P.A. is advisable, as well as activity and group participation. Seniors are urged to register in the office.

Tri-college is an effort to expand the opportunities of the Fargo-Moorhead student. Dr. Jacobson spoke on the improved Tri-college program, and its potential for future use. The program allows students to take courses at another college for no additional fee. A form explaining the Tri-college regulations and general course offerings is available in Student Academic Affairs, Minard 215.

Integrating the presentations, the student advisors will prepare a reaction paper for a pass-fail credit for the seminar. Student advisors plan on a continuing seminar program.

Students need help planning careers

By Layton Schuh

"I am very much concerned about what is happening to the person who has an education, but can't acquire the job he really wants," said Dr. Neil Jacobsen, director of Student Academic Affairs.

Dr. Jacobsen went on to say there are many various jobs available, but he pointed out, "In many cases, students need assistance in planning and placing themselves in a career best suited to their personal aptitudes".

Career planning is something that should be on the minds of students through out their college years. Sophomores and freshmen should carefully consider their choice of degree requirements and should seek the advice of their individual counselors in course guidance.

Juniors should begin planning by contacting the placement office and by having their college transcript evaluated by the student academic office. "The idea

of transcript evaluation," said Jacobsen, "is to direct the students in making the right selection of courses for their individual careers."

Dr. Jacobsen believes "the best education is the broad education." By helping the students plan the "proper package," he hopes to increase the probability of college graduates getting into the definite job-field they desire. "Through correct career planning and placement the graduate won't have to go through the bad experience of a dissatisfying first job," said Jacobsen.

If you are a senior and haven't contacted the placement office or the student academic affairs office, you should do so immediately to insure that you won't be over looked by job recruiters.

Dr. Jacobsen is dismayed over the lack of student attendance for personal interviews with corporation and company job recruiters. In many cases, these job representatives go away from NDSU with unfilled quotas, which is ironic because students are screaming for jobs.

For the students who are un-informed, but interested, interview schedules will be posted in the Prairie Room of the Union two weeks prior to interviewing dates.

Students are urged to stop by the student academic affairs office and placement office to pick up brochures and pamphlets concerning career planning and placement. Qualified personnel at the placement office and the student academic affairs office are willing to lend a helping hand.

Lingen receives alumnus award

Jerry Lingen has been chosen the recipient of the NDSU Honored Alumnus Award.

Lingen, executive vice president of the Alumni Association, will receive the award at the homecoming convocation at 1:30 Wednesday in Festival Hall. He will also serve as the Grand Marshall of the homecoming parade Saturday.

As director of SU 75, Lingen said the halfway mark should be reached near homecoming week. Since 1964, 50 Alumni Clubs have formed throughout the country with approximately 23,000 members.

He was named director of SU Development Foundation, which solicits and receives private gifts to SU.

Lingen said the money does not meet the cost of education, so "we as alumni feel we should assist the University in its development." One of the main functions of the Alumni Association is solic-



Jerry Lingen

iting for contributions and scholarships.

The Alumni Association helps provide the extras not involved from tax dollars, such as the Little Country Theatre and the tennis courts.

SU helps improve F-M area

The city of Fargo and NDSU will conduct a community education program directed at providing the skills necessary for improving the man-designed environment of the Fargo-Moorhead area.

Under a \$16,000 Department of Health, Education and Welfare grant, the project was launched in September at SU.

Resources of the city and university are focused on providing both adults and young people of

the Fargo-Moorhead area with the tools to develop community action programs where substantial improvement could be made in the man-designed environment of the area.

Attention is concentrated in four areas of environmental concern: (1) solid waste disposal, including recycling, (2) landscaping and design of public and private areas, (3) design for land use, and (4) noise disturbances.

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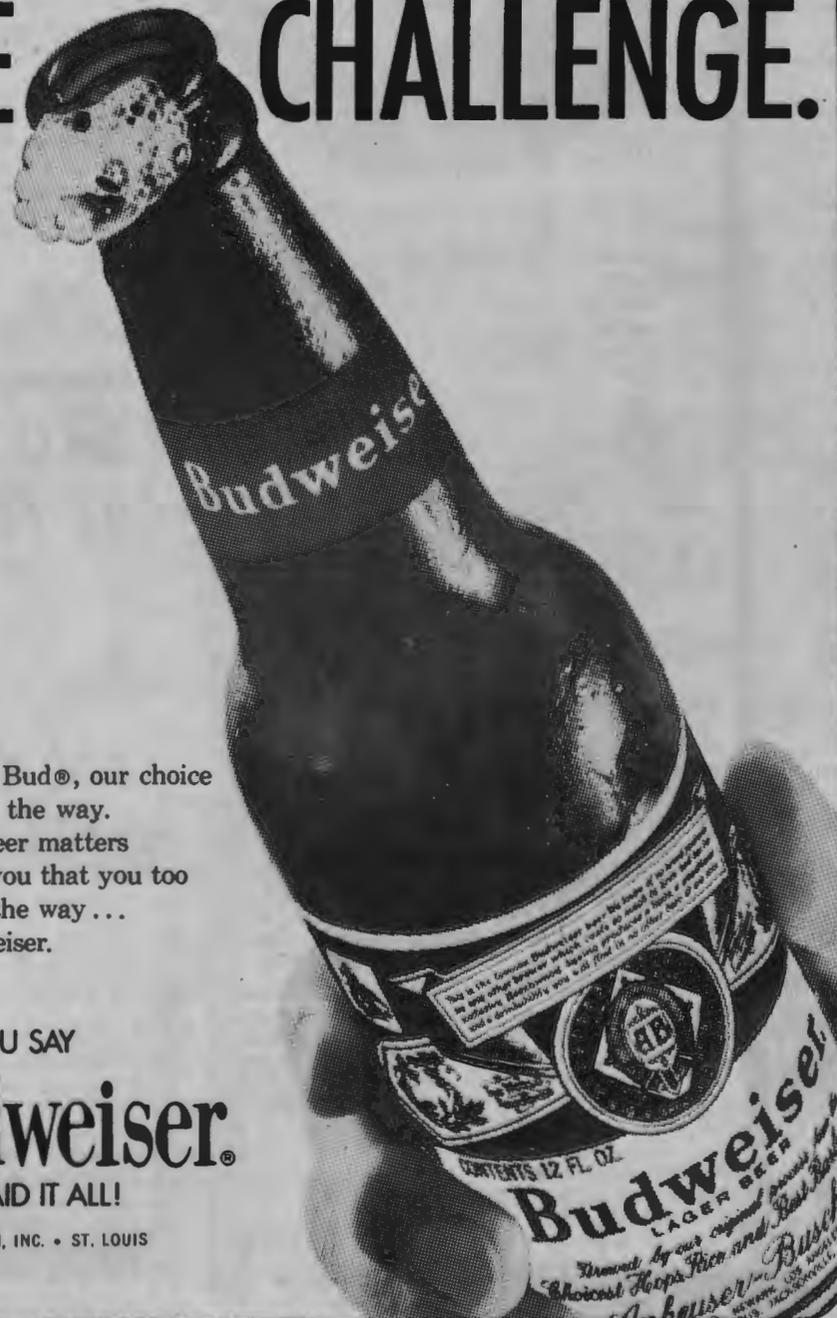
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Homecoming queen—good or bad idea?

Should NDSU have a homecoming queen this year? Pat Bussman, a foods and nutrition major, summed up the general view of most SU students in her reply, "Yes—I guess I'm sentimental, but I think we should retain some of the tradition and ceremony. I think it adds something to the college. But when you come right down to it, a homecoming queen is quite a dumb idea."

The homecoming queen has been a victim to student apathy on many college campuses. Moorhead State College is a close-to-home example. It had no queen this fall because students lacked the interest.

Tradition is still valued at NDSU, according to the responses gathered in campus-wide spot interviews.

Dennis J. Miller, a SAB committee chairman and Farmhouse member said, "The homecoming week is a tradition. It's something that fits in with homecoming week, and homecoming week is something that fits in with school. It just wouldn't be school without it."

A home economics instructor expressed a typical initial reaction; "I hadn't thought about it—because we've always had a homecoming queen."

She also added an idea from a graduate's point of view; "If we didn't have a homecoming queen, I think the school would lose some spirit. We need these kinds of festivities for the alumni to come back and enjoy."

Susie Krabbenhoft, a Greek, pointed out the "great honor" it is for the girls involved.

Kay Wetzel, also a Greek, approved of continuing the custom, and said, "It's just as traditional as the football game!"

Critics are not as numerous, but are just as vocal, as the tradition's supporters.

Two members of Alpha Tau Omega expressed the view "The homecoming queen is mainly for the sororities and fraternities. They each vote in a block for their own candidate. It turns into some kind of popularity contest, usually. But hardly anyone but the Greeks pay attention."

Dr. Jamshid Khalili of the psychology department offered an unusual alternative. "I think it's about time we have a 'scholastic queen.' We could reward someone

who has a 4.0 average. It could be a guy or a girl—let's not discriminate!" he said.

"Someone is born beautiful. Why reward having good genes? A good student has worked at it. Why not reward him? The criterion should be scholarship, not beauty. Just think—we'd probably be the first school to do it!" Dr. Khalili added.

Mary Bogan, a Greek, said, "I don't think it would hurt if we didn't have a queen. Maybe it does promote a little school spirit, but not much. How many kids will come to the coronation Wednesday? Actually, I'm not strongly for one way or the other."

