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### University Leader - April 2, 1991

University Leader Staff

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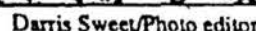
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Hebbig sat outside Picken Hall framing completed pieces of art, as temperatures returned to spring-time highs.

Funding  
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Butterfield suggested keeping the evaluation of the situation.



## Elections lack votes

Little participation equals bad news

Cold. Insensible. Unconcerned. Indifferent. Detached. Unmoved. Aloof. Apathetic.

Unfortunately, these are just a few of the terms that can be used to describe students' attitudes toward student politics. If things don't change, the Fort Hays State election of student leaders will again be a flop.

Flop is not an exaggerated description in light of last year's 20-percent voter turnout. If that doesn't put a chill in the American democratic heart take a look at some figures:

With another year of 20-percent voter turnout, Wiest Hall alone could pull enough support to elect whoever those men wanted.

With another year of 20-percent voter turnout, a mass voting of non-traditional students could, theoretically, double the voting percentage, all slanted for their favorite candidate.

With another year of 20-percent voter turnout, the Greek system could vote in block with enough power to oust any contenders that oppose its opponents.

In essence, with another year of 20-percent voter turnout, any substantial student group, social organization or band of friends could consistently keep friends in office who oversympathize with a particular cause and force other causes to suffer.

Fortunately, a quick glance at the recent past would tell the voter that this is not a reality, but it is still a possibility.

With the upcoming elections April 10 and 11, the students of FHSU will again be asked to give input free of charge, no continuing obligation, no questions asked. Still, only a fraction of students will turnout to determine who will be in the power positions that affect each and every student.

It seems illogical that individuals raised in a democracy, or even those foreign students visiting a democracy, would let their rights to select their leaders slip away.

In a time when the state legislature is asking students to pay more and receive less, students should be doubly concerned with who represents them.

Prove it by doubling voter turnout.

## Goals, values basis for voting

With Student Government elections coming up, thoughts of high school and high school elections have come pouring back to me.

I began remembering the times in high school when people were giving out tootsie rolls and even dollar bills to get people to vote for them.

I also remembered that the people who won always seemed to be those who had given the voters something before the election, rather than those who promised things after.

Then it occurred to me why I had never run for office in high school.

I remembered that, when people went to the election booth, very few cared about what the candidates were going to do once elected. They only seemed to be concerned about what they were given as incentive and who the most popular was.

Maybe they thought they could make friends with the "right" crowd by voting for someone who would do nothing to advance the school or its students.

Or maybe they just didn't care.

Either way, very little was accomplished by Student Senate while I was in high school. They did, however, get a disc jockey who played nothing but rap to come to prom.



Sarah Simpson  
Staff writer

While remembering the interesting time I had in high school as a result of the popularity contest voting procedure, I began to feel relief at finally being in a place where "real" elections occur ... or so I'd hoped.

Throughout high school, I comforted myself with the thought that college would be different.

I believed that here, students cared about their future as students, not just whose party they would get to attend.

But as elections near, I am beginning to realize that this, for the most part, is untrue.

In talking with students about who they will vote for and why, the majority have said their vote will be placed for the most attractive, or the one with the most thoroughly alcoholic parties.

This shocked me.

I thought that by college, we were supposed to be more down-to-earth and more concerned about the big picture.

After these people told me their voting philosophy, I asked them if they agreed with the opinions and priorities of the people they would vote for.

Most said they weren't even sure of where their candidate stood on any issue.

This shocked me even more.

I couldn't believe that legal adults, the very people who decide who runs our country, didn't even have the common sense to investigate where different candidates stand on the issues.

I couldn't help wondering if this is how they elect government officials.

I can't imagine living in a country where popularity would decide who runs it.

If everyone subscribed to this strategy, we could end up with M.C. Hammer as President, Tom Cruise as vice-president and a Congress filled with The New Kids on the Block, Madonna and the Cosby family.

A frightening thought, if I've ever heard one.

A future of this type is highly unlikely, but people like those I spoke with could eventually make it a reality.

The importance of understanding candidates political positions is too incredible to be stated.

Voting for these people on their merits and the similarities between their values and our own is by far the only way to vote.

There is much more to being a successful leader than just paying voters for their support. In fact, that is a sign of weakness.

If candidates don't have enough faith in themselves or the voters to believe they can win without bribes, they're not the kind of person that should hold office.

