

Georgia Southern University

Digital Commons@Georgia Southern

---

The Inkwell

Student Media

---

4-14-1976

## The Inkwell

Armstrong State College

Follow this and additional works at: <https://digitalcommons.georgiasouthern.edu/inkwell>

---

### Recommended Citation

Armstrong State College, "The Inkwell" (1976). *The Inkwell*. 1341.  
<https://digitalcommons.georgiasouthern.edu/inkwell/1341>

This newspaper is brought to you for free and open access by the Student Media at Digital Commons@Georgia Southern. It has been accepted for inclusion in The Inkwell by an authorized administrator of Digital Commons@Georgia Southern. For more information, please contact [digitalcommons@georgiasouthern.edu](mailto:digitalcommons@georgiasouthern.edu).

Little Theatre

presents

KING LEAR

April 9 - 17

get your tickets now!

asc

# INKWELL

armstrong state college  
11935 abercorn street ext.  
savannah, georgia 31406

VOL. 40, NO. 22  
APRIL 14, 1976



Starting at the left top stairwell: Debra Drane, Sue Purvis, Debbie Garland, Ann Brady, Bridgette Burger, and Elaine Bush.

To the right stairwell, starting at the back, Cynthia Chambers, Nancy Bragg, Lynn Smith, Cheryl Callaway, Rosalyn Randall, Melodie Henderson, Lisa Audet, Angela Small, Vicki Denmark, Diane Edler. Now shown: Diane Livingston, Gaye Waller and Edith Sewell.

## Oriental Seminar Planned

There will be a seminar planned lasting for a period of six sessions concerning Orientals. The basic theme that this seminar will deal with is: "Human Rights From 1776 to 1976: A Humanistic Examination of Issues and Problems of Immigration with Emphasis on Oriental Women."

The purpose of this project is to provide an opportunity for the Orientals to become aware of human rights and values in a democratic society regardless of differences in race and culture. The purpose will be accomplished by providing an opportunity for dialogue between humanists and the audience. The humanism will be promoted as the participants gain a greater insight to their role in society and examine

humanistic issues and values. In order to achieve the objectives of the project, the following programs will be implemented:

**SESSION 1:** "Bill of Rights". (April 11, 1976, 2:00 p.m.) Humanist: Dr. Steve Y. Rhee

**SESSION 2:** "Legal Aid Program and Immigration Law" (April 18, 1976, 2:00 p.m.) Humanist: Mr. Steve Gottlieb

**SESSION 3:** "Government Welfare Policy" (April 25, 1976, 2:00 p.m.) Humanist: Mr. Joseph Nicholson

**SESSION 4:** "Race and Minority Problems" (May 2, 1976, 2:00 p.m.) Humanist: Dr. John Smith

**SESSION 5:** "Concept of Culture and Comparison of Asian Culture and American" (May 9, 1976, 2:00 p.m.) Humanist: Dr. George Worth

**SESSION 6:** "Problems and Issues of Interracial Marriages" (May 16, 1976, 2:00 p.m.) Humanist: Dr. Don Chang Lee

The lectures and discussions will be translated into Korean. The public is invited and there will be no admission fee. All the meetings will take place in Room 215 in the Fine Arts Building.

This program is financially assisted by the National Endowment for the Humanities through the Georgia Committee on Public Programs for the Humanities as a Bicentennial-related program. The Program Director for this seminar is Don Chang Lee, Ph.D., Georgia Southwestern College, Americus, Georgia, 31709. The Armstrong Campus coordinator is Dr. Steve Rhee of the Political Science Department.

## Who Will Be Miss Geechee?

The annual Miss Geechee Pageant, a preliminary Pageant to the Miss Georgia and the Miss America Pageants will be held April 17, 1976, in the New Fine Arts Auditorium. Nineteen contestants will seek the crown now held by Miss Linda Hodges. Linda represented Armstrong State College in the Miss Georgia Pageant and was a runner-up.

The nineteen contestants will compete in the areas of talent, swimsuit, evening gown (on stage), personality, and personal interview. Awards will be given in each of the contesting areas as well as Miss Congeniality. This year's winner will advance to the Miss Georgia Pageant to represent Armstrong State June 15 in a state-wide competition.

The contestants and a listing of their talents are as follows:

Miss Cinday Chambers: an 18 year old freshman, will perform a dramatic soliloquy from Joan of Arc, by George Bernard Shaw.

Miss Debbie Garland: a 21 year old sophomore, will recite an original poem to the theme of "The Homecoming".

Miss Debra Drane: a 21-year old sophomore, will sing a medley from "Mame," "Cabaret," and "Hello Dolly."

Miss Lisa Audet: a 20 year old junior will dance to the "King of the Road".

Miss Edith Sewell: a 20-year old sophomore, will sing "I Am Blue".

Miss Gay Waller: a 21 year old junior, will play on the piano, selections from Elton John, and a ragtime boogie number.

Miss Lynn Smith: a 19 year old freshman, will sing "How

Lovely To Be A Woman".

Miss Nancy Bragg: a 19 year old freshman, will perform a tap dance.

Miss Diane Livingston: a 19 year old freshman, will play the organ and sing "Secret Love".

Miss Cheryl Calloway: a 19 year old freshman, will perform a modern belly dance.

Miss Rosalyn Randall: a 22 year old sophomore, will perform a comedy cooking lesson.

Miss Anne Brady: a 20 year old sophomore, will play on the piano Albumblatt (Für Elise) by Beethoven.

Miss Elaine Bush: a 19 year old sophomore, will perform a dramatical presentation from "The Wiz".

Miss Bridgett Burger: an 18 year old freshman, will recite poetry to the theme from "Born Free".

Miss Vickie Denmark: a 19 year old freshman, will perform a modern ballet to "Softly as I Leave You".

Miss Diane Edler: a 21 year old junior, will perform a modern jazz dance to the "hustle".

Miss Angela Small: an 18 year old freshman, will sing an opera presentation entitled "Summertime".

Miss Melodie Henderson: an 18 year old freshman, will perform a ballet.

An enjoyable evening of entertainment and surprises is promised for all. Students, staff, and the general public is cordially invited.

Can you guess who Miss Geechee for 1976 will be?

## Student Government Elections

Deadline to file is 5:00 p.m. Tuesday, April 13th.  
Elections will be held April 20, 21, and 22.

Available offices are: President, Vice President, Secretary, Treasurer, Union Board (four seats), Senate, Departmental, At-Large (two Seats), and Sophomore (four seats).



# News Shorts

## BEOG Workshop

There will be a workshop regarding the Basic Educational Opportunity Grant Program on campus April 13 in Fine Arts 215. The program is for persons who work closely with students (financial aid officers, high school counselors, admissions officers, and fiscal officers) to provide information about the Basic Grants Program for students attending post-secondary institutions.

## Industrial-Technical Openings

The Deering-Milliken Company Incorporated will be interviewing for industrial-technical openings on April 14. Contact Ms. Payne in the placement Office for appointments and information on placement activities.

## Wanted To Rent

Anyone who has (or knows of) a place at Savannah Beach to rent the week of June 7 call Mrs. Hunnicutt at 925-3774. Responsible party would like reasonable rent.

## Friends of World Teaching

Friends of World Teaching is pleased to announce that hundreds of teachers and administrators are still needed to fill existing vacancies with overseas American Community schools; international, private, church-related, and industry-supported schools and colleges in over 120 countries around the world. F.W.T. will supply applicants with updated lists of these schools and colleges. Vacancies exist in almost all fields at all levels. Foreign language is not required. Qualification requirements, salaries, and length of service vary from school to school but in most cases are similar to those in the U.S. For further information, prospective applicants should contact: Friends of World Teaching, P.O. Box 6454, Cleveland, Ohio 44101.