Dick Oksness, a senior in civil engineering, said, "Yes, I think some nice girl would like to wear a crown. I think it's a nice tradition for those who are interested. Hell, I haven't been to a football game since I've come to SU. I don't care one way or the other."

Many students felt they were bordering on the apathetic. A sophomore in arts and sciences expressed several widely-held opinions.

"Actually, either way isn't going to break me up. I guess I'm apathetic. I feel I've maybe outgrown it—it seemed to make more sense in high school. But to the kids involved, I guess it's a big thing," he said.



'Adjustment'

From barbers to butchers to hair stylists—we have been through it all. Back when the hair style was quite short, we enjoyed a nice steady business. Then the style started to change and we, being of the old school, were too conservative for our own good. The mod longer-look came in. But we were in a rut. When you wanted just a light trim, we were still cutting. Thus we came to be known as butchers and rightfully so. It took some doing to make the adjustment. Like having a high school student's father give us a talking to. And having a priest ask, "Who is it up to?" A housewife and mother of several boys asks, "Why don't you give them what they ask for?" Fellow barbers gave us helpful suggestions. But most of all, you, our customers, stayed away from the shop. Thanks to all of these people, and a lot of study, observation and practice, we have made the adjustment. You pay for what you get. You are the boss. We will give you what you want. Give us a chance to prove it. Your Union

Barber Shop

Join radio club It's fun to be a ham

By Scott Schraeder

Would you like to talk with a Geisha girl at 3 a.m.? Play chess or discuss sports with a Russian? How about a long chat with a friend in another state, without spending a cent?

If this sounds interesting to you, consider ham radio for a hobby. The NDSU Amateur Radio Society, WØHSC, is making this possible by holding weekly classes

ham license. Classes are at 7 p.m., every Thursday in Room 201 of the EEE Building.

According to Mark Nelson, past president of the group, almost anybody can pass the tests and become a ham.

In one week's study a starter's license can be earned. As you talk on the air, you learn enough to pass the higher license classes. Generally, the higher the class of ham license, the more places on the dial you can talk.

If you don't have the space or money for radio equipment, you can use the gear of the club. Bob Jenks, current club president, says all members receive a key to the door. Members can use the equipment any hour of the day or night.

Regular meetings of the club are held at 7 p.m. on every second and fourth Thursday at the club room.



NORTH DAKOTA STATE UNIVERSITY

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Have you ever gotten the impression nobody was listening to something that has been said over and over before?

Well, that's the impression I received when I heard the alumni homecoming dance is again going to be held at the Fargo Elk's Club. Now, as just about everybody knows, the Elk's Club charter limits membership to only white males, establishing an explicit, open policy of racism in its most blatant form.

Here at NDSU, we profess to operate in an atmosphere that rejects even a subtle element of racial discrimination, yet organizations such as the Alumni Association and the Teammakers Club continually offer their support to an organization so blatantly racist that they dare spell it out in glorious detail in their charter. Their members have consistently refused to change the charter provisions at national conventions.

And to top it off, the top administrative officers of a university—that's University, supposedly operating on a free and equal basis without discrimination because of race, creed or religion—by their very presence offer support and legitimacy to a practice as old as history, but as repugnant as any that has ever been present in America.

Perhaps one method students have of expressing, through their elected officials in student government, their disgust at this activity would be to revoke the \$8,000 allocated to the Alumni Association for their operations this year, at least until they agree to hold this activity in a more suitable location, i.e. one that does not practice racism.

On another, but related issue, are the noon meetings of the Teammakers Club held at the Elk's Club. Again we find top University employees legitimizing by their very presence, the abhorrent doctrine of racial discrimination. By simply attending meetings, eating lunch and being seen at the Elk's Club, an air of acceptability that could not be obtained in any other manner is inherently established.

A few weeks ago, 20 SU professors circulated an open letter urging SU faculty members to reject membership in the Teammakers until such time as their noon meetings were moved to a location other than the Elk's Club. Their open actions, supporting the thesis documented in the U.S. Constitution that "all men are created equal," are most welcome. It is truly embarrassing to have either University-affiliated, or semi-affiliated, bodies offer legitimacy to the racist doctrines so well defined in the Elk's Club charter.

An old saying tells us that actions speak louder than words. This situation is no different. On one hand, University officials mouth unsubstantiated words of racial equality, while they turn right around and offer legitimacy to an organization so manifestly racist that it can only exist through social acceptability gained by hosting activities similar to those the University now sponsors or participates in at the Elk's Club.

If top University officials were truly committed to the doctrine of racial equality, they would certainly not attend Friday's homecoming reunion, nor would they in any way, shape or form support or participate in activities hosted by any organization meeting at the Elk's Club. And they'd use their massive influential abilities to get the Teammakers to meet somewhere else for their noon luncheons.

End the war; bomb Haiphong

To the editor:

It was done before; why not do it again? The harbor in Haiphong, North Vietnam, was mined during World War II. This very successful move was conducted by the American Air Force in October 1943.

The harbor was mined from the air and according to the Navy publication "The Offensive Mine Laying Campaign Against Japan" (Nov. 1, 1946), "A ship was sunk in the main channel almost immediately. That experience, plus another ship casualty in the mine field, caused the Japanese to abandon Haiphong as a port for anything larger than junks for the duration of the war."

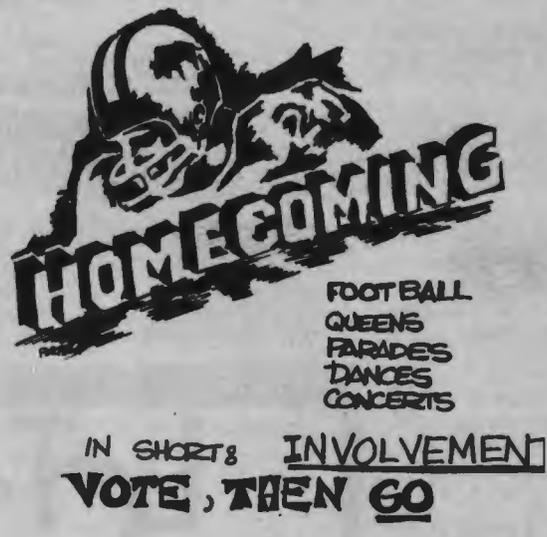
Today, 85 to 90 per cent of all war material used by the North Vietnamese comes through Haiphong Harbor. These supplies, coming mainly from Eastern Europe and the Soviet Union, are then sent down the Ho Chi Minh Trail. When these supplies reach their destination, they are used against American troops and the people of South Vietnam.

Why, in the name of sanity, has our government refused to block Haiphong Harbor, the source of the enemy's war-making ability?

If it had, the war would be long over by now. Instead of being dead, thousands of Americans would be alive. Instead of captive, the POWs would be with their families.

If the people of this nation really want an end to the war in Vietnam, rather than surrender on the installment plan, they will demand that our President close Haiphong Harbor immediately.

Rodger Tveiten



Profs thanked for participation

To the editor:

We in student government would like to express our thanks to those professors who consented to be evaluated last spring. These evaluations, conducted by student government, appear in today's Spectrum and are the culmination of many hours of hard work.

It should be noted that these instructors placed considerable trust in student government's ability to fairly and accurately evaluate the instructor and his course. This trust has resulted in the first course evaluation. After viewing the results, we believe any fears of course evaluation will be allayed.

Hopefully, the evaluation will be expanded and improved this quarter.

Steve Hayne
Student Body President

spectrum

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The Spectrum is published Tuesdays and Fridays during the school year except holidays, vacations and examination periods, at Fargo, North Dakota, by the North Dakota State University Board of Student Publications, State University Station, Fargo, North Dakota 58102.

The opinions in the Spectrum editorials are those of the editor and do not necessarily represent the opinions of the student body or the administration of NDSU.

Second class postage paid at Fargo, North Dakota. Subscription rate is \$2.00 per quarter or \$5.00 per year.

BRASS BARRAGE

By Kathryn L. Ross

A hassle. Drawing up a ballot. Voting. Two-thirds? No. Oh, hell, we have to vote again!

And that's what the first two weeks of school were like for several residence halls this year. Why? The halls were trying to establish their guest hours for the year.

Guest hours? Oh, you mean open house. No, we don't mean open house. Guest hours is the time for dorm residents to invite guests to their rooms, lounges. Open house implies an anybody-welcome time, but persons must be invited for guest hours. Residents have expressed the desire to bring guests of their own choosing to their rooms, not to bring the whole world. There is no open house in NDSU halls.

The hassle? Last year Inter-Residence Hall Council (IRHC) established guidelines for guest hours. Briefly, individual hall councils must submit a specific program to residents for acceptance. Two-thirds of the total residents in the hall must vote favorably for the program to be accepted. Hall councils may devise programs within these maximum limits. Guest hours may be held every Friday and Saturday from 7 p.m. to 1:30 a.m. and every Sunday from 1 p.m. to 7 p.m. Any hall may write a program for times and days less than the IRHC limits, but not greater.

Residence hall councils have probably gained a very healthy respect for the fraction of two-thirds. It is very difficult to get a 67 per cent turnout at the polls. It is even more difficult to get 67 per cent to vote favorably. Some councils have submitted as many as three different ballots for a vote.

The recent history of guest hours is not over yet. Nor is it settled.

Sevrinson Hall, the coed north high rise hall, has requested an extension of the IRHC limits for guest hours. IRHC passed a motion from Sevrinson two weeks ago which eliminated the precise days and times in the guidelines. The essence of the revision is that hall councils would be free to draw up a guest hours program for their halls, choosing any day(s) and hour(s). A two-thirds favorable vote of the residents is still required.