How can they be expected to fight for an issue, if they aren't even strong enough to battle it out in an election based on merits and beliefs?

In this upcoming election, we have several qualified candidates, all with some redeeming value.

I can only hope that when the votes are counted, the winner is the one that best upholds the voters' ideals, not the one who paid him the most.

Good luck to all, and may the best candidate win.

MEANWHILE, WITH THE RECENT SHORT TEMPERAMENT OF COLLEGE BASKETBALL OFFICIALS, COACHES ARE WATCHING EACH AND EVERY WORD...



## Letter policy

The University Leader encourages reader response. Letters to the editor should not exceed 300 words in length. All letters must be signed, although names may be withheld upon request by the author or authors.

Letters must include addresses and telephone numbers. Students are asked to include their home towns and classifications, and faculty and staff are asked to include their titles.

The editorial staff reserves the right to condense and edit letters according to Leader style and available space. This may mean portions of letters may be printed instead of the full letters. Publication of letters is not guaranteed. The Leader also reserves the right to delete numerous signatures on a letter if space does not allow for all names to appear.

Letters must be received at least two days before publication. The Leader is published on Tuesdays and Fridays unless otherwise announced.

Letters should be addressed to the editor, University Leader, Picken Hall 104, Fort Hays State University, Hays, KS 67601.

## Guest columns

The University Leader welcomes opinion columns from its readers. The article must be an original essay between 450 and 500 words, submitted typed and double-spaced. Publication is not guaranteed. Guest columns will be selected by the editor in chief based on the timeliness and newsworthiness of the subject and the quality of writing.

The Leader reserves the right to edit published work for style, content and clarity. Articles should be submitted to the Leader at least two days before publication to secure consideration. The Leader is published on Tuesdays and Fridays unless otherwise announced. Send material, including name, local address and phone number, to the editor, University Leader, Picken Hall 104, Fort Hays State University, Hays, KS 67601.

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## State underrates religious day

An annual, yet irritating, paradox occurred on the campus over the weekend as a large number of students struck out for home during the Easter holiday.

The paradox was not in the actual religious event, but in the comparison of it and another annual practice at Fort Hays State — Oktoberfest. My confusion emerged as I tried to rationalize the class schedule for FHSU in light of Easter and Oktoberfest.

The annual festival celebrating the Volga-German heritage, so embedded in Western Kansas, calls for a day of dismissed classes in order to absorb the atmosphere and experience. No harm there.

But the religious holiday, Easter, receives no special attention.

Surely, the holiday is remembered. The residence hall cafeteria was closed on Sunday, and it's been serving Friday fishburgers for weeks.

Then why is it that such a major holiday is ignored by such an influential institution?

The answer is simple, or rather easy: the system won't allow it. Of



Andy Addis  
Editor in chief

course, this is in reference to the separation of church and state.

Apparently, sometime in recent history, it was found that state institutions could not cater to the religious beliefs of its students. Or maybe it was deemed unfair to the institution's non-Christian students to cancel class for religious holidays they did not believe in.

But where then is the rationale for canceling classes on Oktoberfest?

Are public relations more important than the student's moral concerns? Is tourism more of a concern to the regents' institutions than the happiness and well-being of their students?

To the system, it must be. Putting the blame where it should be, to the government and administration, it must be.

One might argue that the non-Christian students attending school in the state of Kansas receive no religious reprieve when they come into a holy season, but this can be

refuted with a basic principle supporting our country. Majority rules.

For example, as I trudged back to the residence halls Friday afternoon, I was pleased to see that I had a wide-selection of parking choices. About three-fourths of the Wiest Hall parking lot was empty.

At the same time, I was reveling in the thought of convenient parking. I was disturbed to think of the many harried and rushed students trying to cram onto the highways and byways of Kansas for the short two-day weekend.

As I wandered through the halls of Wiest, it was clear that a majority of students had gone home or would soon be headed that way. It was then I recalled something I learned in eighth-grade history: the United States is a country built on a foundation which adapts to the needs of the majority and tries to care for the minorities, theoretically.

Thus, when a majority of students need or desire something in America, it's standard policy to work toward that as a goal.

Unfortunately, the system has ignored the many and diverse needs of its people, including the treatment of religious events.

Public schools are under the same

laws of separation of church and state, but most fudge a little by placing Spring Break over the Easter weekend.

The hard facts are that there is a greater concern for the material well-being of the system than the concern of its people's spiritual and mental health.