## Shiloh Morning Is Coming

Shiloh Morning, a five piece rock band whose music has been acclaimed as a cross between the Moody Blues, Crosby, Stills, Nash and Young, and the Eagles, will appear in concert on Friday, April 16, 1976 in the Fine Arts Auditorium at 8:00 p.m. Admission is free.

The group has made various guest appearances with such stars as the Beach Boys, Harry Chapin, and James Taylor and has recorded their first album on the TRC label entitled "Shiloh Morning." Vocalist Jeannie McGill has been compared with singing artist Karen Carpenter although reports suggest that she is not an imitator. The album is

acoustically oriented and, according to promoters, the LP is worth a listen. Some of the better cuts include "Nights in White Satin", "Riverside," and several original compositions.

Shiloh Morning has also made various appearances in U.S. colleges and universities and were recently selected as one of the outstanding new groups by the college and university Entertainment Conference. The musicians are also planning a European tour.

Shiloh Morning is comprised of four male members and one female, vocalist Jeannie McGill Walker. Ms. Walker plays both tambourine and wood block.

Mark Hancock, who plays keyboard, mellotron, acoustical guitar and banjo, carries secondary vocals and is one of the composers within the group. His most celebrated song from the album "Shiloh Morning" is "Just Like the Other Day." Mr. Hancock evidently utilizes his keyboards in the tradition of the Moody Blues.

Ken Schiedler is the group spokesman and plays four guitars, emphasizing on the 12 string acoustic and lead guitar. He has also composed numerous tunes. Especially noteworthy are "Too Far Behind" and "A Final (Please See Page 8)

## Sculpture Scheduled For ASC Showing

On Sunday, April 11, the Fine Arts Gallery at Armstrong State College will open an exhibition of drawings and sculpture by William J. Thompson, Professor of Art at the University of Georgia.

Mr. Thompson studied at the Art Student League in Woodstock, the Rhode Island School of Design, and Cranbrook. His work has had national attention and is particularly well known in Ohio and Georgia where he has taught art at the university level.

At a time when sculpture has become predominately secular and abstract, Mr. Thompson is noteworthy for the number of figurative, ecclesiastical commissions he has received, the largest being a 30 foot carved limestone relief for the facade of St. Christopher's Church in Columbus, Ohio in 1962.

His six-foot "Archangel" won the 1967 Southern Sculpture Exhibit award in 1969-70 and was included in the Smithsonian National Traveling Exhibition.

He has created, on commission, altar gates, crosses, relief and free-standing figures in a variety of media — bronze, brass, fiberglass, limestone and cement.

In the genre of secular public monuments, Mr. Thompson is responsible for a nine foot commemorative sculpture in cast stone of John F. Kennedy at the University of Dayton. His fourteen foot bronze of Senator Richard R. Russell stands on the grounds of the State House in Atlanta on a site also designed by the sculptor.

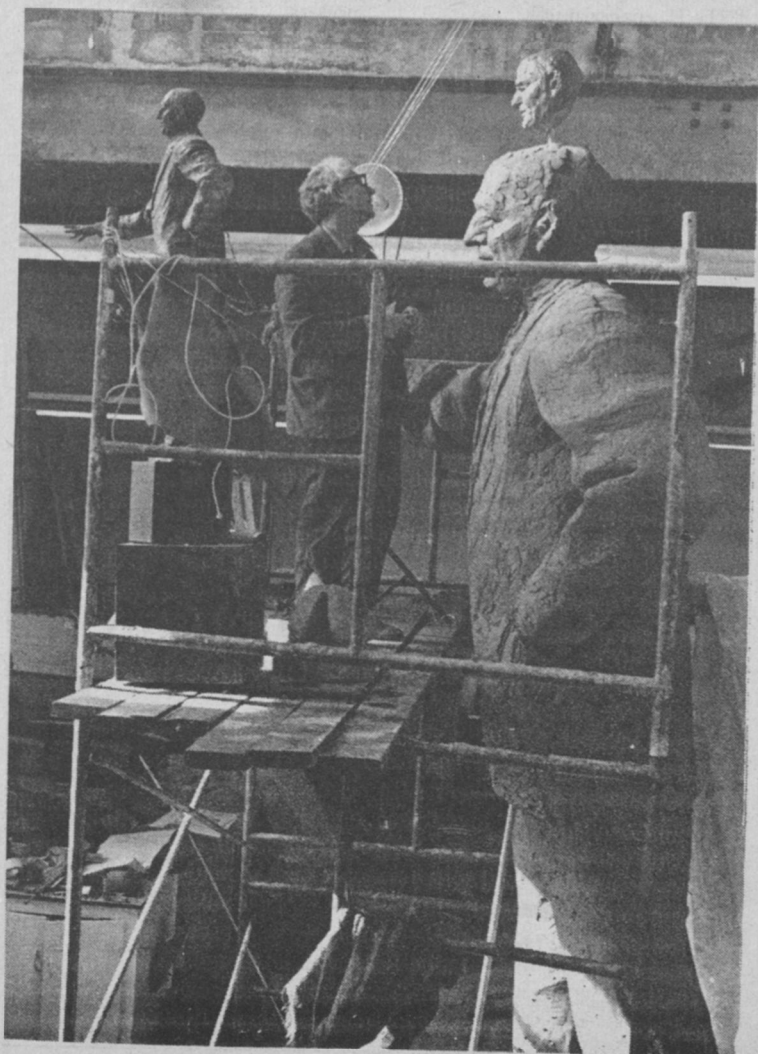
Thompson has won awards for his drawings and graphics as well as for his sculpture. He is represented by the Grand Central Moderns Gallery in New York and has participated in numerous shows in many states. Private collections, both American and European, include his work.

The artist will attend the opening of his exhibition April 11, from 3 to 6 p.m. and the public is invited. The exhibition continues through April 30.

## Inkwell Staff

Editor	Michelle Kilbourne
Assistant Editor	Alisa Pengue
Business Manager	Chugk Burke
News Editor	Suzi Satterfield
Sports Editor	Bill Miller
Photography Editor	Dee Bowers
Staff	Jo Lyn Banner, Eddie Donato, Carl Elmore, Hugh Futrell, Otis Hayward, Mark Worsham, Elizabeth Salley
Photography Staff	Ned Gwinner, Jeff Hennige, Robert Savage

Need to get something in our publication? Contact the Inkwell office, Room 215 MCC or Ext. 324.



Mr. Thompson at work on the 14' portrait of Richard Russell.



# This World Will Self-Destruct In...Restore Sanity

by Suzi Satterfield

The Atomic bomb, which has loomed on the world's horizon for so long, has been given the potential to grow into an even larger monster. The Strategic Arms Limitation Talks (SALT) have not curbed the Soviet-American arms race. The latest agreement would allow both sides to pile overkill on overkill, destruction of the world and everything on it an estimated 10 times. It is difficult to comprehend the necessity for this when even cats are reputed to have only 9 lives.

Even with a \$100 billion military budget, the Administration is asking taxpayers to pay for nuclear weapons to prevent "blackmail" by the Soviets. In 1975, our nuclear arsenal had the power of 615,385 Hiroshima bombs. . .so who is blackmailing whom?

Of course, leaders of the Soviet Union use the same arguments. Threat against threat, the superpowers antagonize each other into more weapons of mass destruction which cannot be used for any rational purpose. While our governments play expensive war games, additional problems also work toward undermining the people's security.

India has become the sixth nuclear nation. Some experts think Israel has atomic weapons, and even Argentina, Brazil, Pakistan, and South Africa are scrambling for "the bomb". Under the terms of the SALT agreement, the U.S. could deploy 16,000 H-bombs by 1985, the Soviet Union at least 10,000. Each H-bomb can destroy a city.

Will we ever reach 1985, when we can enjoy the security of knowing that there are 26,000 H-bombs in the arsenals of just two nations?

