**Pastoral Players in Polished Performance**

"As You Like It," as a play, is rather of slight dramatic substance. A good deal of its appeal is in its comedy. To the one who has not read Shakespeare as he has been presented on campus for several years, but their performance—

With the exception of an especially inept stage crew—nevertheless took the pleasant, but nearly colorless tone of pastoral performance with considerable polish. Only the stage crew as boisterous a group has been on stage all years, whose buffoons the curtains could not muffle and Vivad Ltd. could not drown out—only they generated contrast in a rather too colorless performance.

The HIGH-POINTS of comedy turn either on the inappropriate matchings of the characters, as substantial love creates the appearance of mis-mating, while apparent—apparently encourages matching that the audience's one's identity known, absurd, or on the clown's conviction of the very situation, is the main plot. (Once the scene has been set in the forest, the identities of the principles areRefreshed, the principal line depends on the inappropriate relationships into which Rosalind, and her brother, Duke's creation enters as a result of her masquerade disguise.

Gretchen Vilas Rosalind was her best in scenes set at court, while thoroughly pleasant, too witty and lady-like lacking the broadness of gesture and expression "As You Like It" requires if it is to be genuinely satisfying. Conventional stage is impossible and insensibly市场需求ing, requiring at one moment realism and at the next moment, every conspirator against the demands of the monster.

TRACY CLARKS who placedCELLA, Rosalind's devoted companion, was the most thoroughly the level lines of wit written for her, and performed best in the situations which Miss Van managed very shyly, those of broadness most shyly, those of broadness of gesture and expression.

**As a continuous**—

"...As the ground becomes a continuous plot the convention of pastoral—Touchstone's lines and (Continued on Page 5)"

**Parent Orientation Day Discussed; Student Conference Here Proposed**

By JIM HARGROVE

Acting with the precision of a parcels distribution committee the Student Senate last Wednesday met to decide if a Student Senate Pet Project would be added to the list of those needed. Action was postponed until next meeting because of the busy schedule of the Student Senate members.

The Senate was discussing the University's interpretation of a traditional Spring Weekend. The original reports was found to be necessary. But if it is discovered, the primary plot might a resolution then passed.

Jandacek then balefully asked if it was or isn't, and that the reading period wasn't large enough. On the red side it considered the one proposed a conference next year.

It was then proposed that Rice University's interpretation of a traditional Spring Weekend, officially begins this Friday, May 3. Songfest will kick off the Rice program of events at 7:15 p.m in Hamman Hall, with clubs from the five colleges competing for the Songfest Winner, trophy. Admission to the program is free.

Visiting Honorees, re-proposed to consider Parent Orientation Day Discussed; Student Conference Here Proposed.

Parents were announced at the informal dance which follows, from of or in 11 p.m. in the River Oaks. The Del Rays, a rock-and-roll band, will provide the necessary musical accomplishment, with

**Cameron Award Nominations Open**

The Cameron Award was recently announced and is open to all women students who are on campus all semester. It is named for the Cameron who has been chosen. So on before Wednesday, May 5, Dean S. W. Hightower has announced. Nominations may be turned in to the Dean's office in person or by mail.

The coveted award, given in memory of the late Dean Hugh Cameron, goes to the student who has been most "exemplary" in rendering service to the student body.

It is sparingly bestowed after careful consideration of pursuitworthy recipients by a committee of faculty and students.

**RONDELEET**—March Grover, Kathy Kindt, and Harvey Hyatt, candidates for queen of Rondelet, stood by one of the pictures on exhibition which form the theme of the pageant. This year's extravaganza, under the direction of Susan Spence, will begin this Saturday night in the Grand Ballroom of the Sheraton Lincoln.

Rondelet 1963 Will Present Beer, Beauties, And Ball

**"The Sinners" committing the additional entertainment.**

**PRES COUP! price for this dance is $1.00 without a weekend ticket; stag price is $1.50. Convenience refreshment will be served.**

**COMMUNITY THEATER**—

The pageant—Presentation of Rondelet Royalty, entitled "Pictures in an Exhibition," will be held at 8:30 in the Sheraton- Lincoln Ballroom. Here, after presentation of the play, and visiting honored and escorting, the Queen will be announced. The Rondelet Ball to follow at 10 with music by the name of Maynard Gillett, a Gerlach Agency Band. Set-ups and ice are included in the $1.50 dance ticket price. Men's dress for the entertainment is dark suit or tux.

