

Student injured in 48ft. fall

By Paul Schindler

Dennis Wantzelius of Burton House fell four floors, from his room to the ground, last Tuesday morning at about 5:45 am, and survived.

To reach the ground, he went through a drawn window shade, a closed window, and a screen outside the window. In addition, windows in Burton are three feet above the floor. Wantzelius said that he was sleep-walking when he went out the window which, he said, he mistook for a door in his somnolent state. The bed in his room is directly next to the window.

At 5 pm Tuesday, Wantzelius was contacted by phone at Mt. Auburn Hospital. He told *The Tech* that his injuries were apparently ameliorated by the fact that he fell on soft dirt; and the fact that his body was in a relaxed, sleep-like state. "I guess I was lucky."

The original reports on the extent of Wantzelius' injuries were apparently inaccurate. He did not suffer any skull injuries; he stated that he had not had so much as a headache, and had been conscious after the fall, and while waiting for the Campus Patrol. Most of his injuries, he said, were a result of the broken glass, in the window frame and on the ground when he landed; his worst problems were severed foot tendons and arm and leg lacerations. He also suffered from a strained back, a broken collarbone, and some broken ribs.

The Patrol reported that he asked a patrolman, "Did I jump again?" Wantzelius claimed that the report was probably inaccurate, or the result of his confusion about where he was and what was happening; he told *The Tech* that "nothing like this has ever happened to me be-

fore."

Witnesses heard him calling his girl friend's name while he was lying on the ground; he recalls asking the patrolman to call her, as he thought at first he had been in an auto accident while driving back to Burton from a visit.



Photo by Al Czerwinski

TCA readies evaluation

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leverage. It is useful to some students, in that if they must choose between two courses it can help them decide which one. Unfortunately, professors rarely pay much attention to this particular feedback from their former students.

According to project chairman Puzo, "Professors just look at the comments and say 'Oh, is that what they think of me?' They almost never use advice from students or even care how they react to their teaching. Course evaluation guides are not used in hiring and firing of professors or teaching assistants."

According to Patty Hardy, a Course Evaluation Guide staff member who was recruited from the Student Center coffeehouse, "Students should be encouraged to take their questionnaires seriously. They should be specific in their responses. Instead of 'this

course was good,' they should mention exactly what they liked and disliked about the lecturer, recitation instructor, and the course itself. There is some hope that enlightened professors will listen."

There are course evaluations published by departments, fraternities, student committees and student-faculty committees (example: the course VI course evaluation) that accomplish much more. According to Director of Academic Projects Robert Sacks, "There should be one good course evaluation guide which would be of use to students, faculty and administrators."

Unfortunately, the present course evaluation guide comes out registration day. By then, it is often too late to be useful to many. At present, because of

lack of help, this is the earliest it can be released. Publishing it earlier can only be accomplished by people working on it over Christmas vacation and summer.

The Committee on Educational Policy has admonished the Guide's staff against using Institute facilities. The CEP takes this stand because they feel that the Guide is useful only to students because of its form. Rethinking of the process will also include changing the form.

According to Robert Sacks, "MIT is primarily a research, not a teaching institution. It has just gotten around to setting up the education division. It is now beginning to 'get things together' with respect to education. Before, faculty members were judged on their research ability, not teaching ability. Professors considered excellent teachers by their students have been fired."

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