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**Evaluation forms make  
difference, professors say**

By Melissa Naumann

REPORTER

Pretend it's the end of the semester and, for once, the teacher has ended class early, only to hand out teacher evaluations. Is it worth it to stay and complete the form?

Although students, instructors and department heads have mixed emotions about the value of these mandatory evaluations, the general reaction is positive.

Dr. Paul Busch, head of the marketing department, said the rumor that the evaluations get ignored is a fallacy.

"We do take them seriously in the department," Busch said. "If students want to say positive things they can say them, and if there's a problem it's the perfect opportunity to bring it out."

Busch said the evaluations are vital for rectifying problems.

"If there are problems, I look for patterns," he said. "If there's an issue, I sit down with the instructor and talk to him."

Laurie Bolt, a junior marketing major from Dallas, said while some teachers may be willing to change, she rarely sees evidence that they do.

"When someone after me has the same teacher I had, I ask to see if they've changed things and they usually haven't," she said. "It's pretty disappointing."

Dr. Leslie Marenchin, a visiting assistant professor in the philosophy department, said the evaluations are not helpful.

"Every once in a while, I'll get some suggestion that will help," Marenchin said. "But in four years, that's happened maybe two or three times. Even when they give a good suggestion, it was already something I had an inkling of. They just corroborated it."

Dr. Bob Gillette, a professor in the economics department, said the evaluations have caused him to change textbooks. He said they help with improving things other than tangible teaching techniques.

"I'll get some people that will slaughter me, and it means one of two things," Gillette said. "Either I didn't jive with that person or I was too harsh at the time. The teacher evaluations help me balance out my positive approach and my negative approach."

In the oceanography department, the evaluations conducted by the Oceanography Graduate Council are made into booklets for the entire faculty to review.

"We try to weed out the ineffective teachers," Dr. Robert Roe, head of the oceanography department, said. "It may not be 100 percent effective, but if you look at our evaluations from three or four years ago, our students like the teachers better now."

One problem with the evaluations, however, is student apathy, Busch said.

"I'd like to see more participation from students," said. "I hear from faculty members that often students are in class when the teachers give the evaluations, but they don't fill them out."

The effort put into the evaluations frequently depends on the quality of the instructor.

"How much I put into it depends on what I think of the teacher," Leslie Lam, a junior marketing major from Houston, said. "If it's a bad teacher, I put a lot of thought and time into the evaluation."

Busch and Roe agree that the student input affects the instructors' futures.

"Teaching evaluation is a part of a faculty member's overall evaluation," Busch said. "It does have an impact on salary and eventually on tenure or promotion, but someone's not doing well in student evaluations, we go to hesitate in tenuring that person."

The evaluations also play a major role when departments consider salary increases and who will teach their classes.

"It is a general indicator of how you've done," Gillette said. "Remembering the lowest scoring evaluation I've ever gotten, I can concur that that's the worst semester I've ever had."

**Researcher: Computers  
help rather than hurt  
in teaching kids math**

By Kelly S. Brown

STAFF WRITER

Calculators and computers assist a child who is learning math, but many people still subscribe to the belief that such devices will destroy a student's ability to use paper and pencil.

Helping to dispel the belief is Dr. Clarence Dockweiler, co-director of the Texas A&M Center for Mathematics and Science Education.

"Research has shown that computers and calculators are aiding in the students' education, not hindering it," Dockweiler said. "They are just other tools in the education process — like a textbook."

The fact that calculators and computers are advancing a student's learning capabilities is somehow being overlooked in grade schools, Dockweiler said.

"In all the results I've seen, using the calculator only improves the conceptual understanding, which is really what we're worried about with the children," he said. "Children will be much better prepared mathematically if they consistently have some of the technological devices in their instruction."

The doubt is basically in the minds of the parents, as well as administrators and the school board, and understandably so, Dockweiler said.

"There's a general concern that once you put a machine in the hands of a child, everything else goes out the window," he said. "I don't believe that."

Dockweiler believes the comput-

ers and calculators serve as motivational devices.