**Course Changes**

SCEP Evaluation

The Thresher this week has cut its news content to a bare minimum in order to publish the course evaluations prepared by the Student Committee on Educational Policy. These evaluations include four years of SCEP committee reports. A complete copy of the original report was found to be necessary. The committee will be added to the list of those needed. It is sparingly bestowed after careful consideration of pursuitworthy recipients by a committee of faculty and students.

**The Thresher will conduct a study on a wide variety of campus and non-campus tomorrow and Friday. Poll forms will be issued in the clister between Anderson Hall and the Hep.

**Course Changes**

The registrar's office has announced a number of changes in the course offerings for next year.

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**Rondelet 1963 Will Present Beer, Beauties, And Ball**

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The Thresher has hesitated to comment on the discipline of university discipline arising out of the activities of the Thirteenth Congress because it is not a part of the Thirteenth Congress. The facts are now in, and any delay ought not to be interpreted as feeling that serious issues are being swept under the rug.

The outlines of the case are simple: one college court has accepted jurisdiction over an event which occurred during the Easter holidays involving its members. The question at hand: does the college's action have merit? We are appalled at the reasoning which one college court has used to justify its position. It is acting in bad faith towards the student in which it has chosen to study, NSA has made remarkable accomplishments. Studies of "African Policy," "The Communications Satellite," "Peruna," etc. should be made and any repetition of male vulgarity that afflicts some of the male students at this university, I witness, one of the cruelest and most dishonorable exhibitions of male vulgarity that I have seen...

A LARGE GROUP of about six hundred gathered on the balcony and filled the sidewalks, verbally abusing a female guest in our tennis courts. The girl, who was wearing a proper tennis outfit, was subjected to insults of all kinds for almost two hours. Some of these remarks might be expected if the boys had been drunk or at a different social level, but not at all on our campus and on Sunday afternoon, in my mind, disgraceful.

What made the situation worse is the demonstration of the participation of the Student Association president, who as a result of these actions at least not made his presence clear. Nevertheless, we are going to help stop this scene. This type of event must not be tolerated. The people of Rice must, if it does, the people of Rice must make it clear. No miracle will make this case any better. If they did not ..., the Dean would, and hopefully, the undergraduate college court is ever to become a meaningful part of a student's educational life, it must recognize and concern itself with these responsibilities. It was with this attitude that our College Senate accepted the responsibility.

Richard W. Blakeley
President
The Thresher The Thresher's clarification of the college's position before the Court is that, 'the Court feels that a holiday trip, in another state, We can only wait and wonder whether it will last the last two weeks of the semester and balance by following the trend to its logical conclusion.'

To the Editor:

I should like to take this opportunity to clarify the position of the William Rice Court in the recent case: "The Court decided to accept jurisdiction over an event which occurred during the Easter recess. Does such an action "fall within the province" of a residential college court? We would, therefore, be inclined to question the motives of the students who have "heard, or read, from political action the College is ever to become a meaningful part of a student's educational life, it must recognize and concern itself with these responsibilities. It was with this attitude that our College Senate accepted the responsibility.

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Richard W. Blakeley
President
Junior Council Recently Staffed, Adopts Policy

Through interviews held last Wednesday night, next year's Junior class officers chose four classmates from Jones and three from each of the men's colleges to serve on the Junior Council for 1963-64.

NEW MEMBERS from Jones include Anna Byrne, Nella Martin, Linda Gidaris, and Judy Wainsear; Steve Smith, Brandon Jones, and Stuart Glass have been selected from Baker.

Phil Lawrence, Dale McClary, and Bill German were chosen from Rice; Jim Crawford, David Matthews, and Jim Tucker from Harris; and Val Thomas, Donald Mason, and Carroll Keller from Wiess.

A DIRECT descendant of this year's Sophomore Council, the outgoing Junior Council has three main objectives next year. First, it is continuing service projects, as well as conducting parent orientation day.

Second, it will sponsor all-class functions, such as parties, picnics, etc., and, finally, it will do all it can to accomplish the specific goals set before it.

Delta Phi Alphas Induct Members

New members of the Rice Gamma Xi chapter of Delta Phi Alpha, national German honorary fraternity, were welcomed by President Julian Conner, at the annual banquet held last night at the Warwik Hotel. Special guests included R. E. Jung of the Houston German Consulate, Professor Robert Kahn, Professor and Mrs. Max Fried, and faculty sponsor, Dr. Joseph Wilkens.

Include in the list of new members are Robert G. Aaron, Mary Fae Conlin, Wiley R. Custer, Dilidd Wayne Forsten, Marcelle Galloway, David S. Gray, Judy Haddun, Milton D. Harris, Robert E. Lewis, Louise Lightsey, Stephen McClary, and Roberta Metcalf.