There is an alternative to the run-away bomb-oriented policy, which is based on a humanist worldview, international cooperation, and substantial multinational disarmament. The organization which promotes such a policy, appropriately called SANE, has been working toward this goal for 18 years. SANE has lobbied against weapons of mass annihilation and for reduction of arms since 1958. This may sound idealistic, but peace has always been achieved through the unification of people who are willing to work for it. SANE is in need of more members and money to overcome the accumulated baggage of cold-war attitudes and interests.

I urge you to join SANE and work to turn the arms race around. It is an investment in the future -- a future that could easily become non-existent at the push of a button.

National SANE  
318 Massachusetts Ave., N.E.  
Washington, D.C. 20002

# Pig Brother Is Watching You or Are We Passively Watching Him?

by Dave Fountain

Anyone who looks through a newspaper will usually find in the food section an ad about a pig advertising such low-priced meat products such as pork, ham, and bacon for fifty cents less per pound. It appears on the surface to be a generous bargain in times of rising meat prices, but a closer look reveals that a pig is actually advertising pork, his own flesh. Suddenly, one sees him as a traitor to his own kind, and this reminds us of the Spirit of '76, and how we have traitors as well as loyal American citizens.

This year, many citizens are advertising our country's 200th birthday and have painted their Cadillacs and Ford in bright red, white, and blue. They wear these colors as part of their everyday clothing, and even speak in terms of red, white, and blue. We are happy to know that so many people care about America.

But there is the other kind of citizen who really doesn't care. He may be a socialist, a communist, a Nazi, a Ku Klux Klan member, a radical, or a liberal. This type chooses to sacrifice our freedom for what he thinks is a better system. He refers to it as capitalism, and will do everything he can to tear down our freedoms in order to do away with the capitalistic bit. He believes that capitalism is becoming obsolete, and socialism is the "in" thing. He will preach that capitalism oppresses the poor and puts too much money into the pockets of the rich. He advertises the bargains that socialism tries to offer, in order to sell our freedoms away. He is the type of person who wants to introduce anti-gun legislation in order to reduce crime. This violates our constitutional right to bear arms, and it's likely to leave us defenseless in case of a widespread revolution. (In addition, outlawing guns is not the answer to the rising crime rate; many criminals will obtain their weapons through black marketing).

Fellow Americans, these traitors who want to eliminate capitalism in our country ought to move out of this country if they don't like it. They don't quite know what life is all about in Russia, China, and any other socialist state. They should learn to value our freedom, because nothing in the whole world can be priced as high as freedom.

What can we do? We can actively participate in elections and vote for any candidate who is willing to defend America's freedoms. If we don't, we end up allowing the pigs to betray our freedoms, selling them off like pork.

# Declaration of Interdependence

by Carl B. Elmore

In college circles there has, as of late, been a disquieting trend. This is the movement away from the study of language. This bothers me particularly. And by the way, one of the country people I mentioned in my original letter to Dr. Ashmore plans to return fall quarter. For Don Camillo, and the girl in Daytona who pulled me up on the end of a shot cord when my surfboard popped back and hit me in the head, leaving me wondering who got the worst ding -- me or my board. Pardon me if I write grumpily, my left knee is full of fluid. The entity that we call history, culture, and civilization is bound up in language. Great books, monuments and works of art are products of alienation or meeting by groups. Our past, through the creations of meeting or alienation, is contained in language.

As a concept, language is perhaps the largest humanity has to contend with. Granted, the concept of mathematics is at least as large as language, but it contains various undefineable points. Yet the same is true of language. We find ourselves confronted with two equal concepts; both used in daily life, and both flawed.

A segment of the academic realm is in hot pursuit of these "cracks in the Liberty Bell." And a fantastic chase it is. The trouble is: the farther you go up the crack, the more likely you are to split the bell. The quest seems to be a competitive one: Calculators and talkers, going and headed for the same place. Ultimately, as they can't split the bell, they simply become it: adding more material either thickening the bell or forcing the crack shut. Either way, the true tone of the bell is lost.

Language and mathematics are multi-dimensional. Each has influenced the growth of the other. From simplistic to cosmically abstract have grown these two. So large in fact that much of education has gone into an abstract realm. Which, when you get right down to it, is a rather singular realm.

Higher education, at least what I have seen, has gone more toward mathematics. If this line is continued, at some point in the future, we will all speak numbers, and ultimately become numbers. "Hey 25-15-22!" At that point our origin in language will become untraceable. I am obviously hoping that concepts of language and math will share equally long life.

But my hopes are greater simply than language in higher education. Perhaps language instruction should begin at a pre-school level. Children could become at least bilingual, if not multi-lingual. This is the seed of cultural meeting. At, say, high school level, international exchange programs financed by an international economic system would be possible. Young people if they desired, could travel, explore and meet other cultures. Then during the returning school session, there would be some real tales to tell.

This exchange seems both pragmatic and idealistic. What I am espousing is the birth of a renaissance generation. I think it is only by the birth of such a generation that the foundations for peace on earth can be laid.

Written affectionately for my editor and the people at the presses, and Al Cooper, the need for this marriage appeals to me as a more desirable trend.

## EDITORIALS

It is the policy of the Inkwell to differentiate personal opinion and editorial opinion on this page by the use of by-lines and the lack of them respectively. A by-line is the name of the author of the article printed between the headline and the article. Any article with a by-line expresses the opinion of the author and does not express that of the Inkwell, administration, faculty or student body. Articles without by-lines express the opinion of the majority of the editorial staff.





# PUBLIC OF Backfield In Motion:

How do you feel about the  
public their own evaluation  
saying that it is their right  
as they are the source

Dr. Steve Rhee, Political Science Department: I am strongly inclined to agree with the option that the professors now have in letting their evaluations be put in the Library for all to see at their own discretion rather than resorting to mandatory requirement applicable to all the faculty members. Concerning the student's right to see the result of their evaluations of the teachers, I still feel that the individual professors should be granted a certain option in terms of placing their evaluations on record. I am more inclined to look at the option that is given to the professors.

Dr. Jimmie Gross, History Department: I support the faculty's position which affords the opportunity for those who desire to make public their evaluations and those who choose not to, to be granted the choice. Concerning the right of the student to see the evaluations, you have to understand that there are two rights involved: The privacy of the teacher, and that these evaluations are a collective source of information, not from the individual student, by the time the teacher gets this report. I think that if the teacher chooses not to have that information made public, then the students should honor and respect the teacher's right to exercise his choice. Personally, I would let mine be of public record in the library. I would post it on my door; I don't think that it would make a great deal of difference to anyone if I did because most of this is reduced to statistical data. The purpose of this evaluation is not to make the results public information. The evaluation was instituted for other reasons and serves other purposes. For that reason, I would not force a professor to make public his report if he doesn't want to.

Sister M. Bonaventure, Head of the Nursing Department: I am not opposed to having evaluations put on public record; however, I do strongly feel that it is up to the individual teacher to choose whether he wants his evaluation to be put on file in the Library for all to see. I think that each student, if he feels that it is his right to know the results, should individually contact the professors, that the student should discuss this with the teacher. I don't think that it would be right for anyone to make it mandatory that all evaluations be put on record for everyone to see. I think that something like this should be handled individually.



Dr. Steve Rhee



Sister Bonaventure



Dr. Jimmie Gross

Many students have expressed an interest in having each quarter known to them on an overall basis. The faculty member may put his evaluation on reserve at ASC had this choice prior to any faculty motion purpose and has completely ignored the matter at hand.

Three or four years ago a committee was formed for judging teaching performances. The committee consisted of such an evaluation and eventually became interested in the students in the various classes of a particular professor. The evaluations from each of the departments on campus interested in knowing about the faculty member's teaching.