The amendment was not accepted by the administration (Mr. Bentson and myself.) Simply and briefly, the new guidelines would not permit halls to establish 24-hour guest hours. The required two-thirds vote would have been difficult to get, but it is remotely possible.

Frankly, I cannot support 24-hour guest hours at this point.

The status of guest hours now? Most halls have adopted a program under the original IRHC guidelines. In addition, every hall is able to take advantage of a month-long, trial-basis program. Maximum days and hours for this pilot program are up to six days a week, 3 p.m. to 1 a.m.

If any hall already has guest hours on Friday and Saturday until 1:30 a.m., these hours may be kept. If any hall has guest hours on Sunday beginning at 1 p.m., these hours may be kept. Any additional days or hours, however, are restricted to the six-days-a-week, 3 p.m. to 1 a.m. limits.

The new program will be evaluated during the first week in November.

At a recent Head Resident meeting, a good thought came out. Crudely summarized, it is that students know very well how to sleep together, but they can't talk with each other. There is a small amount of truth in that thought.

There are many ways for students to gain more learning and confidence in interpersonal relationships not only the sleeping but the talking, too. Guest hours is one way to facilitate learning how to communicate, how to relax, how to have fun with groups of people. No booze. No beds. That is certainly a challenge for some people who can't have fun without one or the other. (P.S. There are many adults who could stand to learn these lessons, too.)

I challenge all the halls to take advantage of this opportunity to make something of guest hours. Everybody's screaming about the young people who don't give a damn about anyone. Show each other you care about yourselves.

I know I have not justified my attitudes and actions in this article. I would rather do it face to face. So, let's talk about it. . . .





Kerns accepts phy. ed. chairmanship

Dr. Roger Kerns, assistant athletic director at the University of South Dakota (USD) at Vermillion, has left his job there and accepted a position as chairman of the NDSU department of physical education (P.E.)

He was assistant professor and assumed the position of assistant athletic director at USD within the past year.

Dr. Kerns, the Physical Education and Recreation Committee chairman of the South Dakota Association of Retarded Children, founded and now directs both the South Dakota Special Olympics for Retarded Children and the USD and City of Vermillion Day Camp for Retarded Children.

He is also director of the Clay County (S.D.) First Aid Chapter of the American Red Cross and of the South Dakota Jaycees.



Dr. Roger Kerns

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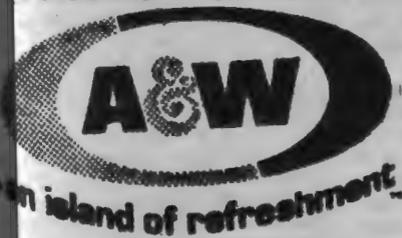
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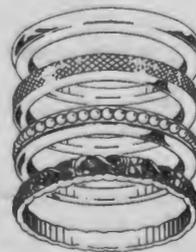
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George M! runs on

The continuing success story of the opening 1971-72 play, "George M!", at NDSU has prompted the announcement of an additional extended run of 8:15 p.m. performances Tuesday and Wednesday.

Following its opening last Wednesday at the Little Country Theatre in Askanase Hall, the play was performed before full-house audiences Thursday and Friday, and all tickets for Saturday were sold out in advance. Tickets for

the previously announced Sunday performance were also sold out.

The play is based on the life story of George M. Cohan and is developed around the songs he wrote, including "I'm a Yankee Doodle Dandy," "It's a Grand Old Flag," "Over There," "Give My Regards to Broadway" and many of the other 500 Cohan songs.

Vaudeville and tap-dancing are brought back in the play that goes back to the time when Cohan was a teenage member of the "Four Cohans."

Review

Tap dancing highlights musical

By Bruce Tyley

Perhaps the most surprising aspect of the musical "George M!" was the standing ovation it received. The audience must have either been nostalgia freaks or wholly impressed that a college production could pull off such a technically difficult feat as tap dancing.

Judging from the quality of the opening night performance, the latter was probably the case. Granted, the edges were a little

rough, but no one fell over, and some of the performers, notably Josie Cohan, played by Marilyn Lidstrom, showed themselves to be excellent dancers. If the all-but-lost art of tap dancing ever undergoes a rebirth, some of the cast might make it yet in vaudeville.

Grabbing every chance around the neck and nearly strangling it, the audience applauded the dance routines and familiar songs again and again.

"George M!" abounded with those kinds of songs that have become practically national standards and belong to no particular era or generation. "Yankee Doodle Dandy," "Give My Regards to Broadway," "Harrigan" and "You're a Grand Old Flag" were graciously received and enthusiastically performed by the Little Country Theatre cast.

Noella Kuntz (Nellie Cohan, George's mother), Kathleen Fritsch (Fay's maid) and Patti Ovsak (Fay Templeton) easily had the best voices of the production. It was a waste of an excellent voice for Miss Fritsch to have only a walk-on part, but her raspy-voiced reply, "In a minute, honey," to Fay Templeton's pleas to stop singing Cohan songs was one of the best lines in the show.

The best-performed (and certainly the most elaborate) song was Miss Ovsak's "Mary's a Grand Old Name." Miss Kuntz's performance throughout was consistently good, but the projection of her voice when singing with the chorus was a little too great—like the loudest voice in a church congregation.

Best acting honors go to C.O. Wilson, who played George M. Cohan, the legendary song and dance man who became a Broadway producer. Cohan wrote the musical's songs during the first half of this century.

Wilson's portrayal of Cohan was a fine example of character development. The adjectives that

could most readily apply to Cohan as a person, if Wilson's study is any indication, would be an overconfident, overbearing con-man, whose head was as big as his talent.

Wilson's singing voice betrayed the slightest hint of a nascent Eastern accent that was a prop to the character.

Doing a good job as a dancer, Wilson was infinitely more relaxed than (at least) the other male dancers; especially during the dance routines.

Never was there such concentration evident upon the faces of performers than during these difficult maneuvers. Grimacing faces and clenched teeth were common in the dance lines, and one performer had his tongue hanging out the side of his mouth and a look that seemed to say, "God, I hope I don't fall over." Hopefully the number of performances has increased.

Marilyn Lidstrom's superb dancing more than made up for less than spectacular job of singing and acting. Unfortunately, she overanimated the character of Josie Cohan, taking any sincerity and feeling out of the role.

Always a good character actor, Steve Stark portrayed Cohan's father, Jerry, perfectly. Although a little lacking in the singing department, Stark's portrayal turned a potentially minor part into a dominant one. His rendition of Wilson's "Harrigan" was one of the better choreographed numbers.

Linda London as Agnes M. Cohan, Cohan's second wife, did a splendid job of developing a difficult character. Agnes was certainly the most believable character, and Miss London breathed life into her; developing a sense of personal warmth and sensitivity, the type of person a man like Cohan would need for emotional support of his swollen ego.

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YOUR DAY HAS COME

Attend the Flying Club meeting

Thursday OCT. 14
7:30 in Crest Hall

There's no obligation.

By Doug Manbeck

Course evaluation, a former major campaign issue and a student government program started last spring quarter, is aimed at 45 to 60 courses this fall quarter.

Supervised by Dale Sandstrom, director of course evaluations, teachers are being contacted and asked for written permission slips following such evaluations. These will start the eighth or ninth week of fall quarter.

Course evaluations cover most course components, asking student reaction to the materials used, reading and written assignments, professor's preparedness, response to students, availability outside of class, the textbooks and their cost, etc. This program is an attempt to help students make informed course selections.

Until course evaluations started at NDSU, it was difficult for a student to gauge the course from other students' views. Evaluations in the past have been designed primarily for administration or faculty use, according to Sandstrom.

"Our evaluation is different because it's aimed at students. It helps them be more able to decide upon courses."

The evaluation, started as a pilot project, is in two parts, the computer questionnaire and a commentary sheet allowing a student to go into more depth, citing opinions he couldn't indicate by marking spots on computer cards.

The computer card portion of the evaluation allows students to judge the performance of teaching assistants and lab instructors, a feature missing on most other evaluations.

"Most instructors contacted about the evaluations were willing and cooperative. Any reluctance we encountered was related to the pressing schedule at the end of the quarter. The majority of instructors were exceedingly cooperative," said Sandstrom.

The position of student government and the administrators on the evaluation is that when students and faculty see the evaluation attempts to be as fair and objective as possible, they won't be reluctant to continue the program.

According to Sandstrom, when students see something is being done with the evaluations, they will be more likely to fill them out fall quarter.

Faculty response to publication of the evaluation has been mainly favorable, but according to Steve Hayne, student president, some negative reaction has surfaced. "We were under the assumption teachers had been told by the people conducting the survey the results were to be published. Each instructor in charge was contacted and we expected him to contact his lab and section teachers. In a couple of cases they didn't. That was our error. In those cases we won't print the lab evaluations."

According to Hayne, Student Senator Freshman Assistant Rick Dais has carried the ball, contacting professors, running evaluations for several courses, assisting evaluation of possible future forms and also helped synthesize the form used at SU.

Course evaluations are helpful only if the instructor's name is listed after the course in quarterly class schedules. Efforts are being made to eliminate the staff designations behind course names and numbers on class schedules.

Funding for the evaluations comes from the student president's executive fund.

