

Biology Department

BIOLOGY 100

Dr. Davies

General Biology

Dr. Davies lectures were generally regarded as organized and lucid, although in several areas he does not give the presently accepted theories, preferring to continue to use the old explanations. The lab is good, with very adequate materials.

Testing and grading received much criticism; as usual, resentment at high-speed key word repetition was expressed. Students are expected to memorize to the extent that they react automatically to questions instead of thinking; this type of knowledge fades fast, and no overall understanding remains. The obscurity of the wording of the questions was also criticized.

Dr. Davies is readily available to the students, and is perceptive to their interest and comprehension. He seems genuinely concerned that his students learn and understand some biology.

Students who take more advanced biology courses are amazed at how much valuable information Dr. Davies puts out, and are also amazed at how much of it they never absorbed.

Statistical inferences for this course are based on the 25 per cent of the forms which were returned to the committee. A total of 215 persons is enrolled in the course.

BIOLOGY 200

Dr. Segal

Zoology

Dr. Segal's lectures are reported to be fairly well organized, although sometimes a little unclear. The lab is very relevant to the course, but the instructions are inadequate and hazy; perhaps a lab manual would be a help to students who are just beginning this type of work. The field trip is highly regarded, and students are appreciative of this rewarding chance to observe in the field.

The tests cover the course as far as breadth is concerned, but are not considered to be educational. The grading is generally fair; wrong answers can be straightened out by referring to class notes. The text is considered good by biology majors, but non-majors thought it a little too detailed.

Dr. Segal scored a little below average on his perception to student's interest and understanding; many felt hesitant to approach him with questions.

BIOLOGY 205

Dr. Enders

Anatomy and Physiology

Biology 205 is a newly organized course designed for non-majors, and consists of several lectures from each professor in the department. For this reason it is hard to evaluate this course due to the difference in teachers and in the student reaction to them. The lectures received a low rating generally, although several professors were mentioned as having given a good series of lectures.

Several students mentioned sensing a condescending attitude on the professor's part. The lab was considered adequate. The tests were rather low-rated; the questions and the

grading were criticized as being overly particular. The text was considered satisfactory. As mentioned above, the students felt rather left out as a result of the professors' attitudes, and felt that the course had been misrepresented to them as being a broad survey of biology, since it turned out to be rather more specialized than they wanted.

BIOLOGY 210—

Dr. Enders

Comparative Anatomy

This old standby received a generally good rating. The lectures were approved on the whole, the only unfavorable comment being that Dr. Enders apparently enjoys throwing out completely new and difficult terms at a rapid rate, a practice which does not contribute much to the learning process. The lab received a very high rating, with the only criticism being that some of the lab instructors were obviously incompetent. The tests were considered to be good as to length and depth, and the grading on the whole fair. The text is very good; unfortunately comparative anatomy by nature contains a large amount of material, but students seem resigned to professors in the department who comes to lab more than occasionally. The course was rated as valuable to the student, well-correlated, and effective in stimulating interest. Dr. Enders is leaving at the end of this year.

BIOLOGY 215

Dr. Pulley

Botany

Dr. Pulley's second semester botany course received more favorable comment than marine biology. The lectures and lab were considered good. Testing and grading were in general satisfactory, although some felt that the grading did not always reflect the comprehension. The teacher-student relationship was rated better than in marine biology, although some commented that Dr. Pulley seemed in a hurry to get rid of his students. The course did not stimulate interest and students felt that although they had memorized the material they hadn't learned anything.

BIOLOGY 320

Dr. Read

Parasitology

This course is also taught by Dr. Read, and, as opposed to his microbiology course, received very favorable comment on lectures, lab, testing, grading, text, and teacher-student relationship, and was rated as of highest value to the student. Several lengthy comments were included in the return praising Dr. Read and his course; apparently his interest is far greater here than in microbiology.