It was found that the existing evaluations held a need to create a new instrument which would represent the

A form was constructed and administered to the instrument is that same instrument with the exclusion of facilities. This form contains thirteen items that deal with such as coming to class on time and keeping office hours student concerning the course and the effectiveness of the

The committee members took the results of the questions appeared to be arriving at the kind of instrument the committee tried to determine, in terms of the overall teaching were being used as a basis for forming that he felt his professor was the greatest, the committee opinion on.

Some of the reasons as to why the committee is sometimes students evaluate teachers solely on personal along these lines. Was the student being objective or themselves toward a couple of not-to-important categories last year's analysis the committee found that the student over any other and, for the most part, they answer that the instrument is evaluating each teacher on his personal instrument is accomplishing its purpose.

The committee did find some peculiarities, especially the evaluations did depend somewhat upon the experience among students at lower levels. At the junior and senior level be due to the fact that juniors and seniors are usually with a more inherent interest. It is also supposed that little less concerned with the knowledge he is accumulating.

The instrument was a success and provided summary of the school. The puzzle that arose was whether or not the available to the students. Since no formal decision was made by the faculty and, in hopes of getting it passed, the members of the faculty posed the following arguments: the students would insure their voluntary cooperation with the administration if information could prove useful to the students and eliminate the circulation about particular teachers. In the long run, the form an opinion about which professors are competent and which professors are deficient in some respect. It was a process for evaluation. To imply that no one is going to report did not get into the library was not intended as a

At the following faculty meeting, the motion was made before, it does not change the outcome of instrument

Some professors argued, though, that the instrument should be put before student discretion. What must be considered will achieve the desired results for student accessibility. The faculty will devise a reliable and valid instrument that would be based on the fact that the faculty member is going to look at the results of the worth continuing. If the instrument has shown a particular area, you would not expect him to hide it. Theoretically, the instruction, not cover faulty instruction up.

At present, student accessibility to the evaluations is being handled by members of the committee that students do not begin contacting the heads of departments and making their



# ION POLL

## uating The Professors

option to make  
the students are  
all the evaluations,  
the information?

the faculty evaluations conducted  
motion, as it now stands, states that  
he so chooses. Since the professors  
suggested that the motion holds no

of creating an effective method in  
er of different means of carrying out  
on form that would be completed by  
committee collected existing copies of  
what the departments were already  
ance.

nt of uniformity, enough uniformity  
ady expressed.

departments last winter, 1975. The  
ons dealing with the use of library  
al aspects of a teacher's performance  
contains an overall evaluation by the  
teaching the material for the course.

ions to determine whether or not the  
at would prove useful. Secondly, the  
that attributes of a particular person's  
tion. In other words, if a student said  
to know what the student based his

knowing the basis for opinion are that  
difficulty of the course, or something  
did the students always tend to orient  
ore anything more substantial? From  
tend to choose one or two categories  
objectively. The committee feels that  
ngths and weaknesses and, that the

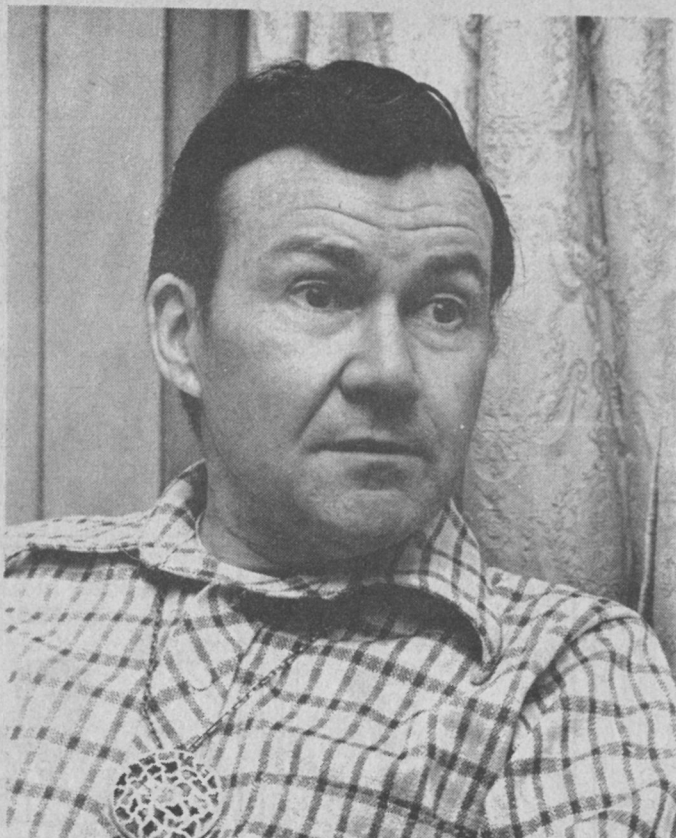
first administration of the test, in that  
this was more often than not found  
was not as evident and it is believed to  
majors at this time, taking courses  
of junior or senior, the student is a

professors, their departments, and to  
make the results of the evaluation  
made, a motion was put before the  
committee and some members of the  
of the information and, in order to  
should receive feedback; and the  
ted antedotal information that often  
that the student would be able to  
ought to be rewarded because of it  
ted for the instrument to be the sole  
ther a professor is good or bad if the

present state and passed. As stated  
any great degree.

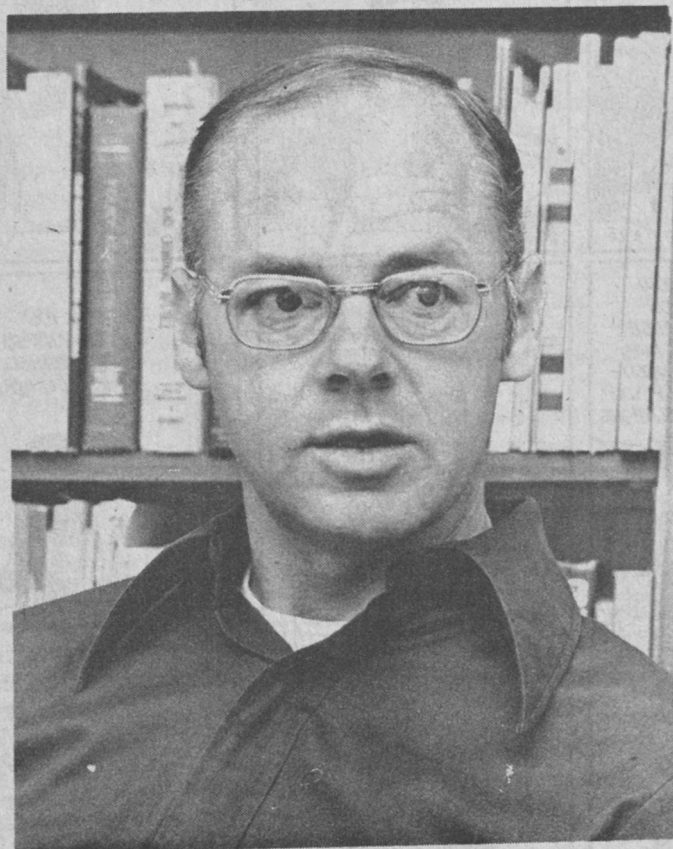
ufficiently valid or reliable enough to  
that if this is true, no evaluation form  
of these professors would be able to  
their reputation though? If you assume  
positive action, then the instrument is  
to be especially deficient in certain  
ment should improve the quality of

unresolved. It has been suggested by  
evaluation, but take positive action by  
and understood.