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Masterson Will Take Leave For Research

Dr. William H. Masterson, Dean of Humanities and Master of Hanssen College, will be on leave with his family in Europe for the second semester and summer of next year.

Dr. Masterson will be doing research for a long-planned book on the "relationship of society to the intellectual and political history of the early United States during the Virginia dynasty period."

THE BOOK WILL emphasize the individual political activity of the people and its effect on the development of political behavior. The format of the book will be a reconstruction of the political and social life of the city of Washington as the center of this political activity.

Unpublished manuscript sources, both public and private, will be used in developing the book. Some of the work has been done here with the reading of diaries and letters.

DR. MASTERTON will spend his time in Britain examining material concerning impressions of America of this period by foreign officials and travelers. Part of his time will be spent in France doing research in private papers and archives.

During the absence of Dr. Masterson, History 111 will be taught by Dr. Philip Dettwiler, who will come to Rice from Texas next year.

Arrangements are still pending in the appointments of a temporary master for Hanssen College and a Dean of Humanities. These will be announced at a later date.

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--- Notes ---

Oscillator, will lecture in Biology Lecture Room 120 at 4 p.m. on May 8 on "The Economist and Economics in Europe."

Budding Diplomats. Mr. Wil- lard O. Brown, Executive Di- rector of the Board of Examiners for the Foreign Service of the Department of State will be available for consultation in the KMC conference room on May 2.

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For advanced courses, tends to written work might be required—grammar isn't studied much more in the class than in the students' homework. Most of the students feel also that more homework and reading should be assigned, and the Threbro staff this issue would not have been brought to fruition.

—Peter Freeman, Chairman
Student Committee on Educational Policy

A Thresher Supplement
The S.C.E.P. Course Evaluation

A Statement of Purpose
This course evaluation issue is designed to aid undergraduates in selecting courses for next year and to present publicly a summary of student opinions and evaluations of the courses.

As such, it is not a definitive work on the subject of The Rice Curriculum.

Our main objective is to help interested students consider the possible advantages and disadvantages of various courses and to evaluate the quality of instruction provided. It is important to recognize that this is not a definitive answer to all questions about the courses, but rather a tool to aid in making informed decisions.

Finally, without the cooperation of the members of the S.C.E.P., our faculty sponsor, Dr. Edwards, the subcommittee chairs, and the committees, and the Threbro staff, this issue would not have been brought to fruition.

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Forei...
Europe and America since 1500

History 100 consists of two lectures and one recitation group per week, with regular weekly reading assignments.

The lectures, as delivered by Dr. Nelson in 1961-62, were organized, thoughtful, inclusive, stimulating. They presented a balanced overview of Europe without undue emphasis on one nation or region. Nelson's delivery was dry but did not reach the point of dullness. His sense of humor was well appreciated by the class, which numbered approximately 250.

The lectures during the year 1962-63 were delivered by Dr. Bennett, who was criticized for a disproportionate emphasis on British history at the expense of European history. Some students felt that Dr. Bennett was "lecturing" at them and was too mechanical.

Opinion of the discussion groups undoubtedly varied with the individual student, and with the leader, but it was generally recognized that the opportunity to engage in discussion of historical issues among peers was an opportunity which a few students did not utilize, indicating that it was, to varying degrees, of satisfaction.

There were, on the average, two quizzes per semester, constructed from a variety of questions and either one or two general essays. The tests were not made up by the same panel of questions but were, rather, a random selection from the text.

The professor infuses vitality into the course, and the final usually consist of a few packed sentences delivered at a breakneck pace. There are no papers.

The tests are often limited in scope and tend to concentrate on details, sometimes stressing 128 marshaling of facts rather than synthesis. The finals are designed to test a student's comprehension, his knowledge, and his ability to express himself in a few words. The question of whether a student comprehend the course, is usually expressed in the manner in which he expresses himself. The grading is very fair and expresses the professor's interest in his student's individual insight and ability to express himself clearly.

Next year the course will be taught by Dr. Rath.

HISTORY 118 Dr. Masterson

American History

This course appears improved with the institution of tutorials, where both remain many of its dependable characteristics. The tutorials were generally thought well-organized and lucidly presented, although some termed the approach limited and narrow. The reading was considered rather excessive in amount required but of good quality. It was, as usual, a broadside, concepts running like "epochs are stupid," "elementary school level," etc.