COURSE EVALUATION

an explanation

During spring quarter, student government conducted its first course evaluation. This evaluation, under the direction of Dale Sandstrom, was initiated on a trial basis with consent of the faculty members who were evaluated. Furthermore, it was student government's firm belief this information should be published and made available to the student body. Such information is a necessary criterion in course selection.

Teacher evaluation at NDSU has been desired for years. However, this last year, real progress has been achieved. Faculty Senate developed a form which was widely administered. Concurrently, student government was developing a form that differed from those discussed previously. The aim was to develop a form that would evaluate the total learning environment, not just the professor. Obviously the professor is of paramount importance, but other factors, such as texts, lab instructors and the labs themselves, are important.

Some 60 forms used at other institutions were surveyed and analyzed in detail. One evaluation contained many of the points we felt needed to be covered. During spring quarter, the Columbia form was chosen and modified to fit a course evaluation.

Also, a supplementary page was added, allowing the student to express himself subjectively.

Obviously, the whole spectrum of courses could not be surveyed the first quarter. Instead, 16 courses were selected for a trial test of the form. What is printed below contains pertinent information.

It is hoped the evaluation would become a quarterly project for student government. During this quarter, 40 professors will be asked if their course can be evaluated and the results published.

A note of caution should be given. Student government is not in any way trying to rank the professors involved. This is not the goal of the evaluation. In addition it would be totally unfair to compare one professor with another professor. Cross evaluation would be of dubious value if one used this form.

The primary purpose of the evaluation is to assist individual students in making course selections. It is not being conducted to provide administrative data for the determination of tenure and promotion. Hopefully, faculty members will use the evaluation to improve areas of weakness, if any.

Last spring, each instructor selected was asked if student government could run this evaluation. Permission was obtained in each case before the form was administered. However, controversy has arisen recently. There was a feeling that several instructors were not told the evaluation would be published. Each student conducting the evaluation was specifically directed to notify the instructor in charge of the course of intent to publish. Since it was the goal of student government to publish the evaluation only with the instructor's knowledge and consent, further confirmation was obtained from each instructor involved.

Last week every professor listed by the administration as responsible for teaching the specific course gave approval for publication.

Student government believed clearance should be made with the instructor in charge of the course. We felt it was the duty of the instructor to inform the lab instructors and quiz section leaders. Later we were informed some assistants were not informed of our intent. In these cases, the evaluation was not published.

Steve Hayne,
Student Body President
Dale Sandstrom,
Administrative Assistant
for Course Evaluation
Jon Beusen,
Student Senator
Rick Dais
Freshman Assistant

some help

The evaluation is divided into two parts, a written evaluation and a computer read-out. Each component is designed to complement the other in giving a total picture of the course.

The written evaluation can be subdivided into four parts. The first paragraph deals with specific information such as price of books, types of tests, book reports and term papers, credits given, and the like.

The second paragraph contains a description of course content. The material covered here comes directly from the students' written comments.

Two questions were asked in part three, "I would recommend the class," and "I would recommend the professor." Each answer is given as a percentage of those students answering the question, beginning at 1 (strongly disagree), ranging to 6 (strongly agree). In addition, an overall value is given for each question on a 1 to 6 range, with 1 indicating strong disagreement and 6 indicating strong agreement.

Section four gives pertinent statements concerning all aspects of the course. These statements, made by the students, are quoted directly in some cases. In addition, other statements were condensed and summarized. Every comment in this section comes directly from the written form and is intended to summarize student opinion.

The other part of the evaluation is a reproduction from the computer read-outs. The questions asked were

1. The course material is intellectually stimulating.
2. The syllabus and supporting material of the course is well designed.
3. The reading assignments aid and expand your understanding of the course.
4. The written assignments are worth the time spent in their preparation.
5. The required work load was heavy relative to other courses.
6. Prerequisites are highly necessary for this course.
7. The professor's spoken presentation of the material was interesting and helpful.
8. The professor is well prepared for class.
9. The professor controls the class participation well.
10. The professor is responsive to student's comments and questions.
11. The professor is available for consultation outside class hours.
12. Class pace is well geared to the difficulty of the material being covered.
13. I would recommend the course overall.
14. I would recommend the professor overall.

In addition, the following questions were answered if the course had a lab.

15. The teaching assistant's spoken presentation of the material was interesting and helpful.
16. The teaching assistant is well prepared for the class.
17. The teaching assistant controls class participation well.
18. The teaching assistant is responsive to student's comments and questions.
19. The teaching assistant is available for consultation outside class hours.
20. The teaching assistant is available for consultation outside class hours.

Below the question number will be a value from 1.0 to 6.0. This indicates the average score for that specific question. The values given correspond to

1. Strongly disagree
2. Disagree
3. Mildly disagree
4. Mildly agree
5. Agree
6. Strongly agree

2

POLITICAL SCIENCE 423,

Dr. Curtis A. Amlund

Political Behavior-the individual has affects and is affected by judicial processes. Three lecture/discussions a week. No prerequisites. Offered spring quarter. Texts are "American Constitution Convention" by Sra (new \$1.25, used \$.95), "Comparative Judicial Behavior" by Schubert (new \$7.50, used \$5.65), "Legal Process from Behavioral Perspective" by Nagal (new \$9.50, used \$7.15), "Psychology of Behavior Exchange" by Gergen (new \$2.25, used \$1.45) and "Courts in the American Political System" by Schmandt (new \$2.95, used \$2.20). A 30-page term paper and an essay final exam are the basis of grading. Four credits for under-grads and three credits for grad-students taking the course.

The course concentrates on political behavior as it pertains to judicial proceedings, both foreign and domestic. Recently conducted political studies taken from professional journals are utilized in lecture discussion to show relationships between behavior variables and judicial decision making. A great deal of emphasis is placed on social-psychology. Readings are applied in the paper and exam.

I would recommend the course:

8 25 8 13 33 13 3.8

I would recommend the professor:

13 13 17 21 21 17 3.8

Two significantly diverse groups of opinions exist on Amlund. One group describes him as "fantastic," "stimulating," "very professional," "one of the most brilliant professors at NDSU." The other group emphasizes what they consider the shortcomings of his handling queries from students. "The students and teacher argue sometimes for a whole class period over irrelevant details. He's a very boring lecturer." "He's very evasive." "His sense of humor is on the sick side. He likes to play games of confusion while teaching the material." Perhaps the matter is best summarized as "Dr. Amlund is very intelligent and knows his subject well. However, he has difficulty in relating to his students on their frequency." Students criticized the term paper length and lack of a tying together of outside reading and class lecture material.

course title	ques. no.	1	2	3	4	5	6	7	8	9	10	11	12	13	14
pols 423 Amlund	average answer	3.8	2.9	3.6	2.8	2.7	2.5	3.7	4.3	4.2	4.3	5.0	3.8	3.8	3.8
course title bact 207 McMahon	ques. no. average answer	4.2	4.4	3.9	3.7	2.9	2.4	5.0	5.4	4.2	4.8	4.5	4.5	4.4	4.9
course title phys 142 Hassoun	ques. no. average answer	4.5	3.8	4.2	4.5	3.7	4.4	3.7	4.6	3.7	4.9	4.7	3.8	4.2	3.9
course title psych 103 P. Beatty	ques. no. average answer	4.7	4.8	4.8	4.2	3.9	2.1	4.4	4.9	4.1	5.0	4.9	4.1	4.8	5.1
psych 103 lab		16	17	18	19	20									
		4.2	4.2	4.3	4.6	3.9									

BACTERIOLOGY 207,

Dr. Kenneth J. McMahon

Basic introduction to microbiology. Three lectures per week. No prerequisite. The accompanying lab course is 208, but is not a co-requisite. Offered fall, winter and spring. Text is "Microbiology" by Pelzer (new \$10.95, used \$8.20). Tests: 2 one-hour and 1 two-hour final. Questions are objective, mostly multiple choice (IBM). No term papers or reports.

The course provides an introduction to microbiology for non-majors. Topics include history of microbiology, anatomy of bacteria, classifications of microorganisms, immunology, disinfectants and antibiotics and effects of microorganisms on food, milk and water.

I would recommend the course:

4 6 9 20 47 13 4.4

I would recommend the professor:

2 4 3 18 38 35 4.9

There is an "emphasis on the general nature of the course with large amounts of material to cover." Dr. McMahon seems to deliver a well prepared and interesting lecture. One student summed it up, saying Dr. McMahon "was always very informed about the subject matter and made class lectures interesting, especially at 7:30 a.m." Criticism included the large amount of material to be memorized and the difficulty of the tests.

PHYSICS 142

Dr. Ghazi Q. Hassoun

Continuation of Physics 141. Deals with Newtonian Mechanics. Meets 4 times a week, 3 lectures and 1 recitation for 3 credits. Has prerequisite of Physics 141 and co-requisites of Math 192 and Physics 143, are taught only in the spring. The accompanying lab (Physics 143) meets once a week for two hours. No reports or papers required. Text: "Physics Part I" by Halliday (new \$9.95, used \$2.45). Tests: 3 one-hour and 1 two-hour final. Questions are objective, mostly problems.

Presents Newtonian mechanics for science and engineering majors. Also deals with mechanical waves and Karmonic motion. Places much emphasis on theory and mathematical derivation.

I would recommend the course:

0 6 18 33 33 9 4.2

I would recommend the professor:

9 12 6 39 21 12 3.9

"The course is very dependent on the teacher's ability." Stresses mathematical derivation but sometimes gets ahead of the math co-requisite. Recitation deals with problem solving. Dr. Hassoun "does a good job of instructing but sometimes takes too much time stressing a simple point," also described as "too formal" and sometimes goes "too fast," but comments were generally favorable.