Dr. Hugh Pendexter, III

Dr. Hugh Pendexter, III, Head of the English Department: I suppose it's sound. In this way, if a professor wants public evaluation, he can get it. I don't think that, just because the students are the source of the evaluation, that it is their right to see the results of that evaluation. I think for a student to demand that this is their right, then this is rather silly. I supply information to the census, but they don't feed me back the information. I don't feel that the student is compelled to evaluate a teacher if he doesn't want to. I don't see where the evaluation process will be hampered by not publicizing all the teachers evaluation. I don't think that it will make a difference to the students. The uncooperative student will be uncooperative, anyhow. Concerning my personal views, I don't like the evaluation as it is. I think that we did a much better job when we had our own tailored to the department's actual needs. In that way, I got the evaluation results reasonably soon; they answered something that was useful to us. So far the evaluation that has been done campus-wide have asked a lot of questions that had very little relevance to what the English teachers are trying to do. Questions like: "Do you feel close to your teacher?" I don't see that questions of those type are of any great value. In the second place, I have never gotten the results in a form that I could understand at a time when I could use them. They always come long after I have been required to evaluate the faculty members for the year. And they have come in a tabular form that is virtually useless unless you are a statistician. For my money, I would like to go back to the departmental evaluations, where each department worked out its own questionnaire and found the time to ask the students to cooperate. If the students wanted to, fine, and if they didn't, well it was up to them.



Dr. Paul Johnson

Dr. Paul H. Johnson, Department of Criminal Justice: First of all, I think that an evaluation is a very valuable tool for any professor as it is for a student. I think that this is something that we should retain in the system because it is one of the measurement devices that we have to know how effective we are. I am in favor of the choice of a professor to put his evaluations on file to be available to the public, for the students. If we put these evaluations on file in the library, we are saying that not only is it available to the students, but it is available to anyone; it becomes public domain. Anyone can go into the library. The only question that I have about this is the uses it may be put to, other than what it is originally intended for, which is a professor's way of evaluating his own effectiveness in the classroom. If the option was not there for the teachers to choose whether or not they wanted their evaluations on public record, then I would object. If the purpose is not subverted, then I think it is an excellent idea for the students to see the results of the evaluations that they themselves gave the teachers. However, I do think there are other possibilities here so that the student and the professor can be made aware of each other's thoughts. There are other options which might be equally as desirable, for example: having these evaluations on call in the department office. That would be my particular choice. That way, you would reserve some of the privacy involved and you also protect the professor from the obvious abuses of having this system of having them all on public record. The evaluations are to serve a particular purpose: better teaching. Personally, I insist on those evaluations and I look them all over. They are available to me from the department head and I take them very seriously. It would be alright to me to have mine on file in the library, but this can get out of hand. These evaluations can be used as a part of a popularity contest. Students can go over there and judge a professor just on what is on file; this is one of the major disadvantages, one of the abuses. Obviously, a professor that receives a poor rating wouldn't put his in the library anyway, if he has the choice. Teachers with excellent ratings would be happy to have their's over there. After all, no one likes to show their dirty laundry. This process of having all the evaluations put on record could undermine the original purpose of this tool. It would become highly selective. Only those who had good reports would end up putting their's in.



# PUBLIC OPINION POLL

## Backfield In Motion: Evaluating The Professors

Dr. Steve Rhee, Political Science Department: I am strongly inclined to agree with the option that the professors now have in letting their evaluations be put in the Library for all to see at their own discretion rather than resorting to mandatory requirement applicable to all the faculty members. Concerning the student's right to see the result of their evaluations of the teachers, I still feel that the individual professors should be granted a certain option in terms of placing their evaluations on record. I am more inclined to look at the option that is given to the professors.

Dr. Jimmie Gross, History Department: I support the faculty's position which affords the opportunity for those who desire to make public their evaluations and those who choose not to, to be granted the choice. Concerning the right of the student to see the evaluations, you have to understand that there are two rights involved: The privacy of the teacher, and that these evaluations are a collective source of information, not from the individual student, by the time the teacher gets this report. I think that if the teacher chooses not to have that information made public, then the students should honor and respect the teacher's right to exercise his choice. Personally, I would let mine be of public record in the library. I would post it on my door; I don't think that it would make a great deal of difference to anyone if I did because most of this is reduced to statistical data. The purpose of this evaluation is not to make the results public information. The evaluation was instituted for other reasons and serves other purposes. For that reason, I would not force a professor to make public his report if he doesn't want to.

Sister M. Bonaventure, Head of the Nursing Department: I am not opposed to having evaluations put on public record; however, I do strongly feel that it is up to the individual teacher to choose whether he wants his evaluation to be put on file in the Library for all to see. I think that each student, if he feels that it is his right to know the results, should individually contact the professors, that the student should discuss this with the teacher. I don't think that it would be right for anyone to make it mandatory that all evaluations be put on record for everyone to see. I think that something like this should be handled individually.



Dr. Jimmie Gross



Dr. Steve Rhee



Sister Bonaventure

How do you feel about the option to make public their own evaluation, the students are saying that it is their right to all the evaluations, as they are the source of information?

Many students have expressed an interest in having the faculty evaluations conducted each quarter known to them on an overall basis. The motion, as it now stands, states that a faculty member may put his evaluation on reserve to be so chooses. Since the professors at ASC had this choice prior to any faculty motion, it is suggested that the motion holds no purpose and has completely ignored the matter at hand.

Three or four years ago a committee was formed for the purpose of creating an effective method in judging teaching performances. The committee consisted of different means of carrying out such an evaluation and eventually became interested in a form that would be completed by the students in the various classes of a particular professor. The committee collected existing copies of evaluations from each of the departments on campus and found that the departments were already interested in knowing about the faculty member's teaching.

It was found that the existing evaluations held a measure of uniformity, enough uniformity to create a new instrument which would represent the commonly expressed.

A form was constructed and administered to the departments last winter, 1975. The instrument is that same instrument with the exclusion of dealing with the use of library facilities. This form contains thirteen items that deal with aspects of a teacher's performance such as coming to class on time and keeping office hours. It contains an overall evaluation by the student concerning the course and the effectiveness of the teaching the material for the course.

The committee members took the results of the first motions to determine whether or not the questions appeared to be arriving at the kind of information would prove useful. Secondly, the committee tried to determine, in terms of the overall attributes of a particular person's teaching were being used as a basis for forming that opinion. In other words, if a student said that he felt his professor was the greatest, the committee to know what the student based his opinion on.

Some of the reasons as to why the committee is interested in knowing the basis for opinion are that sometimes students evaluate teachers solely on personality of the course, or something along these lines. Was the student being objective or did the students always tend to orient themselves toward a couple of not-to-important categories anything more substantial? From last year's analysis the committee found that the students tend to choose one or two categories over any other and, for the most part, they answer the questions objectively. The committee feels that the instrument is evaluating each teacher on his particular strengths and weaknesses and, that the instrument is accomplishing its purpose.

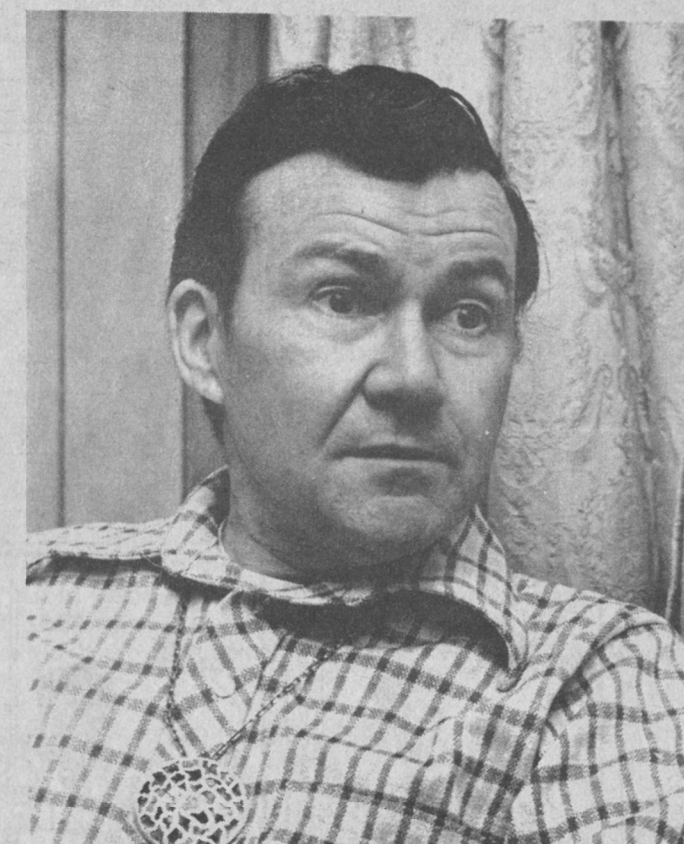
The committee did find some peculiarities, especially in the administration of the test, in that the evaluations did depend somewhat upon the expectations of the student. This was more often than not found among students at lower levels. At the junior and senior levels was not as evident and it is believed to be due to the fact that juniors and seniors are usually more mature at this time, taking courses with a more inherent interest. It is also supposed that a junior or senior, the student is a little less concerned with the knowledge he is accumulating.

