

Faculty Evaluation Program

What do you think of your teachers? Most likely, your opinions of different instructors and professors range from excellent down to poor. But as you know, it seems to make no difference at all what you think.

All this may soon change. The University of Hartford is considering implementing a teacher evaluation program, and the students can play an extremely important part in this program if they show any interest. Tomorrow morning,

Dr. Kenneth Eble, former chairman of the English Department of the University of Utah, will be in Gengras Campus Center, Room H, to discuss the development of a Faculty Evaluation Project. His schedule will be as follows:

9:30 - 10:15 Open coffee session. Dr. Eble will meet with interested students and faculty to explain his project.

11:00 - 11:45 Dr. Eble will meet with INTERESTED STUDENTS (this means you!) to discuss the

development of a program for Student Evaluation of Faculty.

Would you like to tell your teachers just what you think of them and have it mean something? Come and talk to Dr. Eble tomorrow from 9:30 to 10:15 and again (and most important!) from 11:00 to 11:45. Both meetings will be in Gengras Room H. This is a great chance for the students to increase their voice in the running of their school -- DON'T PASS IT UP!



WHY

ALL THIS TALK ABOUT BLUES, UNDERGROUND, HARD-ROCK, COUNTRY AND BUBBLE GUM, ETC.?

WHEN IN FACT WE'RE REALLY TALKING ABOUT GOOD SONGS & GOOD SOUNDS ...IN SHORT...

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APATHY: FACT OR FICTION OR

How to Blame Your Own Failure on Everybody Else

by Henry Mishkoff, Chairman of the Academic Commission

We live in the era of the instant cliché. A phrase is coined one day and used so frequently in such a short time that the next day it is meaningless. A good example of the instant cliché is Mr. Nixon's "silent majority." This term has rapidly become almost completely without meaning. However it still serves the purpose of scapegoat: Mr. Nixon can blame his apparent unpopularity on the silence of the great "silent majority."

The University of Hartford has its own instant cliché, also used as a scapegoat on which to blame a variety of things. The term: APATHY.

Few students voted in freshman SA elections, so freshmen are apathetic. The Liberated Press prints everything submitted, yet is one-sided, so the other side must be apathetic. Dorm students complain about the food they are forced to eat, yet never come to food committee meetings, so dorm students too are apathetic. The Student Senate has trouble finding enough people for a quorum for meetings, so even Senators are apathetic. At a time when students all across the country are in open revolt against the oppression of their political, academic, and social systems, students at UH seem to be content to limit their rebellion to refusal to clean up their own-trays after lunch, therefore ALL the students are apathetic.

It's an easy game to play. Pick a problem, some situation on campus that you don't like. Try to do something about it. When the going gets rough, stop trying and complaining that you didn't have enough support. The spectre of Apathy strikes again.

It's true, for example, that the SA did have to go to great lengths in order to get enough votes to validate the elections. Why didn't the people vote? Maybe there wasn't enough publicity about the elections. Maybe students aren't interested in the SA at all. Maybe it's the fault of the SA for being so drab and inactive that students lose interest completely. What should we do about the situation? Blame it on apathy, of course, and then forget about it.

Let the student beware. Your student leaders are using your apparent apathy as an excuse for their own inaction. It is up to them to stimulate your interest, to raise some exciting issues, to start some meaningful dialogue somewhere on this campus. Students might be able to shed this cloak of apathy if there was some motivation, some reason, some issue raised that called for action.

Students in positions of power must stop blaming their lack of accomplishment on the apathy of the student body. As long as this convenient excuse exists, little can be accomplished. If the people who really DO care do all the work they can and not worry about the lack of active support, this support will start to fall in place with time.

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