PSYCHOLOGY 103,

Dr. Patricia A. Beatty

Introduction to psychology. 4 credits. Three mass lectures and one small group discussion per week. No prerequisites. Offered fall, winter and spring. Texts: "Physiological Psychology" by Tietlebaum (new \$2.75, used \$2.05), and a set of books (chapters): "The Nature and Scope of Psychology" by Henneman, "Personality" by Lundin, "Abnormal Behavior" by Coleman, "Analysis of Human Operant Behavior" by Reese, "Perception" by Day, "Memory" by Bartz, "Child Development" by Smith and "Social Processes" by Suedfel (set price: new \$6.80, used \$5.10). Grading is on absolute point scale, with 10 weekly quizzes, 2 major tests and a final exam (over-whelmingly multiple choice). Students may significantly improve their point total, and hence their grade, by optional activities: movie evaluations, book reviews, journal abstracts, and/or experiments.

The course covers the fundamental principles of animal and human behavior, and delineates the subject matters and methods of psychology. The course may also serve to increase the students understanding of his own behavior and that of others.

I would recommend the course:

2 4 5 18 47 24 4.8

I would recommend the professor:

1 2 3 16 42 36 5.1

Students feel the course is very "interesting" and "stimulating." Over-whelmingly, the students urge others to take the course, some even feel it so beneficial that it should be required. There is a large quantity of material covered, requiring 30-40 pages of reading per week. One student summarizes the general feeling about the professor by saying "Dr. Beatty is responsive to the students and their needs and desires. She is friendly, open and knows her material very well." Through her visible enthusiasm, Dr. Beatty is apparently able to create enthusiasm and interest among her students. Some students do feel that the lectures are sometimes boring and concepts not explained clearly enough for them. Dr. Beatty does, however, hold review (help) sessions before each of the two major tests and the final exam. The small group discussions are lead by student T.A.s (teacher assistants), generally psychology majors. There are generally new T.A.s each quarter. On the whole, the students seem to feel that the T.A.s are good and helpful. There are a few cases of poor T.A.s, as well as cases of exceptional ("fantastic") T.A.s.

POLITICAL SCIENCE 101,
Dr. Curtis A. Amlund

First quarter introduction to political science. No prerequisites. Three-credit course with three lectures and no labs. Offered fall, winter and summer. Text: "Politics and Government" by Deutsch (new \$6.75, used \$5.05) "New Perspectives of Presidency" by Amlund (new \$4.50, used \$3.40); and "Political Science" by Enlow (new \$1.95, used \$1.45). One book report on "New Perspectives of Presidency." No papers. Tests: one-hour essay mid-term and two-hour essay final.

Course material covers the different methods of studying and investigating politics and government. In addition, emphasis is given to political science terms and definitions. Some emphasis on psychological approach to theories of politics, including the use of role and learning theories.

I would recommend the course:

9 23 16 37 11 5 3.1

I would recommend the professor:

9 11 21 34 16 9 3.6

The evaluations were divided into two camps. Most felt the course was boring: "His lectures are very boring," "teaching methods are very difficult to follow." Others felt instructor was both stimulating and interesting: "Professor is direct and to the point," "tries to involve the class and make it interesting." Most students belong in first group. One declared "professor should be teaching seminar courses," "too advanced for the course." Little comment concerning the text.

PHARMACEUTICAL CHEMISTRY 401,
Dr. Wm. H. Shelver

Introduction to methods of drug analysis. One 1-hour lecture plus on 3-hour lab. Two-credit course. Prerequisite: Chemistry 231. Lab must be taken concurrent. No book ordered through bookstore. Tests: 1 one-hour midterm and a two-hour final with multiple-choice (IBM) answers. Lab is evaluated by lab assistants and instructor.

Course involved with evaluating drug absorption and distribution, procedures and equipment available for testing drugs and problems associated with analyzing drug distribution. Emphasis given to analysis of drugs, rates of absorption, excretion and amount of active ingredients.

course title	ques. no.	1	2	3	4	5	6	7	8	9	10	11	12	13	14
pol 101	average														
Amlund	answer	3.2	3.0	3.4	2.9	2.7	1.7	3.5	4.7	3.7	4.0	4.3	3.5	3.1	3.6
pc&b 401	average														
Shelver	answer	3.0	2.6	2.4	2.6	3.3	3.2	3.4	4.2	3.9	4.8	4.5	3.2	2.2	4.7
pc&b 401 lab		16	17	18	19	20									
		2.9	3.6	3.2	3.8	3.5									
phys 115	average														
Hetland	answer	3.1	2.9	3.6	3.7	3.1	2.7	4.2	4.4	4.3	4.9	4.3	3.5	2.9	4.4
chem 473	average														
Kohn	answer	4.8	4.8	4.4	4.0	3.4	3.4	4.6	4.8	3.8	4.2	5.0	4.6	4.6	4.4
bio 103	average														
Scoby	answer	4.8	4.3	3.9	3.5	2.9	1.8	4.8	5.0	4.1	4.9	4.2	4.3	4.9	4.8
bio 103 lab		16	17	18	18	20									
		3.0	3.0	3.0	3.5	2.0									

I would recommend the course:

37 29 14 12 7 2 2.2

I would recommend the professor:

2 4 10 25 27 30 4.7

Instructor rated very high. "Outstanding, intelligent, very willing to help," "does a good job trying to generate interest." Many fifth-year students feel class is not relevant; "seems irrelevant to pharmacy," "not of value or pertinent to us as pharmacists." General criticism of laboratory—"experiment not fully explained," "not enough math required to understand lab." Course can be summed up as instructor knows his material and is very willing to help, but is forced to teach irrelevant material.

PHYSICS 115,
Phil R. Hetland

Third quarter basic introduction to physics. Three-credit course designed for non-majors. Calculus not required. Physics 111 is a prerequisite. Lab (Physics 116 is a two-hour lab per week. Lecture text: "Elements of Physics," Smith and Cooper (new \$11.95, used \$8.95). No lab text. Offered in spring. Tests: 3 one-hour and 1 two-hour final. Exams cover the problems and thought questions.

Course covers magnetism, electricity, currents and relativity. Lectures cover electrical charges at rest, potentials, capacities, resistance, magnetic fields and electrical equipment.

I would recommend the course:

20 20 21 23 15 1 2.9

I would recommend the professor:

8 8 4 20 35 25 4.4

Many complaints on content of course. Most students felt course was boring and not relevant. Problem centered on book (described as "difficult to understand, very poorly written book"), the labs ("absolutely worthless") and the lab instructors ("can't understand him—not very helpful"). Instructor was best summed up as "interesting as a professor, conducts class well and holds attention." One complaint stated it was "impossible holds attention but some students had difficulty in trying to understand what was required.

CHEMISTRY 473,
Dr. Ervin Kohn

Introduction to polymer chemistry. Prerequisite Chemistry 366. Meets 3 hours a week. No accompanying lab taught spring quarter. Text: "Introduction to Polymer Chemistry" by Ltille (new \$7.95, used \$5.95). Tests are mainly conceptual and definitions with short answers or short essay. Outside lab work required.

Describes types of polymers, polymer formation and kinetics of polymer reactions. Also uses of polymers and examples are discussed.

I would recommend the course:

0 17 17 17 17 33 4.6

I would recommend the professor:

0 17 0 33 33 17 4.4

Course is characterized as "good introduction to subject matter of polymers." Kohn is "eager to teach this course and makes it interesting with personal experience in the field." Tests sometimes get too long.

BIOLOGY 103

Dr. Donald R. Scoby

Introduction to biological world. Designed for non-bioscience majors. Three-credit course with lectures, no labs. No prerequisites. Texts: "The Contemporary Scene" by Weisz (new \$3.95, used \$2.9) and "Environmental Ethics" by Burgees (new \$2.95, used \$2.25). Tests: 2 one-hour exams and 1 two-hour final. Multiple choice answers given for factual and thought questions. In addition a research paper is required (students should spend 30 to 40 hours).

Course material covers the relationship between man and his environment and pollution. Specified topics include food chains, birth control, types of environment and adjustments of lifestyles.

I would recommend the course:

3 3 5 17 35 36 4.9

I would recommend the professor:

3 3 5 18 38 32 4.8

There was a general consensus that the course was interesting and thought-provoking: "it is a mentally stimulating class," "it is very interesting and worthwhile." Also most students felt the class was highly relevant to current problems—"very interesting and pertains to present day life." The instructor was both prepared and informative: "all find it very interesting," "I like his methods of presentation." The only criticism: "he tends to be very radical," "he's a fanatic."

4

MATH 190 [Introductory Analysis I],

Quentin D. Lundquist

First quarter introduction to calculus. No prerequisites but Math 141 highly recommended. Four-credit course with four lectures per week. Text: "Modern Calculus and Analytical Geometry" by Silverman (new \$12.95, used \$9.70). No labs, offered fall, winter and spring. Tests: 3 or 4 one-hour exams, 1 two-hour final. The exams are primarily problem tests.

No papers or book reports.

Course designed to give a background in analytical geometry necessary for introduction to calculus. Subjects covered include limits, sequences, inequalities, derivatives, functions, graphing and trigonometry. Emphasis on functions, limits and graphing.