This has never been more clearly defined than in the paradox of the class schedules of Easter and Oktoberfest.

Easter Sunday is different from other Christian holidays. It is no frivolous event in the Christian faith, it is an essential truth.

A day established to remember the resurrection of Jesus Christ, redeemer of all life and savior of the world.

Easter remembers the Christian day of glory when Jesus Christ rose from the dead after being murdered, an innocent man. Taking on the sins of the world, he defeated death for all humanity, providing the only way to God and life.

Easter remembers the culmination of a plan of the greatest sacrifice. The basis of faith for a ... Christian nation?

Still, what's that in comparison to Oktoberfest? We can only hope that one day we can get our priorities straight.



Dear editor:

In memory of Jesse Buhle.  
In memory of Jesse; those who knew him will always remember his gentle soul and warm heart. He was always a true friend in the purest sense. He will be greatly missed by friends.  
He went home to his higher power March 22, 1991.

Name withheld

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## Op-Ed

## Evaluation forms useful tools, not complete

Student evaluations may not accomplish what we would ideally want, but they do have some value.

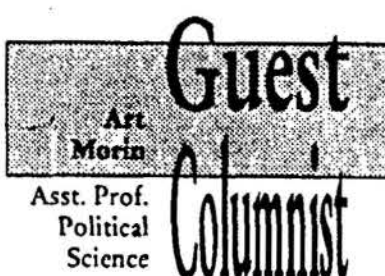
Ideally, we would hope that if teachers receive uniformly bad evaluations, the university would encourage them to improve or leave.

Yet all of us have had enough "bad" teachers to believe that things do not work this way often enough. Why?

At other universities, teaching really is less important than research, grant writing and publishing. You are "recognized" if your evaluations are absolutely superlative (but if you are going to stay, you had better be lucky, have connections or publish).

If your evaluations are lousy and you are a regular paper millworker, you are a genius and the students are fortunate to be in the same classroom.

In fact, it is not unprecedented to hear of students who



protest the decision of the administration to "let go" an instructor those students consider excellent, and the most the students get out of the exercise is a memory of participation in a protest.

For these universities, research, etc., is more important, because it brings more prestige to the university (and more money via grants).

The consequences of research are fairly easy to measure: how much money was brought to the universities, or how many articles or books came out of the research, or how many times these articles or books

were cited by other scholars in their work.

Success in teaching is harder to measure. Suppose the instructor was "bad" but the student learns a lot. Isn't learning the important thing? Or suppose the instructor was "good" but the student learns very little. Isn't that backwards?

Or suppose the teacher was "great," the school was "great," the education was "great" but the graduated student can't find a job. Does this mean the teacher actually failed to do her job?

Or suppose the graduated student can find a job, but makes a lousy employee. Has the teacher been successful or unsuccessful?

And what do students know anyway? Maybe they do not realize how much they have actually learned until after the class has ended, perhaps not even until a year or more has passed.

This may sound strange, but there does seem to be a tendency at universities to not entirely trust the capabilities and judgments of students (after all, "they" are not sure what they want while "we" are educated, trained and brilliant — among the very best society has to offer).

But, darn it, a college student has already had years of school. Additionally, we assume that someone of the age can drive a car, buy a car, work for a living ... surely, the student has some inkling of the difference between "good" and "bad" teaching.

Therefore, their evaluation of instructors ought to be relatively important.

At Fort Hays State, greater emphasis is placed on teaching. It is said to be the single most important element when the administration must decide whether to grant tenure.

I believe this university

places more emphasis on teaching than the three other universities at which I have taught. And I believe they try to recruit good teachers.

But students are not often in a position where they can make this kind of comparative analysis, so what seems "bad" to students here may actually be good in comparison (of course making us feel really sorry for students elsewhere).

There are instructors who take student evaluations seriously.

For example, the instructor will look at the ratings and see if one area is noticeably lower than another, then ask herself the question: "How can I improve in this area?" In addition, the instructor will look for trends, "Do a number of students complain about the reading load?"

The instructors will think about reducing or changing the reading load or reducing the

level of work required in the course. (The instructor has to be careful, because if the course becomes too easy, the student's capacity to think and learn will not be improved.)

Do a number of students complain about "boring" lectures? The instructor will try to find ways to improve the lectures or bring more stimulating subject matter to the students.

In short, how students evaluate instructors can result in a better instructor and a better class.

Student evaluations teach teachers. Student evaluations are an investment in the education of future students.