BIOLOGY 340

Dr. Campbell

Physiology

Students in physiology are appreciative of Dr. Campbell's attempt to stay away from the usual physiology course which deals with gross phenomena, concentrating instead on cellular physiology. It was felt that he fails to realize that his students know no physiology at all when they take his course, and that he often leaves them far behind. Dr. Campbell is handicapped in his attempts by the student's unfamiliarity with biochemistry and even in some cases with organic chemistry. Many mentioned that he has obviously put much effort into preparing his lectures, but that they get rather scrambled. Dr. Campbell's tests in 1961-62 were essay tests, and were returned with very copious, helpful, and much appreciated comments, but this year he switched to multiple choice tests which were rather disappointing. The grading did not reflect the degree of comprehension of the material, and was definitely not a learning aid. The text by Dawson was considered to be a good book for reference, but a poor text. Many students used one by Giese and recommended that both texts be used. Concerning teacher-student relationship, the ratings were low. Many felt that Dr. Campbell begrudged them the time he had to give up from research for lectures, and was not very willing to talk to students. Some students felt that the course was very valuable and interesting while an approximately equal number were disappointed.

BIOLOGY 360

Dr. Pulley

Marine Biology

Students taking this course are in general unhappy with it. Those who take it are rather eager to learn marine biology, but their interest and enthusiasm are squelched by Dr. Pulley's refusal to answer questions, his apparent lack of interest in the field trips around which the course is built, and the lack of a clear statement of what is expected of them. Opinion differs as to the quality of lectures, labs, and tests; in general, however, all three received low ratings, and disappointment was expressed in the small amount learned in the course and its rather dubious value.

BIOLOGY 440

Dr. Campbell

Comparative Physiology

This is a specialized course held in high esteem by the few who take it. The lectures are good, and students feel that Dr. Campbell conducts a very high level, educational course. He obviously expects much of his students in this course, and they respond to his demands, many ranging far and wide in the field as a result of the

interest he awakens. The lab is mostly done independently, and is felt to be very valuable. The text is good, and most students keep it as a valuable reference. The student lectures are very worthwhile principally as a means of exposing the students to the literature. A very valuable course for those interested in physiology.

BIOLOGY 450-460

Dr. Awapara

Biochemistry

Dr. Awapara received the best rating in the department on teacher-student relationship. He was regarded as perceptive to student interest and comprehension, concerned with their understanding, and very available for communication. The text was rated good, and students were appreciative of Dr. Awapara's efforts to keep up with the literature and report the latest developments. The lectures were sometimes a little unclear, although not so hopeless that a little digging by the student couldn't straighten

them out. Lab is given only the first semester, and was well rated; the lab instructors received favorable comment. The tests were rated slightly above average. The grading was very reasonable, and any unclear points could be cleared up by consulting the notes or text. The course was considered invaluable for biology majors, and highly effective in fulfilling its purpose.

BIOLOGY 470

Dr. Read

Microbiology

Dr. Read's course was generally regarded as average. The lectures, labs, and testing all received replies that were non-committal one way or the other. The grading was weighted on the low side, however, and the teacher-student relationship was given very low rating. The professor is apparently unconcerned and unperceptive to student interest and comprehension, and was too busy to be available for much personal

(Continued on Page 16)

BIOLOGY--

(Continued from Page 9)

contact. The course is considered unstimulating and of dubious value; several replies mentioned that they didn't learn any basic microbiology.

BIOLOGY 490

Dr. Talmage

Endocrinology

Dr. Talmage's second semester course is very highly rated by students. The lectures are better than first semester, and the text is a help in clearing up many unclear points. The labs are very highly rated due to very adequate material, highly competent instructors, relevancy to the course, and very reasonable set up as concerns frequency, reports, etc. The requirement for reviews of recent literature is well regarded, and most students felt the lab to be the best part of the course. The testing was rated slightly above average, with the grading considered a little severe and not always indicative of the degree of comprehension. Endocrinology is well regarded by most students and considered

valuable. Appreciation of Dr. Talmage's genuine concern with the education of his students despite his busy schedule was expressed.

BIOLOGY 490

Dr. Talmage

Radioisotopes in Biology

Dr. Talmage's course in radioisotopes is a valuable part of the department's program. Isotopes are essential tools for the biologist, and this course is a help to anyone connected with biology. The class is small and this smallness plus Dr. Talmage's perception to any concern for student understanding make for a pleasant student-teacher relationship. It was felt that the lectures were a little hard to follow, possibly due to frequent deviations from the immediate topic. Students were rather critical of the testing, feeling that insignificant points were unduly tested upon, and that they were penalized in the grading for failing to comprehend material which was not well presented in lecture. No text was used in the course, and this was unfortunate.