I would recommend the course:

8 4 19 23 23 23 4.2

I would recommend the professor:

8 8 12 19 35 19 4.4

Instructor generally rated high: "does a fine job of presenting his material; he knows his material and can do the work." Main complaint centered about the text which was declared confusing at best: "The book is not worth a plugged nickel;" "text did not explain material." Most students felt a good background in math a must, one declaring "it was too advanced for me." By no means an easy course, requires time and effort. Offers a challenge.

ZOOLOGY 103

Dr. Robert Puyear

Basic introduction to zoology. Biology 101 is a prerequisite. 4 credits. Three 1-hour lectures and one 3-hour lab per week. Texts: "General Zoology" by Villee (new \$9.75, used \$7.30) and "Lab Text" by Booloction (new \$6.75, used \$5.05). Lecture grade counts 70 per cent, lab grade 30 per cent of course grade, 2 lecture exams and final. Lab has 4 quizzes and 2 practicals. Questions are multiple choice with some true and false.

Course surveys the major classes vertebrates from both the morphological and a physiological basis. Systems studied include circulation, respiration, endocrinology and reproduction. Genetics also discussed. Lab covers the comparisons of the rat, frog and fish in addition to genetics and cell division.

I would recommend the course:

6 22 22 28 16 6 3.4

I would recommend the professor:

22 39 11 16 6 6 2.7

This sequence course "makes very interesting study of the vertebrates." Puyear has "put together an excellent course." Lecture notes "are taken almost directly from the textbook." Emphasis on co-ordinating lecture and lab.

SOCIOLOGY 102

Dr. Seth Russell

Introduction to Sociology. Two 75-minute lectures per week. No prerequisites. Offered fall, winter and spring. No written papers or book reports. Text is "Study of Society" by Mercer (new \$9.95, used \$7.45). Exams cover the assigned readings and are multiple choice and true-false for computer grading. The course covers the primary social processes and institutions of society, such as family, religion, government, discrimination and communication between people.

I would recommend the course:

0 12 12 24 28 24 4.4

I would recommend the professor:

4 12 8 28 12 36 4.4

Lectures cover little of the reading material, but primarily supplemental material such as magazine articles and Dr. Russell's personal supplemental material such as magazine articles and Dr. Russell's personal overall understanding of sociology, is not covered per se on tests. Russell "mentioned quite a few times that students did not have to attend class, which most didn't." Exams cover the assigned readings, and are multiple choice and true-false for computer grading.

CHEMISTRY 579

Dr. Ervin Kohn

Polymers III, separation and characterization of polymers. Meets twice a week. One lecture and 1 six-hour lab for 3 credits. Taught spring quarter. Prerequisite Chemistry 577. Text: "Laboratory Preparation for Macromolecular Chemistry" by Coffrey (new \$12.50, used \$9.40). Test: one during quarter. Exam is short answer or essay.

Course is mainly laboratory and practical procedures to supplement theoretical courses the previous two quarters. Deals with preparation, molecular separation, characterization and measurement of physical properties of polymer samples. Third course in a three-quarter graduate sequence.

I would recommend the course:

0 0 0 25 75 0 4.8

I would recommend the professor:

0 0 0 25 75 0 4.8

"Course effectively supplements the theoretical aspects presented in the previous two quarters. Considered a very worthwhile course."

course title	ques. no.	1	2	3	4	5	6	7	8	9	10	11	12	13	14
math 190 Lundquist	average answer	4.3	3.1	3.7	4.5	3.5	4.5	4.3	5.0	3.8	5.0	5.1	4.6	4.2	4.4
zoo 103 Puyear	average answer	3.8	3.6	4.0	3.0	3.5	2.7	2.5	3.0	2.6	3.6	3.8	3.4	3.4	2.7
zoo 103 lab		16	17	18	19	20									
		4.4	4.5	4.2	4.5	3.9									
soc 102 Russell	average answer	4.3	4.6	4.7	3.9	2.6	1.8	4.0	4.8	3.8	4.8	4.9	4.3	4.4	4.4
chem 579 Kohn	average answer	4.3	4.8	4.5	5.0	4.8	4.5	4.8	4.8	5.0	4.3	4.8	4.5	4.8	4.8
total average for all courses	average answer	4.2	4.1	4.0	3.7	3.4	2.3	4.2	4.7	3.9	4.7	4.5	4.0	4.2	4.5
total for all labs		16	17	18	19	20									
		4.1	4.2	4.2	4.5	3.9									

Most students have a tendency to jump immediately to the last question, the overall recommendation of the professor. A more careful analysis, involving an understanding of the interrelationships between the questions, would probably be more helpful to the student.

As one example, the relationship between questions 1 and 14 might be examined. (Question 1 is "course material is intellectually stimulating" and question 14 is "recommendation of the professor overall.") There is generally a high correlation between these two.

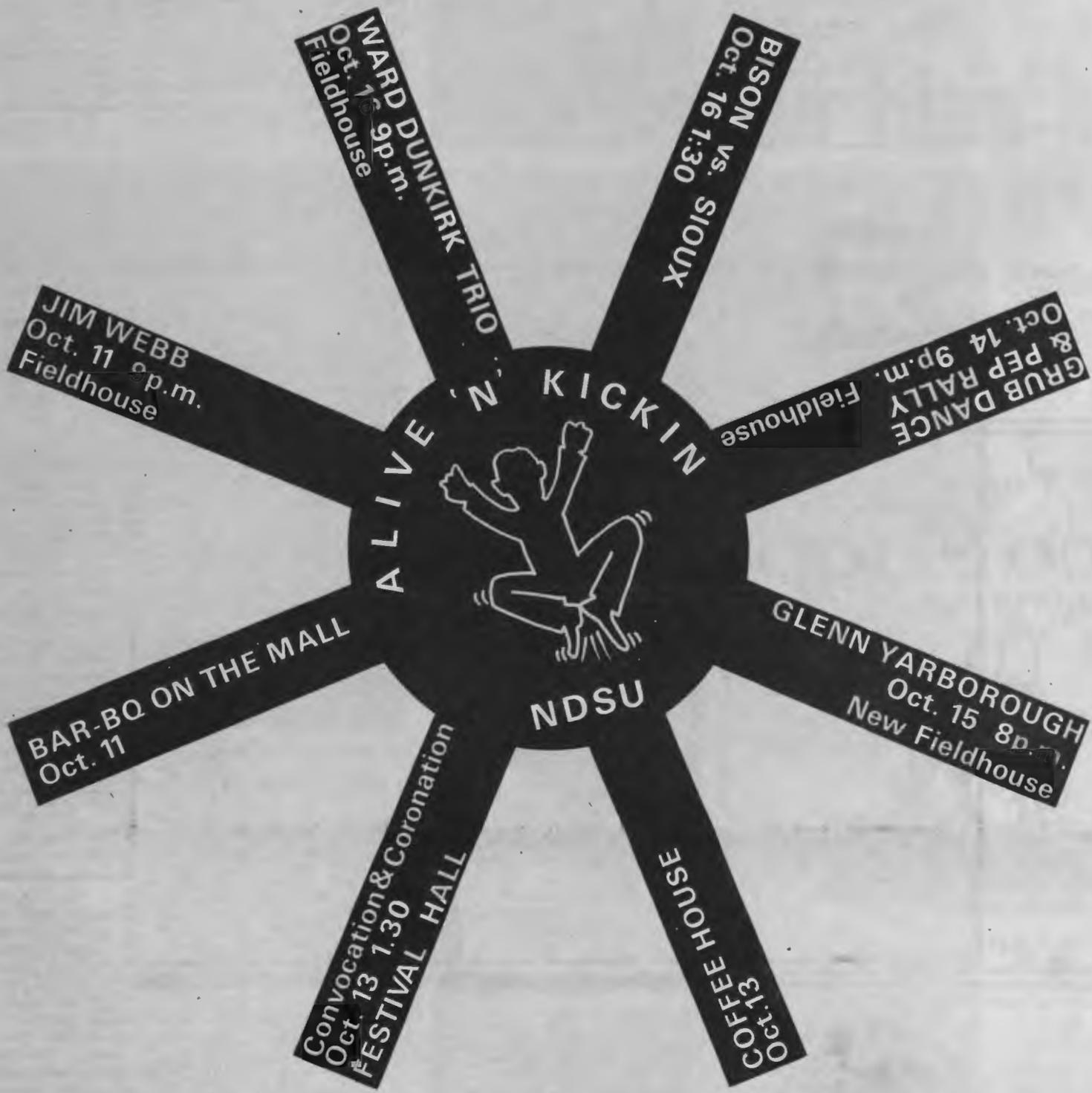
Where there is not this correlation, there might be significant information to be gained. Were professors to be uniformly rated above a core course, this would seem to indicate a lacking in the course content. On the other hand, if the professor is graded significantly lower than the course, the connotation is entirely different.

Many of the questions are closely related, attempting to focus on the same problem from different directions. For example, the above mentioned question 1 is closely related to question 13. "recommendation of the course overall." Along with these questions one should look at question 5, "required workload." An examination of these three questions together should determine if the course is recommended for its educational value, or because it is considered a "gut."

Questions 2, 3, and 4 ("syllabus," "readings" and "written assignments") are closely related. Similarly, questions 8 through 11 ("professor well prepared," "control of class," "responsive to students," "available outside the classroom" and "class pace geared to difficulty") are closely related. These two sets of questions may be considered the components of the overall recommendations.

This is only an example of the sort of careful analysis that the evaluation can be put to.