You may not see the results of your evaluations, because the consequences occur in a future in which you have no immediate place.

Maybe student evaluations are not as important as they should be. But they can (and do) make a difference.

## Exam feedback flawed

With computerization now taking over the campus of Fort Hays State, I believe it is necessary to take time to discuss some issues that have impaired the learning atmosphere.

The one thing that upsets me the most about the computerization of this campus is students are denied certain opportunities they have paid so dearly for.

Specifically, I would like to address the issue of computer-graded exams.

The problem I do have with the issue is that students are not allowed the opportunity to see their exams unless they make specific arrangements with the professor to do so.

All too often, instructors do not allow class time to discuss the exams.

I am a strong believer in learning from mistakes. Most learning is done in this manner, and life tends to operate in that regard.

I feel with the concept of computer graded exams, students are deprived of that opportunity to learn.

I realize if a student really wants to see the exam and go over it, the professors are willing to make arrangements to do so, but I know most students, like myself, do not take advantage of the opportunity.

Students, nowadays, are not just students. Many maintain full- or part-time jobs, as well as going to school and simply do not have the time to make necessary arrangements to review exams.

They should not have to be responsible for doing so. It should be part of the service that this univer-



sity provides.

The learning process does not stop at taking the exam. It involves studying, taking the exam and learning from the mistakes on the exam.

Computer grading eliminates that very important last step in the process. What good does a sheet of paper with numbers and percentages really do for the students?

I do not feel it would hinder the time schedule of most professors to allot class time to hand the exams out and allow the students to review them and address any discrepancies.

This brings me to another negative aspect of the computer process.

What if mistakes are made? Should it be the responsibility of the student to over the exams and insure there are no mistakes?

I do not think so. I believe it should be a combined effort between the students and the instructors, and that can only happen in an open forum like the classroom.

We, as students, should not be denied that, nor should we be forced to take the initiative to seek out any possible errors.

To maximize the learning experience, instructors must extend every possible opportunity.

I realize that computerization is a positive experience, but I just feel it should not interfere with the normal expectations of the teaching and learning atmosphere.

If computers are used to grade exams, it should be done to the full benefit of the students as well as the professors.

If done properly, both can enjoy a positive learning experience, which is what we are all here for.

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THE COLLAGE CONCERT  
Two Performances:  
Friday, April 19 - 8:00 p.m.

The concept behind the collage is essentially one that consists of a celebration of all music. No one group, performer or piece of music is featured. The collage involves over 200 performers, placed in various positions in the Beach/Schmidt Performing Arts Center, playing and singing a wide variety of music from many centuries and styles. The music represents the very best of its particular style and period. You definitely won't want to miss this dramatic program!

TOM PARKS & THE FOUR FRESHMEN  
Saturday, April 20 - 8:00 p.m.

Tom Parks is one of the hottest comedians on the college circuit. He is well-known for his appearances on The Tonight Show, HBO, A&E, Evening at the Improv, Late Night with David Letterman, and many other comedy shows. He has appeared in television commercials, in movies, on radio commercials, is a spokesperson for the American Diabetes Assn., and is a writer and producer.

Through the "Folk Singers Craze," the "Elvis Phase," "Beatlemania" and "Acid Rock" the Four Freshmen have continued a steady parade of musical albums. Their album sales have reached the two million mark. They have won every major music poll available and have been honored time and again by Downbeat, Playboy, Billboard, and a host of other leading publications. Not only do the Four Freshmen sing but they play instruments, seven different ones in fact, and exhibit a wonderful brand of humor which has become a Freshmen trademark.

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## FRIDAY NIGHT - Collage Concert

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DC-\$10.00	—	\$8.00	—	—
BkO-\$6.00	—	\$4.00	—	—
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## SATURDAY MATINEE - Collage Concert

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## Features

# Election draws field of 5

## Issues, qualifications emerge in first leg of campaign trail



Andrew Addis  
Editor in chief

Four of five campaign tickets were represented at yesterday's press conference — featuring the first organized public appearance of presidential/vice presidential candidates for the Fort Hays State student government.

Topics moved from the Margin of Excellence to teacher evaluations as each ticket was given a chance to state its position. All took questions from the audience.

Tickets represented were Hayden

Brown, Sabetha sophomore, and Denise Gregg, Hays sophomore; Andrew Irwin, Junction City junior, and John Wagnon, Topeka sophomore; Norman Fisher, Hays senior, and Robert Ives, Hays sophomore; and Grant Bannister, Hays sophomore, and Lane Victorson, Yuma, Colo., junior.