The instrument was a success and provided summary of the professors, their departments, and to the school. The puzzle that arose was whether or not to make the results of the evaluation available to the students. Since no formal decision had been made, a motion was put before the faculty and, in hopes of getting it passed, the members of the committee and some members of the faculty posed the following arguments: the students should receive feedback; and in order to insure their voluntary cooperation with the administration, the information should be made available to the students and eliminate the anecdotal information that often circulates about particular teachers. In the long run, the student would be able to form an opinion about which professors are competent and which professors are deficient in some respect. It was suggested for the instrument to be the sole process for evaluation. To imply that no one is going to make a professor is good or bad if the report did not get into the library was not intended as well.

At the following faculty meeting, the motion was changed to its present state and passed. As stated before, it does not change the outcome of instrument evaluation to any great degree.

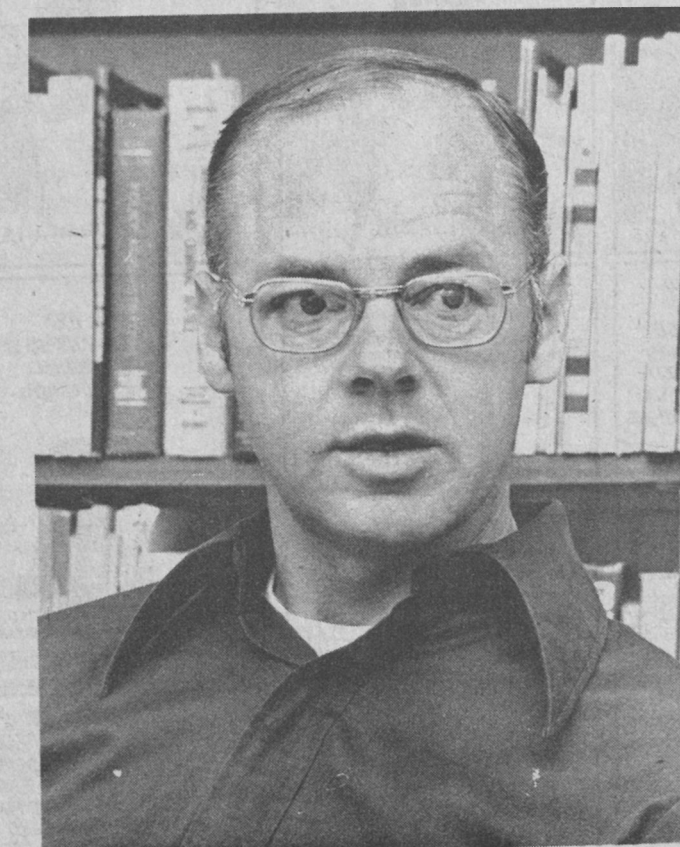
Some professors argued, though, that the instrument was not sufficiently valid or reliable enough to be put before student discretion. What must be considered is that if this is true, no evaluation form will achieve the desired results for student accessibility. If these professors would be able to devise a reliable and valid instrument that would be more accurate in its evaluation, then the instrument is worth continuing. If the instrument has shown a particular deficiency in certain areas, you would not expect him to hide it. Theoretically, the instrument should improve the quality of instruction, not cover faulty instruction up.

At present, student accessibility to the evaluations still remains unresolved. It has been suggested by members of the committee that students do not boycott the evaluation, but take positive action by contacting the heads of departments and making their position known and understood.



Dr. Hugh Pendexter, III

Dr. Hugh Pendexter, III, Head of the English Department: I suppose it's sound. In this way, if a professor wants public evaluation, he can get it. I don't think that, just because the students are the source of the evaluation, that it is their right to see the results of that evaluation. I think for a student to demand that this is their right, then this is rather silly. I supply information to the census, but they don't feed me back the information. I don't feel that the student is compelled to evaluate a teacher if he doesn't want to. I don't see where the evaluation process will be hampered by not publicizing all the teachers evaluation. I don't think that it will make a difference to the students. The uncooperative student will be uncooperative, anyhow. Concerning my personal views, I don't like the evaluation as it is. I think that we did a much better job when we had our own tailored to the department's actual needs. In that way, I got the evaluation results reasonably soon; they answered something that was useful to us. So far the evaluation that has been done campus-wide have asked a lot of questions that had very little relevance to what the English teachers are trying to do. Questions like: "Do you feel close to your teacher?" I don't see that questions of those type are of any great value. In the second place, I have never gotten the results in a form that I could understand at a time when I could use them. They always come long after I have been required to evaluate the faculty members for the year. And they have come in a tabular form that is virtually useless unless you are a statistician. For my money, I would like to go back to the departmental evaluations, where each department worked out its own questionnaire and found the time to ask the students to cooperate. If the students wanted to, fine, and if they didn't, well it was up to them.



Dr. Paul Johnson

Dr. Paul H. Johnson, Department of Criminal Justice: First of all, I think that an evaluation is a very valuable tool for any professor as it is for a student. I think that this is something that we should retain in the system because it is one of the measurement devices that we have to know how effective we are. I am in favor of the choice of a professor to put his evaluations on file to be available to the public, for the students. If we put these evaluations on file in the library, we are saying that not only is it available to the students, but it is available to anyone; it becomes public domain. Anyone can go into the library. The only question that I have about this is the uses it may be put to, other than what it is originally intended for, which is a professor's way of evaluating his own effectiveness in the classroom. If the option was not there for the teachers to choose whether or not they wanted their evaluations on public record, then I would object. If the purpose is not subverted, then I think it is an excellent idea for the students to see the results of the evaluations that they themselves gave the teachers. However, I do think there are other possibilities here so that the student and the professor can be made aware of each other's thoughts. There are other options which might be equally as desirable, for example: having these evaluations on call in the department office. That would be my particular choice. That way, you would reserve some of the privacy involved and you also protect the professor from the obvious abuses of having this system of having them all on public record. The evaluations are to serve a particular purpose: better teaching. Personally, I insist on those evaluations and I look them all over. They are available to me from the department head and I take them very seriously. It would be alright to me to have mine on file in the library, but this can get out of hand. These evaluations can be used as a part of a popularity contest. Students can go over there and judge a professor just on what is on file; this is one of the major disadvantages, one of the abuses. Obviously, a professor that receives a poor rating wouldn't put his in the library anyway, if he has the choice. Teachers with excellent ratings would be happy to have their's over there. After all, no one likes to show their dirty laundry. This process of having all the evaluations put on record could undermine the original purpose of this tool. It would become highly selective. Only those who had good reports would end up putting their's in.



DOONESBURY

by Garry Trudeau



**The Little Theatre  
presents  
KING LEAR**

**April 14-17  
8:30 P.M.**

**For ticket  
information  
Call 233-7764**





# Doobie Brothers In Concert With Pablo Cruise



The Doobie Brothers, who will perform in concert with Pablo Cruise on April 16 at 8:00 p.m. in the Civic Center, are shown above at Savannah's own Fort Pulaski. The photo was taken by local photographer Mark Eversoll and the group thought so much of it that they are now using it in their national publicity effort.