He said educators are pushing to have the machines in the classroom, while students are showing no signs of reluctance in accepting them.

Dockweiler said the difficulty lies with fitting the machines into the curriculum. Teachers are accustomed to teaching in one way and find it hard to adapt to the new technology.

It's also an adjustment for the parents who might not have experience with computers. And even if they do they still wonder what is going on with their child in the classroom, Dockweiler said.

In the classroom at A&M, education students also are becoming acquainted with some of the material on computers and the proper use of calculators.

Dockweiler said in some cases students are required to take a computer literacy class before they get certified to teach.

Getting the educators of tomorrow involved with today's technology is a step toward upgrading weak mathematic abilities in the United States, Dockweiler said.

But he added that there is still work to be done. And studies.

Dockweiler is currently involved in a study where 10 elementary school teachers are using calculators on a regular basis while the researchers are trying to measure the impact.

"Basically, we're trying to convince everyone in the world that this is a good thing and we do need the machines," Dockweiler said.

It's too early in the study to make any speculations on what the results will be.

**Man: Police  
reneged on  
reward offer**

DALLAS (AP) — Douglas Dearing thought he was doing the right thing when he handed police \$140,000 he found at work.

Now he's not so sure.

Dearing, 31, a baggage handler at Love Field, found the money on Dec. 28, 1987, in a case that had fallen off a cart. When he turned the money over to Dallas police, he was promised 10 percent of the money if it was unclaimed, the Dallas Morning News said.

Ten months later, the city of Dallas sent Dearing a check for \$4,300 — not the \$14,000 he was expecting.

Dearing told the Morning News he feels cheated, but Dallas police say he's lucky.

"There is no (legal) requirement that he receive anything," police Capt. Doug Sword said.

Dearing said he's not upset about turning in the \$139,700, but is bitter about the way the police handled the matter. "I don't think they were very fair."

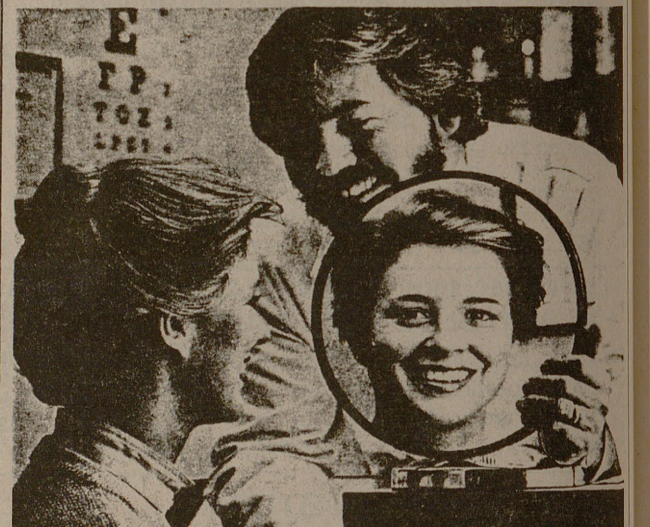
The amount Dearing did receive was the interest on part of the money in the Police Department's confiscated money fund, Sword said.

Dearing said he found the money after the suitcase had been run over by a luggage cart. He picked the bag up and was inspecting it, he said. "I pressed it and all this money just kind of popped out."

Part of the 10 percent was going to go to charities, Dearing said.

"God blessed me to find all this money, so I was going to share some of it."

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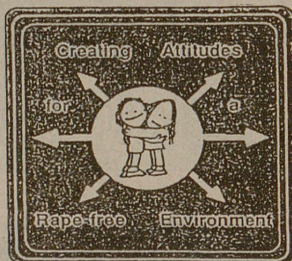
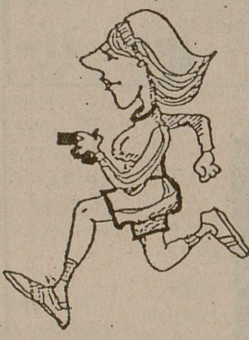


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