The ticket of Tate Kerst, Wray, Colo., freshman, and Mindy Ebbers, Hays sophomore, was not present because of prior engagements.

Bannister, though issue oriented, claimed three necessary elements to a successful president:

competence, a hard work ethic and familiarity with the duties of administration.

Respectively, Bannister said he qualified with his good grades, a 25-hour course load and work as a senator and executive assistant to the president.

Brown spoke unassisted since his running mate was fulfilling prior obligations. Still, he outlined the duo's reason for seeking the offices of president and vice president — communication.

"I think there's a lot of break downs in communication between

the students and the instructors," Brown said.

Irwin presented his stance in the light of accountability.

"We do need to do something about the system to make teachers more accountable to the students," Irwin said.

Though his work with Associated Students of Kansas has kept his focus on state issues, he said he can deal with local/campus issues as well. Wagnon agreed.

Wagnon also brought up the issue of communication and said his goal would be to "simplify to

the students what's going on in student government."










Fisher and Ives come from a slightly different perspective as non-traditional students, but said a campus with 40 percent of the student body being non-traditional should not have a problem accepting them.

"There seems to be a lot of loose ends with non-traditionals as well as with traditional students," Fisher said. "One way to overcome the problem is to tighten the ties between SGA and student organizations."

As a disabled student, Fisher also said he would be "lying" if he did not admit he would look into accessibility on campus.

Though Kerst and Ebbers were not at the press conference, they said in a phone interview after the press conference, their administration would focus on the power invested in student government.

"The main reason we're running is because we think student government should be more in the hands of the students," Ebbers said.

The candidates and where they stand on the issues	Margin of Excellence	Student tuition increases	Faculty evaluation process	Educational improvements
  <p><b>Grant Bannister</b> Bannister has served as SGA executive assistant and on various student committees. Victorson has been a student senator serving on committees.</p>	Determined by economic situation. Will work harder to accomplish "more attainable" goals such as improvements in student wage funding.	Students will have a bleak future in relation to increases. Although they will fight increases, they hope to maintain parity between what students pay for and what they get in return.	Improvements are already under way through other bodies. Will have to wait to see what progress Faculty Senate makes in this area before deciding what measures to take.	Audit current use of funding to see if it is being used effectively in the proper areas.
 <p>Photo Not Available</p> <p><b>Hayden Brown</b> Brown claimed no previous experience in politics. Gregg did not attend yesterday's press conference.</p>	One of the primary issues of their campaign. "There has been a lot of talk, but not a lot has been done about it."	Students would not mind paying more if services were not going down. Referred to loss of benefits for students specifically in student housing.	Firmly against standardization of evaluation forms. Standardized forms will miss specific inabilities of instructors in specialized courses.	Would like to see improvement in science-related education and facilities. Attracting better educated instructors would do much to improve enrollment of students to science areas.
  <p><b>Norman Fisher</b> Fisher has served as president of the Non-Traditional Student Organization and as treasurer of Disabled Student Association.</p>	Was not willing to make specific statements without looking into the issue further.	Tuition will go up. Students need to get as much as they can for their dollars.	There has to be a checks and balances system for personality conflicts between students and instructors.	There is a need to slow down the trend towards adding new facilities and programs until problems in other areas are solved. Specific problems include student housing, disabled student housing and staffing.
  <p><b>Andrew Irwin</b> Irwin has served as Associated Students of Kansas campus director. Wagnon has assisted Irwin with ASK on a volunteer basis and has held offices for Tau Kappa Epsilon fraternity.</p>	Hopes current audit of usage of Margin funds will not damage its credibility to the point the third year will never be achieved. Will continue support given to the project from ASK term.	Students will see tuition increases, they are unavoidable. Hope to be a part of the decision-making process of how large increases will be and how they will be used.	Evaluations are very important. Instructors have to be held accountable to student evaluations. Evaluations should not take place at end of semester and should be standardized.	FHSU programs need to be checked against those of other universities for redundancy. Programs need to be tied to western Kansas economic development.
  <p><b>Tate Kerst</b> Kerst is in his first year at FHSU and has no collegiate-level political experience.</p>	Not concerned with current status of third year. Satisfied with what it has accomplished.	Believe tuition will go up. Will work to prevent increases from discouraging out of state students from enrolling.	Faculty is exceptional. Would deal with problems as they arise. Evaluation forms are adequate.	Student government needs to be brought back to students. Need to go to greater lengths to get students involved.

