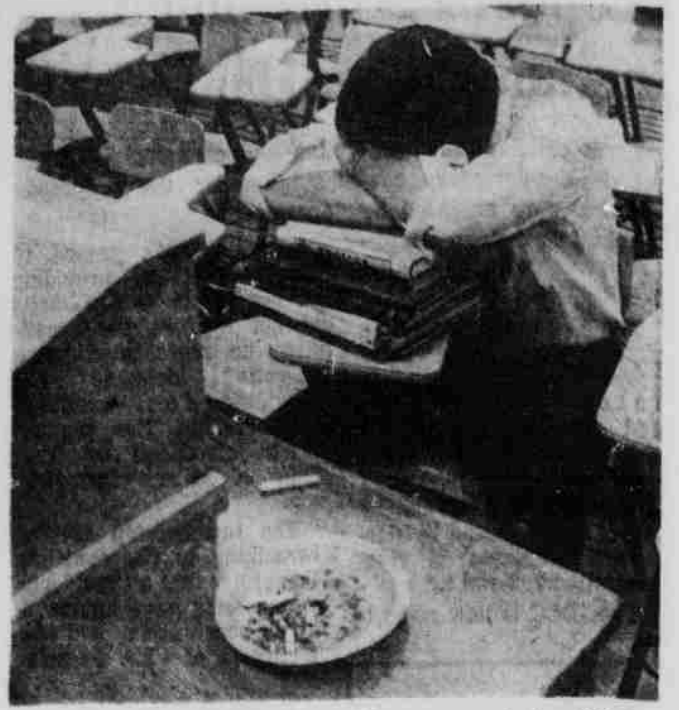




TO MASTER A PROBLEM . . . avid interest follows the significant assignment.



BROWSING IN AN INTERESTING FIELD . . . students gratify their need for personally pleasing knowledge.



CLASSROOM NAPTIME . . . How many minds will be awake during the next session here?

Total Education Implies Rational Challenge . . . Impetus For Imagination

Cont. From Pg. 1, Col. 5

students cited the large size of some classes and the low pitch of some courses.

"It seems like I've been taking basic requirements for four years," Curt Bromm, a senior in agricultural economics and pre-law said.

"My 100 level chemistry course has 217 students in the lecture and that is way too big for that level," Miss Podoll said.

Marv Almy, who conducted the ASUN poll, said his committee sent out 200 questionnaires to the presidents of all living units and all student assistants. Almy said the questionnaires that have been returned, about 50, indicate that "most of these students feel their education is suffering somehow."

The general attitude toward education and the methodology of learning were also criticized by some students.

Schulze said under the present educational system at the University the student comes to class, sits there for 50 minutes and then leaves chock-full of facts.

The purpose of the education he has received, Schulze said, seems to be "not to develop me, but to put stuff into me."

Miss Block, a senior in social work, labelled much of her course work "busy work." Busy work, she said, includes "parroted back answers, writing papers and doing things that don't really enhance your knowledge of the subject."

The lower level courses at the University are "pathetic," Trotter said. "The freshmen English courses are just a joke." Trotter said the "stimulus for learning isn't there, the atmosphere isn't there."

The students interviewed also criticized the general attitude of University students. "They're just here to sit through classes," Miss Podoll said. "I don't know why they're in college they seem to be having more fun than anything."

"In most classes the professor could say about anything he wanted and students would not react, maybe they aren't listening," Schulze said.

"One of the biggest failings in today's education is

that most students are not involved in the issues facing our society to a great extent," Schulze said.

"The main goal of most of the students is to get training, prepare themselves for a career," he added. Schulze said getting training for a career is a legitimate concern, "we have to be realistic," but added, "I would suggest to them to take a look at what they're doing, are they understanding?"

Students praised other areas of educational opportunity offered at the University. The honors program was cited as of high quality and highly beneficial to students involved.

"I've had between 20 and 30 hours of honors courses, this way I got through a lot of the lower classes that are often given to professors of less stature," Miss Aiken said. "Honors courses expect you to think and talk," she added.

Donna Novotny, a sophomore in math, said she is taking all honors courses in math. "We study theories and laws, I like it that way," she said praising the honors program for its intellectual stimulus.

The students interviewed also placed a good deal of stress on the quality and interest of the teacher in relation to the quality of education a student could receive.

Students rated professors who "bubbled over with enthusiasm," those who showed concern for the individual student and those who encouraged independent thought as the best teachers.

Schulze said he had met two outstanding teachers, one of the teachers, "had a very casual approach toward grading, he had the attitude, 'I'm exposing you to this material, grasp what you can or want,'" Schulze said.

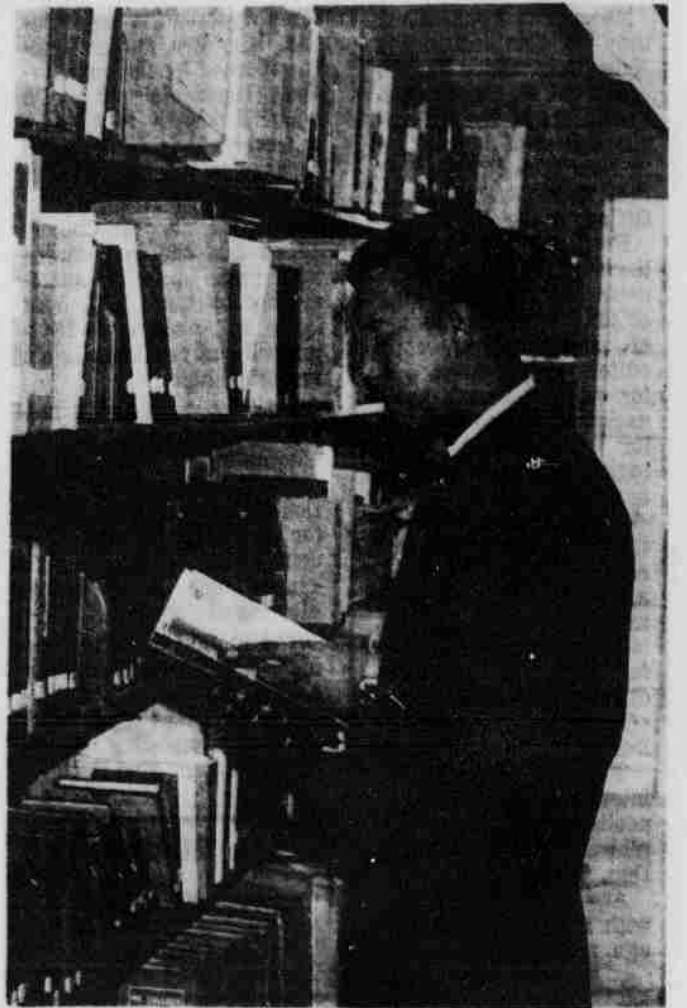
"Most professors are really interested in their students, more so than students think they are," Miss Podoll commented.

Almy said of the students who answered the ASUN poll, "I don't think they think they're getting a bad education, but that they might be able to get something better."

The "something better" seems to be what many students are looking for.



NO GUIDING HAND . . . to help this art student, she must work alone.



SIGNIFICANT QUOTATION . . . may be the key in building a well-made theory.



OPEN YOUR MOUTH, SAY IT . . . teacher doesn't ask attention, but commands it.



STARK SIMPLICITY . . . stimulates lonely thought. It could bring that final, necessary spurt of imagination.



LARGER THAN LIFE . . . learning from exaggeration employs an ability to caricature.



GESTURING HAND . . . emphasizes an idea, draws attention to a challenged point.



HASH SESSION . . . encourages informal discussion, brings beginnings, not solutions.