HOMECOMING



Monday, October 11

barbeque at Reed-Johnson — 4:00 - 6:00 p.m.
 vienna orchestra — festival hall — 8:15 p.m.
 jim webb concert — festival hall — 9:00 p.m.

Tuesday, October 12

queen elections

Wednesday, October 13

convocation and coronation — festival hall — 1:30 p.m.

Thursday, October 14

pep rally — old fieldhouse — 8:30 p.m.
 grub dance — old fieldhouse — 9:00 p.m.

Friday, October 15

Glen Yarborough Concert
 New Fieldhouse + 8:00 p.m.

Saturday, October 16

parade
 game
 alumni gathering — new fieldhouse — after game

**HOMECOMING DANCE -
 OLD FIELDHOUSE - 9:00 p.m.**

Pol. sci. profs evaluate Congress

The change in Congressional attitudes toward the Supreme Court during the post World War II era has been evaluated in a paper written by a trio of political science professors including Albert P. Melone of NDSU.

The paper, published in the Washington University Law Quarterly, St. Louis, Mo., is entitled: "The Impact of Judicial Decisions: New Dimensions in Supreme Court Congressional Relations 1945-1968."

Melone and his colleagues

question the academically accepted notion that the Supreme Court is protected from Congressional political attack by an "aura of reverence."

They base their findings on an analysis of 147 House and Senate roll calls during 1945-68. Data for the study was provided by the Inter-University Consortium for Political Research, Ann Arbor, Mich., and provided through research supported by the National Science Foundation.

The political scientists say

partisan and ideological considerations play a far greater role in Congressional behavior toward the Supreme Court than protagonists of the "reverence" theme have recognized.

They suggest the persistent and relative growth of conservative antagonism toward the Supreme Court should be evaluated more thoroughly.

"Since 1969, the presence of a president who has often associated himself with the Conservative Coalition on issues involving crime, procedural due process and judicial nominations has compounded the seriousness of the Supreme Court's position," according to the paper.

The investigation centers on Congressional roll-call behavior in response to Supreme Court decisions involving civil rights and liberties, and economic, labor and welfare issues.

The paper was co-authored by Melone, John Schmidhauser, University of Iowa, Iowa City, and Larry Berg, University of Southern California, Los Angeles.

NEWS BRIEFS

The NDSU Senior Livestock Judging Team is participating in the Kansas City Royal Livestock exposition in Kansas City, Mo. The contest which runs from Oct. 11 to 19 will be held on Saturday in coordination with the National Future Farmers of America National Livestock Judging Contest. There is expected to be approximately 25 FFA judging teams there, representing 25 states from all over the United States.

Six members will travel and five will judge in the contest. The top four scores will be used as the team total to determine the team's outcome in the contest.

The team consists of Harlow Grove, Joe Bata, Larry White, Janine Pfeifer, Joel Dihle and Dan Lotensloger. The team will be coached by Burt Moore, associate professor of animal science at SU.

The annual meeting of the NDSU Home Economics Alumni Association will be held this year in connection with SU homecoming activities from 8 to 10 a.m. Saturday in Hultz Lounge of the Union.

A program, "Realms of Women," will be presented by Mrs. Sue Hofstrand, Fargo; Mrs. Nancy Lacina, Owatonna, Minn., and Miss Sandy Hirsch, Minneapolis.

Mrs. Bea Rystad, SU assistant professor of home management, is the president of the association.

The results of the University EDC course evaluation are open to the public in the Dean of Student's Office, Old Main. This course evaluation is different from the one sponsored by student government. It was also administered last spring.

The Selective Service System announced that Random Sequence Number 125 would be the ceiling for induction into the military for young men in the 1971 first priority selection group—that is, those registrants born in 1951 or earlier who received lottery numbers in 1970 or 1969 and are available for induction during 1971.

Marvin R. Duncan has been awarded a \$2,500 graduate fellowship in agricultural economics at NDSU for the 1971-72 academic year.

The scholarship is granted by the Graduate School of Banking at the University of Wisconsin and is sponsored by the North Dakota Bankers Association.

The annual scholarship is awarded on the basis of grade point average, graduate potential, relevancy to banking and finance and need.

Student Senate will meet at 7 p.m. Sunday in Meinecke Lounge of the Union. All students are welcome.

MSA meeting will be Oct. 18 at 7 p.m. in the Union.

Student IDs will be taken for the final time from 12:30 to 3 p.m. on Thursday in Town Hall.

Two members of British Parliament will discuss "Pornography, English Style" on NDSU's FM radio station, KDSU, at 10:05 p.m. Wednesday.

During the 60-minute "Firing Line" show, the pair will join host William F. Buckley, Jr., in examining how, if at all, laws governing the publication and distribution of obscene material can be administered in a free society.



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PRESENT THIS COUPON

By Mike Mroz

This fall, students at NDSU have been plagued by a new disease, "the bike boom." Across campuses throughout the nation, students have responded to the ecology problem by taking to bicycles for transportation instead of the infamous automobile.



the bike boom!



Even those students and faculty members who do not want to give up the luxury of the combustable engine have responded by giving up their cars for motorcycles. All makes and models of bikes can be found on the sidewalks, streets and lawns of SU. The most common bikes are foreign ten speed racers. French bikes include Gitane, Peugeot, and Marceir. English Raleighs and American Schwinn round out the most popular. The students use the bikes mainly for getting to class and recreational riding into downtown Fargo and Moorhead. Backpacks have become favorites with the students to carry their books and supplies, and they also protect them from the elements. A few problems have arisen from this bike boom. Many student pedestrians are in danger of getting run down by swift bike riders. Many riders go to the sidewalks for safety from cars who try to run them down on the streets. Curbs are also another problem for bike riders. With the new light-weight metals used on the rims of the bikes, they tend to bend easily when they hit a curb. There is an easy solution to this problem however. Many universities across the nation have solved these problems by making bike paths for the cyclists. The paths have been made adjacent to the street, separated from the street by a double yellow line five feet from the curb. The zone is restricted solely to bikes and no cars are allowed to cross the yellow line. Stop signs have also been placed at the pedestrian cross walks to ensure them of safety from bikes. No bike rider wants a cood on his handle bars. These problems can be eliminated with a few buckets of paint.



Cross country really moves

By Casey Chapman
 And that big NDSU cross country machine just keeps rolling on!
 An injury early in the week threatened to shake up the finely tuned harriers. But by Saturday's

invitational run at Grand Forks, Coach Roger Grooters had his boys in good shape, as evidenced by the Bison's dash to their fifth straight cross country win in as many starts.

The team experienced some

tense moments earlier in the week when Dave Kampa turned up with an apparent knee injury, possibly suffered in a tumbling class. As a result, he missed several practices prior to the meet.

Kampa, obviously unaware that injured athletes can be forgiven for a subpar output, raced to fourth place in the meet, good enough for the third spot on the squad.

Mike Slack, unbeaten in cross country so far this fall, made the five-mile circuit in 24 minutes, 43 seconds. He missed a course record for the first time in five races this season, falling one second short of the course record set by University of North Dakota All-American runner Arjan Gelling.

Behind Slack, the Bison trooped across the line in five of the top six places for 18 points and the win.

Randy Lussenden, Bison All-American cross country runner, broke the barrier 10 seconds behind Slack for second place. This caused Grooters to happily venture, "He's really starting to come on these last couple meets."

Kampa followed University of Manitoba runner Bob Walker in 25:25, Bruce Goebel came across in 25:32 and Roger Schwegel rounded out the top five Bison in 25:39, placing sixth.

Perhaps the most pleasing aspect of the run to the coach was the fact that the top five Bison harriers crossed the line within one minute of each other. "They were really bunching up out there," Grooters pointed out. "That's the way you've got to do it to win consistently."

Intramural standings

Bracket 1
 Vets won over Arch. by forfeit
 Utigaf 13
 DU 12
 SAE 1-26
 Utigaf 0

Arch won over DU by forfeit

Bracket 2
 ØX 1-6
 EN 12

FH 18
 EX 6

SAE 2-18
 FH 7

EX 0
 EN 12

Bracket 3
 NHR 1 won over John 1 by forfeit

Stock 1 won over Church 2 by forfeit

Stock 1 won over Reed 2 by forfeit
 NHR 1 won over Church 2 by forfeit

Bracket 4
 ATO 2 won over ØX 2 by forfeit

TKE 1-6 (won by playoff)
 SPD 6

AGR 18
 SPD 8

TKE 1 won over ØX 3 by forfeit

Bracket 5
 ATO 1 won over KY by forfeit
 ØX 2-6

TKE 2-0
 TKE 2-12
 Coop 0
 ATO 1-25
 ØX 2-6

Bracket 6
 Church 1 won over Reed 1 by forfeit
 NHR 2 won over Stock 2 by forfeit
 NHR 2 won over John 2 by forfeit
 Stock 2 won over Reed 1 by forfeit

Records for bracket play:

Bracket 1	W	L
Utigaf	2	1
Vets	1	2
Arch	1	0
SAE 1	3	0
DU	1	3

Bracket 2	W	L
FH	1	2
ØX 1	2	1
EN	3	0
SAE 2	2	1
EX	0	4

Bracket 3	W	L
Stock 1	3	0
John 1	0	3
NHR 1	2	1
Reed 2	0	3
Church 2	2	2

Bracket 4	W	L
SPD	0	3
ATO 2	2	1

Cont. on pg. 15.