## Candidates for Student Senate seats

**Senator At-Large**  
Jack Lemur, Larned senior  
Robert Rabe, Belleville senior  
Brenda Kasper, Hays freshman  
Bret Frerichs, Goodland sophomore  
David Mize, Hays freshman  
Mike Brown, Valley Center senior  
Craig Wyant, Goodland sophomore  
Angela Neel, Maize sophomore  
Julia Ray, Abilene sophomore  
Anne Zolner, Penokee sophomore  
Rhonda Reed, Peru junior  
Barry Benkelman, Wakeeney junior  
Derek Sweetman, Rochester, Minn., freshman  
Larry Milnek, Hays senior

**General Studies**  
Robert Morgan, Hays junior

**Humanities**  
Daniele Jones, Yuma, Colo., sophomore  
Trevor Frickey, Oberlin junior  
Jennifer Moore, Wellington junior  
Daniel Weller, Wichita junior  
Stephanie Groninga, Abilene junior  
Andrew Addis, Great Bend sophomore  
John Lenz, Kirwin junior  
Valerie Augustine, Lenora freshman  
Stacy Barth, Ashland freshman

**Social Sciences**  
Steve Denney, Tecumseh sophomore  
Jeff Hodge, Osage City sophomore  
Jonathon Dye, Meade freshman  
Michael Shimek, Jemmes junior  
Judd Choate, Hays junior  
Cline Boone, Sharon Springs sophomore  
Annette Hamel, Russell sophomore  
Kelli Danley, \*  
Kris Reeves, Lucas freshman  
Lana Vanderplas, Phillipsburg sophomore  
Bradley Gearhart, Hays sophomore  
Dion Wolfe, \*

**Natural Sciences and Mathematics**  
Curtis Ohlde, Larned freshman  
Marc Enyart, Wichita freshman

**Business**  
Debbie Schremer, Arkansas City sophomore  
Amy Van Roekel, Logan freshman  
Shanda Harder, Goodland junior  
Bernie Schulte, Victoria junior  
Mira Mickler, \*  
Robert Hadley, Hays sophomore  
Gary Merlette, Salina freshman  
Aaron Ferguson, Abilene junior

**Business Education and Office Administration**  
LuAnne Hays, \*  
Wayne Rziha, Tampa freshman

**Counseling and Educational Services**  
Tina Pechanec, Hays junior  
Amy Patrice Allen, Hutchinson freshman  
Michelle Vanderveen, Wichita junior

**Life Sciences**  
Diana Schemper, Prairie View senior  
Michael Kats, Prairie View junior  
Shawn Sammons, \*  
Kevin Honnek, Atwood sophomore  
Ken Mowry, Plainville freshman  
Michelle Fox, Ness City sophomore

**Health**  
Kelley Durbin, Shawnee sophomore  
Sue Munson, Atchison freshman  
Katrina Street, Clayton freshman  
Michelle Brown, Lucas freshman

\* The University Leader was unable to obtain this information prior to press time.

## Tactics enlisted to combat apathy, low turnout among student voters

Colin McKenney  
News editor

Although more students have already involved themselves with student politics at Fort Hays State from the side of the candidates, it does not necessarily follow that more students will turn out to vote.

Theresa Cox, Student Affairs Committee chairwoman, has the responsibility of improving the number of students who do take an interest in student elections.

Although last year's elections drew far less than 20 percent of the student body to

vote, Cox plans to implement a few of her ideas to attract a better turnout.

She said most of her efforts will be to inform more students about the elections and when they are. To do that, she plans to recruit the help of all student senators.

"One of the main things I am going to do will be Thursday night handing out posters to senators," Cox said.

She hopes by using the help of the senators, she will be able to circulate and post 300 posters in addition to a banner in the quad.

Cox said because five candidates are running for

student body president and candidates for student senators are up, her job has been made easier.

Having five candidates for president will generate a lot more interest in itself, she said.

Allowing students to vote in the residence halls should also simplify the voting procedure and increase turnout.

Students can vote between 5 and 7 p.m. April 9 at McMindes Hall; 5 to 7 p.m. April 10 at West Hall; and 8:30 a.m. to 4 p.m. April 10 and 11 in the Memorial Union.