## Eisenman On The Issues

Abe Eisenman, a presidential candidate, will be coming to Armstrong State College to speak with the students concerning his campaign. Hopefully, his speech will be the first of many speeches by other presidential candidates. Eisenman will be here on April 15, 1976 at 12:30 in the Fine Arts Auditorium.

The following interview will give the students a preview to what Eisenman's platform is concerned with.

**INKWELL:** What are your views on abortion?

**EISENMAN:** I think that abortion is a secondary issue, but it is a highly emotional issue. I believe that the Constitutional right of the woman to abortion should be maintained, because, those women who don't want to have one don't have to. After all these years of women having to have abortions for medical reasons, or, for whatever reason you call it, abortions, now under the doctor's care is the best thing that could be. I would definitely support abortion.

**INKWELL:** What do you call the Communist Threat?

**EISENMAN:** The communist threat is classified as both Russia and China, but the predominate threat is from the Soviet Union, because they have been working with the Third World powers, therefore making gains in other parts of the world. The threat involves the multinational corporations that the US has in other countries if those countries should come into the hands of the Communists.

**INKWELL:** How do you feel about the economic monopoly in the US?

**EISENMAN:** I don't believe

that we should try to break up the big corporations. There is a certain efficiency, although there is a certain monopoly and a presence of corruption. But, with the power of the government to tax, I would certainly be able to tax them.

**INKWELL:** How do you feel about those people who are on the food stamp and welfare program that feel they can make more money by doing nothing? What would be your plan concerning this?

**EISENMAN:** Of course, in my program involving a great deal of money, there is going to be an occurrence of rip-offs. However, it is my belief that we need more money and more programs for the Health, Education, and Welfare. I take it even a step further. Although there is a General Accounting Office in Washington that checks the money, I believe that there should be this type of office located in every state to watch every federal dollar spent. In this way, we will be able to eliminate quite a few rip-offs.

**INKWELL:** How do you feel about corruption in the government? How would you go about putting people more at ease with their government, giving them more confidence? Also, what ticket will you be running on?

**EISENMAN:** First of all, I am running on the Democratic ticket. To answer the other question, I think that we have to change our whole philosophy of directing so much of our billions for war economy to directing so much of our billions to Health, Education, and Welfare. Then, if you have a government of the people, by the people, and for

the people, you surround yourself with leaders from fifty states, thereby setting up a government of honesty, a government working for the people. I think that will change the whole political climate in Washington.

**INKWELL:** Many of your opponents are interested in the instigation of socialism, as in socialized medicine. How do you feel about this?

**EISENMAN:** There is no doubt that doctor's bills and hospital costs have gotten so terribly high, that people cannot afford them. One of the great tragedies is that the older people, some well into their 70's cannot afford to pay, and they are the ones who are getting the sickest. I definitely believe in national health insurance program for the United States. The word "socialism" connotes a bad image, because it implies complete control by the government. The Federal government has got to step in with a national insurance program that eliminates the red tape and the rip-offs. This could be one of the greatest things that you could do for the American people.

**INKWELL:** What primary will you be running?

**EISENMAN:** The only primary that I will be running in is the Georgia Democratic Primary of May 4, which will be for the whole state of Georgia. I hope to make a good showing. Although it is a hard fight, because it is a fight without money or organization, I am happy to say that I have four delegates, and they are getting a petition to be on the ballot

(Please See Page 8)

'Listen to the Music"  
'China Grove"  
'Black Water"

The group responsible for these three hit records and many others -- the Doobie Brothers -- will be appearing in concert Thursday, April 15 at 8:00 p.m. at the Savannah Civic Center. Pablo Cruise is also on the bill.

The Doobie Brothers have had very few number one records though. Not one of their many hit singles has gone gold.

Yet quietly and without the fanfare expected around a top rock artist, because they are musicians first and celebrity is low on their list of priorities, the Doobie Brothers have become a phenomenon in American popular music.

Their hit singles, rather than selling gigantically, have acted as pointers to their albums, which have sold well enough to make them the best-selling in Warner Brothers Records catalog and it seems that each of their albums is better than its predecessor.

"They are the only band to go on to that second state," Jeffrey Baxter, who left Steely Dan to join the Doobies recently, told an interviewer. "Rather than split up to do solo albums, the group went ahead and added new people, created new music. Instead of all that energy exploding, it is imploding."

On their last tour of the States in late 1974, a drum teacher accompanied the band, an illustration of the Doobies' quest for expanding their boundaries. Whenever possible recently, Little Feat keyboardist Bill Payne, who regularly records with the band, joins them on stage to add still another dimension to their sound.

Behind the six musicians is a complex and creative organization, from their producer Ted Templeman, to a staff of 28 full-time employees.

When touring, the group carries its own custom-made sound system, and an exclusive lighting and pyrotechnic set-up. Amplification gear and instruments added, this equipment fills two giant semi trailers. Ordinarily, these rigs are pulled to concert sites overnight between gigs, while the crew travels in convoy in a rented scenic cruiser converted to sleep twelve and sporting a kitchen, stereo sound system and color television.

Little more than three years ago, before their first hit single "Listen to the Music," brought them notice, the Doobie Brothers were playing San Francisco area bars for a cut of the evening's door fee. For months at a stretch the band divvied up \$75 a night when they could find the work.

The group was formed in the student ghetto of San Jose when ex-Jefferson Airplane drummer and notorious Moby Grape leader Skip Spence introduced two of his friends to each other.

John Hartman was an out-of-work drummer from Washington, D.C. who had come to California to find out what all the excitement was, and Tom Johnston was a veteran blues guitarist from the San Joaquin Valley studying art at San Jose State College and, at the time, was very bored.

Johnston and Hartman were the nucleus of the new band. A Bassist, Gregg Murphy, who soon left the group when the going got rough, was the next to join and with the addition of folk guitarist Pat Simmons the original group was complete.

By the time the Doobies recorded their first album, Dave Shogren had joined at bass, but he left following their first, bitterly disappointing promotional tour and Tiran Porter was soon drafted to replace him.

Michael Hossack, second drummer, joined the group at about the same time, but left a year or so later and was replaced by the current second drummer Keith Knudsen. Jeff Baxter of Steely Dan is the newest addition to the band.

As San Francisco Chronicle critic Joel Selvin pointed out at the beginning of 1975, the Doobie Brothers more than survived those early hard times. They "Became a legitimate phenomenon, one of America's most popular rock bands... currently representing the height of popularity in San Francisco rock."

One strength of the Doobie Brothers is tenacity. When their first album, "The Doobie Brothers," was greeted by critical apathy, and after their first national tour bombed, the group seemed to be in the dumps. The long-suffering enthusiasm of Warner Brothers Records waned, and it was back to the bars. Still, they persisted.

It was during this period that the Doobie Brothers accrued another strength: flexibility, an asset that compounds itself. Flexibility has held the group together through bad and good. The bad has weathered stardom and disaster, such as the time their chartered plane burned down in the middle of an important U.S. tour. They have continued, changing when change was necessary, adding members to enhance or improve their sound, and growing consistently.

The origins of the name Doobie Brothers stem from the California slang for doobie or marijuana.

The Doobie Brothers seem to be annoyed at one particularly consistent interview question: "Why do you use two drummers?"

John Hartman answered, "To add complexity to the poly-rhythmic structure. You're adding two acoustic instruments which are usually only used in the singular, and you're using

(Please See Page 8)



## Sports Shorts

### Soccer Continues

Soccer continues in the spring with practices Tuesday and Thursday at 3:30 p.m. and Sunday at 12:30 p.m. Anyone interested please contact Neil Victor at 352-2173. Games to be arranged. Practice held out by tennis courts. All you need to do is show up and try it out. Good exercise for those who need it.