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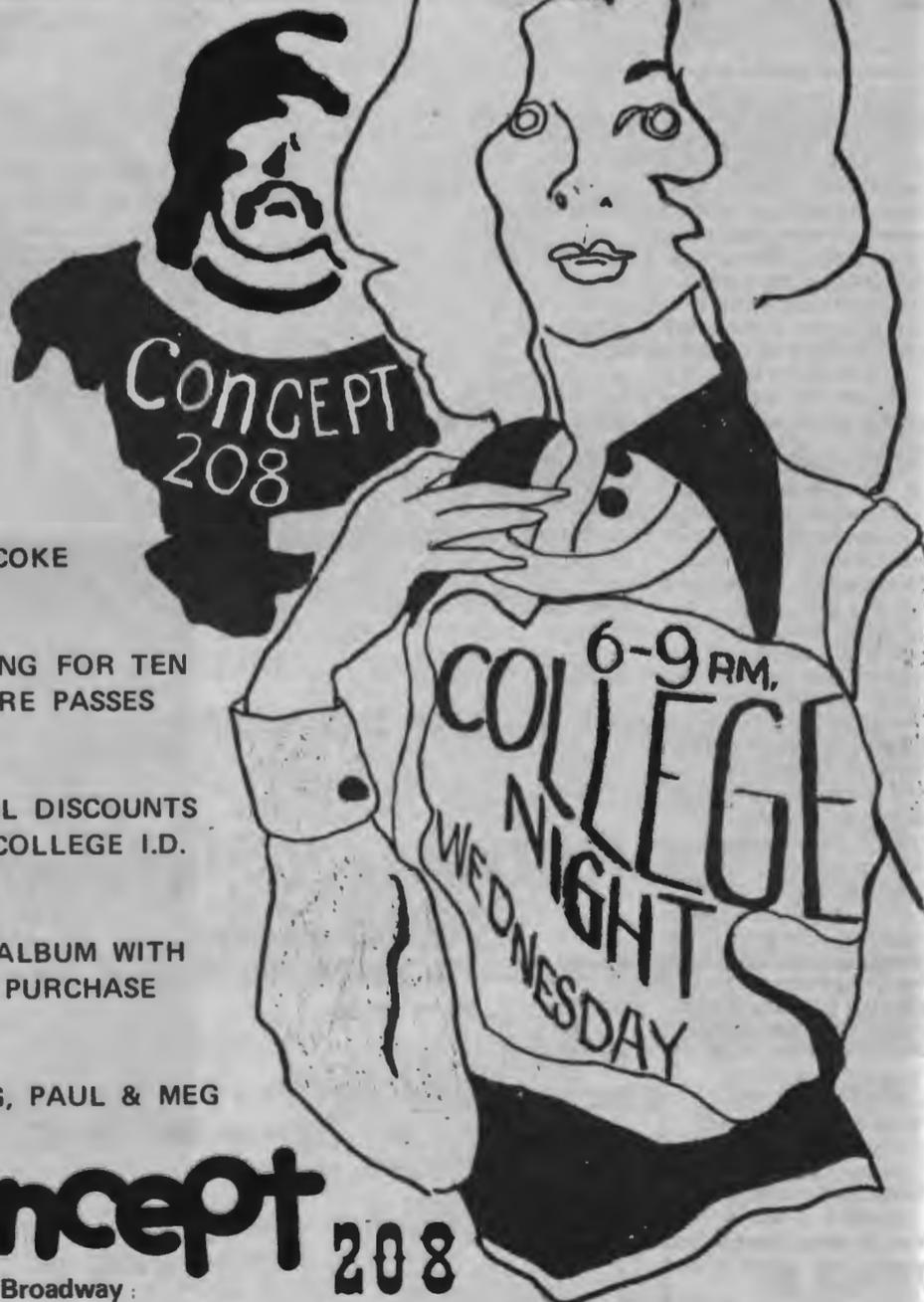
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Bison still tops in NCC ratings

After three weekends of conference play, the North Central Conference (NCC) still boasts a trio of unbeaten schools, led by defending champion NDSU, sole possessor of first place with a 3-0 league standard.

The Bison continued their winning ways on Saturday, setting aside the conference cellar-dweller Augustana by 32-7.

The University of Northern Iowa (UNI), not scheduled last weekend in the conference, and University of North Dakota (UND) continued to maintain unblemished records at 2-0 for the runner-up position.

UNI, which has not allowed an opposition score in either of its two league appearances, held Drake University scoreless for two quarters before succumbing to a second half passing onslaught by Des Moines, Ia., school, 28-0, non-conference tilt.

The Panthers, who have now dropped all three non-conference encounters this season, were held to only 134 yards of total offense, including a sparse eight yards on the ground.

At Grand Forks, UND put the defensive clamp on South

Dakota State (SDSU), allowing the Jackrabbits only 86 yards total offense, and rolled up 468 yards of offensive attack to dump the visitors, 35-7.

While the Sioux maintained their undefeated status in the collegiate loop, the South Dakotans fell nearer to the cellar, the loss dropping the SDSU conference record to 0-2.

Paced by the arm of quarter back Jay Gustafson, the Sioux accumulated over one-half their total offense and two touchdowns via the airways.

In the other NCC encounter University of South Dakota (USD) fought its way into the win column, handing Morningside its second loss of the season, 35-6.

The South Dakotans rolled to a towering 568 yards of total offense, including 488 yards on the ground, as they romped to their first win in six starts.

Coyote fullback Gregg Erickson rushed for 212 yards to lead the victors.

Morningside was forced to swallow a second consecutive loss, dropping its conference standard into a tie with USD at 1-2, after winning its initial three contests of the season.

Bison surprised by Augustana

By Casey Chapman

The weekend held a number of surprises for the Bison grid-ders...and most were not so pleasant.

Prior to the game with Augustana at Sioux Falls, S.D., on Saturday, most serious fans would have given the Vikings little chance to stay with the nationally top-ranked Herd beyond the opening moments of the contest.

Tabbed as the number one football team in both the AP and UPI polls, NDSU was looking for its 35th consecutive win, the longest collegiate streak in the nation, and was seeking its 27th straight victory in the North Central Conference (NCC) enroute to its eighth straight conference title.

Morningside trounced Augustana 43-7 two weeks ago and the next Des Moines, Ia., school, 28-0, in a non-conference tilt, seemed to point in the direction of an SU bombing.

Yet the Vikings had other

ideas, as the Herd was soon to realize.

The Bison did not systematically roll over the Augustana hosts. In fact, the visitors found themselves down by a 7-6 score at the first stop.

The rest of the game was no cakewalk, either. The Bison were forced to settle for a field goal and two touchdowns were set up by recovered fumbles for the winning margin, 23-7.

So much for the first surprise. Now comes the second and probably the major event of the night.

Early in the second quarter, Mike Bentson, SU's little All-American quarterback, left the game with a shoulder injury and did not return. Should the injury prove to be more serious than expected,

the Bison will be forced to look to sophomore Dale May to carry the brunt of the offensive attack in Bentson's absence.

Actually, May could be included as at least a partial surprise Cont. on pg. 16

NCC STANDINGS

	W	L	Pct.	TP	OP
NDSU	3	0	1.000	101	22
UNI	2	0	1.000	31	0
UND	2	0	1.000	61	17
Morningside	1	2	.333	49	104
USD	1	2	.333	50	30
SDSU	0	2	.333	7	58
Augustana	0	3	.000	24	92

Last weeks
Last week's
Last Saturday's results—NDSU 23, Augustana 7; UND 35, SDSU 7; USD 35, Morningside 6; Drake University 28, UNI 0 (non-conference).
This Saturday's games—UND at NDSU, UNI at Morningside, USD at SDSU, Mankato State at Augustana (non-conference).

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STANDINGS
Cont. from pg. 14

FX 3	1	2
AGF	1	2
TKE 1	4	0
Wicket 5		
TKE 2	2	1
KY	0	3
ATD 1	3	0
COOP	0	3
RY 3	3	1
Wicket 6		
WAZ	3	0
Church 1	2	1
Point 1	0	3
John 2	0	3
John 2	1	3

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FOOTBALL

Cont. from pg. 15

for the night, although this time the impact could be termed "satisfying."

Assuming command of the Bison offense, May moved the team well in the second half, reaching the Augustana five-yard line twice before SU fumbled the football away.

Working the airway with fine success, May notched five completions, including a touchdown pass in the third quarter to All-NCC split receiver Pete Lana.

Halfback Tom Varichak continued his sparkling success on the ground. He rushed for 71 yards to maintain his team lead in that category and scored a touchdown in the final quarter to increase his team pace-setting total to 30 points.

Actually, the Bison total offense figure was slightly over 300 yards. This is commendable for the average squad, but hardly par for a team which had topped the 600-yard mark only one week before.

Defensively, the Herd could not complain.

The Viking running game was stifled completely, and the passing attack did not fare much better.

In fact, the first Bison touchdown came when the defense held the Vikings on their first series and forced the hosts to punt. Bison safety Brad Trom gathered the punt on his own 35-yard line and raced down the sideline 65 yards for a touchdown.

Later in the game it was Trom who snatched an Augustana aerial for the only Bison interception of the night.

With the win, the Bison move to 3-0 in the NCC and increase their season record to 5-0.

The defeat drops Augustana further into the NCC cellar at 0-3. Overall, the Vikings stand at 1-3-1.

NOTICE

All Seniors who have not had formal portraits taken, and do not intend to are invited to pose for a catchall group/record shot on the mall at 3:30 p.m. Oct. 19 There will be no charge.

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