### Blazers Burn Pirates

by Bill Miller

The Corsairs dropped a double-header to Valdosta State Tuesday and put their season record at seven wins and fourteen losses for this year. Their SAC record now stands at 0-4. The Pirates lost the first game by just 8-1 in a squeaker that saw the Armstrong team nosed out in the final inning. In the second game the Blazers demoralized the home team by scoring five runs in the first inning. The Bucs took their only score in the fifth on an error. Errors by the other team seem to be Armstrong's strongest point this year. Hitting is not. At nearly the halfway point of the season, no Pirate slugger is over the magic .300 mark. The closest is designated hitter-pitcher Larry Cupstid with .282. In fact, only four Pirates are over the .200 mark.

In the pitching department, Tommy Bumgardner leads with an Earned Run Average of 1.7.

#### NEEDED:

Mature student  
needed for part-time  
employment at  
Christopher's  
Photography in  
Largo Plaza.  
925-5539.

Not bad. From there it gets worse until we reach Warren Heller with a 9.88 ERA. Warren just became eligible to play this quarter and has had a rough start. He has taken two losses and neither time was the opposition kind to him.

This Saturday the Pirates will host Southern Tech in a conference double-header. The Bucs will be looking for their first conference win and Tech seems likely to be it. Rock'em guys!

### ASC Bowlers Roll To A Halt

by Bill Miller

The Pirate bowling team finished its season with the Southern Intercollegiate Bowling Conference tournament. The ASC rollers did the worst that they've ever done by finishing thirteenth out of twenty-eight teams. The one bright spot was in doubles action where John Ibarra and Jimmy Ray finished second out of eighty-four teams. The pair rolled a combined total of 1168 to just miss the 200 average mark. Sorely missed, with a sprained ankle (pun intended), was David Hotchkiss, the team Captain. Dave was unable to compete due to his injury. The star for the Armstrong representatives was Ibarra. John scored in the top ten in all events. This is out of 168 bowlers competing. He averaged 190 for the nine games he bowled in the tournament. The Bucs wound up with a winning season by winning eight and losing only three of their matches. In addition they were the Savannah Invitational Champions.

### ASC Students To Run In Boston Marathon

On April 19th two Armstrong students and one professor will be running in the international Boston Marathon. Carlos Conejo, Payson Daughterty, and Dr. Stratton will be making the 26 mile trek across country and hopefully will pace high in the race.

Carlos won the March of Dimes marathon held last month despite the fact that he ran a mile out of the way. Payson won the majors cup race hands down a few weeks ago. We have no word as of now on Dr. Stratton's prowess but I have his assurance that he will do well.

Sigma Nu is sponsoring Carlos and Payson in this race on the 19th. The little sisters and Brothers are trying to raise the \$420.00 necessary for these men to go to Boston through various efforts. The brothers and sisters will be collecting money on campus through solicitations and donations. The sisters will be having a car wash on the 10th of this month at a place to be announced later.

This is a worthy cause and will get Armstrong a great deal of recognition. If you can possibly help your donations will be greatly appreciated. Turn loose of that spare change and help these guys get to Boston.

### Free Recreation Hours

#### POOL

Monday through Friday  
12:30 - 1:30 p.m.  
Tuesday - 6:30-9:30 p.m.  
Saturday and Sunday  
2:00 p.m. - 5:00 p.m.

#### TENNIS COURTS

Monday and Wednesday  
12:30 p.m. - 1:30 p.m.  
Tuesday and Thursday  
12:30 p.m. - 3:30 p.m.  
Friday 2:00 - 3:30 p.m.  
5:30 p.m. - 7:30 p.m.  
Saturday & Sunday  
9:30 a.m. - 7:30 p.m.

#### GYM

Tuesday and Thursday  
8:00 p.m. - 10:00 p.m.

### IMPORTANT NOTICE

If you have ever  
considered yourself a  
member of the Inkwell  
staff or you are a  
member of our staff,  
please show up at  
1:00 Thursday  
afternoon (April 15)  
for Geechee pictures.

## On Olympus

by Hugh Futrell

In the beginning of the present year of academia, there was Olympus. And Olympus, realizing the darkness which pervaded the halls of ASC, concerning the Olympian heritage only of course, decided there was a need for enlightenment. The rest is Inkwellian history. Until, the arrival of the Flu. Yes, one flue over this author's nest (Booo!Hisss!Booo!) means that about a week and four or five

days during the latter half of last quarter I laid on my back in bed. This caused a massive pile up of tests, papers, and general work. That pile brought to an end ON OLYMPUS for the remainder of the quarter. To those who turned in news, sorry gang. For the many readers who expressed concern over the ending of the article to me, thanks.

I await your present news. So let me hear from you, and the Olympians will be broadcasting their events once more. Come to Olympus.

## Bookstore Announces Next Dates For Buying Used Books

The next dates for buying used books will be June 7, 8, and 9. These dates correspond with Spring Quarter finals. There has been much confusion as to when the Bookstore is buying used books. Many people brought their books in after Registration Day and were unable to sell their books then because the Bookstore was too busy selling books to students for the new quarter to buy books at that time.

The Bookstore will buy books each quarter during the final

exams and only during the final exams. The reasons for this are lack of time and lack of storage space. The Bookstore doesn't have the personnel to buy books all the time, so we set aside final exams as the time for buying books.

We hope the students will cooperate with the Bookstore and bring their used books during final exams. This helps students in being able to obtain cash for unwanted books as well as being able to purchase books at a reduced cost.

### American Youth Hostels

If you're looking for a fun, inexpensive way to see America or the world, American Youth Hostels, Inc. may be the answer. AYH is a non-profit, non-sectarian, non-political organization which was founded as a community service to provide year round opportunities for outdoor recreation and inexpensive educational travel through hosting.

AYH promotes hiking, biking, canoeing. . . in fact, any mode of traveling under your own steam. There are 4,500 hostels (simple overnight places to stay) around the world where you can sleep and cook for about \$2 a night. There are 151 in the U.S. Yearly membership is only \$11 for adults 18 or over, and \$5 for those under 18.

Each of the 31 area councils scattered throughout the U.S. lists the AYH clubs in its area, and schedules one-day, weekend and longer trips for specialized groups whether their interest is in hiking, biking, skiing, or any of the outdoor activities -- even caving.

For information about AYH membership and activities, write to American Youth Hostels, Inc., Delaplane, VA 22025.

### Shiloh. . .

(From Page 2)

Dream."

Paul Welch contributes bass and high tenor vocals. Paul is also a songwriter, adding "It's Beautiful" and the majority of

the songs in the Bicentennial Show that Shiloh Morning created for 1976.

Lenny Marsh plays drums and was a music major at the University of Illinois where he taught drums before joining the group.

### Eisenman. . .

(From Page 7)

along with me. We may show the people of Georgia a tremendous surprise, because I sincerely believe in what I am saying. I believe that I am offering the people some practical solutions to the great problems of unemployment, inflation, the energy crisis, crime, and the Communist Threat.

### Doobie Bros. . .

(From Page 7)

three to four actions on each one. To add complexity, you're using three to four actions on each one. To add complexity, you're using bass drum, high hat, with two hands, doubled. Plus with a poly-rhythmic structure, you're making the music may planned which makes it more interesting to listen to."

The Doobie Brothers is one of the few American bands currently in demand by concert promoters for dates in large venues (12 to 20 thousand and up). In a tight economy very few artists are filling halls, especially the big auditoriums, and only a handful -- including the Doobie Brothers -- are consistent sellout attractions.

Friday night will be another sellout. The show is a WSGA Beaver Productions Presentation.

### AN ARMSTRONG TRADITION. . .

*Pinkie  
Masters*

COCKTAIL LOUNGE

Drayton and Harris Sts.

ACROSS FROM DeSOTO HILTON