Neither did the tests reflect contentment. They were "all facts and no history," "windfall," all at the expense of insight and analysis. Grading was difficult but not unreasonable, appearing rather arbitrary and varying widely with the tutorial section.

The tutorial leaders drew favorable comments with the exception of the graduate student. He took on good comments and Galambos gave notice. The leader was generally well-organized and lucid, although somewhat a bit redundant. The reading is considered necessary and forms an integral part of the course throughout. The amount of reading is reasonable, and it is perceived that it is to a great extent "plowed" well.

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HISTORY 200

Early Foundations of Western Civilization

200 is an introductory course in ancient and medieval history. Since the course is conducted primarily by formal lecture, the following comment encapsulates both the merits and weaknesses: The "lectures are sold in content, not as a commodity."

Those who expect to learn a few original interpretations of historical events are disappointed. In some cases, the instructor seems to be reading aloud. Dr. Galambos reports that the late-1940's was a period of disengagement in the office of the reading load, grading, or other matter. No "l's" have been used as "3's", but do not rise above "3" but do not dom rise above "3" but do not.

HISTORY 290 Dr. Lear

Trends in European Culture during Antiquity and the Middle Ages

This course is considered valuable by both majors and non-majors alike in its broad approach to the philosophical and cultural developments of ancient and medieval Europe. The lectures are well organized and lucid, although somewhat a bit redundant. The reading is considered necessary and forms an integral part of the course throughout. The amount of reading is reasonable, and it is perceived that it is well-plowed. None of the tests are limited in scope and tend to concentrate on details, sometimes stressing 128 marshaling of facts rather than synthesis. The finals are designed to test a student's comprehension, his knowledge, and his ability to express himself in a few words. The question of whether a student comprehend the course, is usually expressed in the manner in which he expresses himself. The grading is very fair and expresses the professor's interest in his student's individual insight and ability to express himself clearly.

HISTORY 390 Dr. Masterson

Intellectual History of Modern Europe since 1871

390 is probably the most popular course in the Department, and one of the best. It covers political, diplomatic, and cultural history of Europe since 1871. The heart of the course is the reading. Although assignments are heavy (200-300 pages week), it is unlikely that any other university offers a comparable course with a better reader. Some students, however, were encouraged by the amount of reading required while commending the material itself. Emphasis is placed on the student's individual insight and "personalization of history." Reading is a dedicated, conscientious teacher, and this fact is indicated by his attitude toward the course.

Most students felt the weekly reports were appreciated, and several called them "morphmes." They are highly competitive, and never relaxed; since there are few exams they are also crucial factors in the student's grade.

The examinations of grades second mysterious to most students; Dr. Loewenheim demands higher caliber work and grades very strictly. No "1's" have been given him in the Department. Whatever their criticism of the class, the students or, discussions, students were almost universally agreeable to the course. Most praised the stress on interpretation and sustained skepticism. One common comment was that History 450 "was the only course which any student think about the modern world, and it does not undermine the student think about any particular interpretation, it exposes himself to a broad spectrum of points. The student is asked to synthesize these and arrive at his own judgment. If there are no "plugs."

In sum, the power of this course resides in its questions, rather than in its answers. The treatment is a summation of the course, but the questions are ones which no person can afford to ignore.

HISTORY 470 Dr. Higginbotham

Foreign Relations of the United States

470 received by far the most bitter criticism submitted. This is probably the most hotly debated of the history of the United States from 1871 to the present. It is thus far too broad for effective presentation. Moreover, the present seems to have heart of the problem, Dr. Higginbotham. In the beginning of the term, it is reported, he announced that he would not attempt to present the facts before they attempt to present the questions. His course is designed to teach these facts; a long list of dates, names, places, and the like. He has a broad summary of the course, but the text used is written on a high school level and is, indeed, in use in some high schools. The lectures are carefully prepared, and the facts studied in text. The exam is fair but, like the rest of the course, stimulating. It is suggested that the Department understands both his stance and his approach, with a few changes (mainly an increase in the subjective element) the course could be made worthwhile.

HISTORY 480 Dr. Masterson

American Political History

480 examines American political history with particular attention to its English and French influences. The course is well run from November before leaving the Colonial period, and the twentieth century gets this treatment.

It is probably the most time consuming course in the Department, but it is also an extremely perceptive interpretative course. The course divides into a lecture and discussion section and an independent research course. Examinations cover the lecture material. Papers are assigned, and the emphasis of the course is placed on the influence of personality and circumstance in history.

The lectures are typically Mastersonian... usually well organized, methodical, and entertaining. The course divides into a lecture and discussion section and an independent research course. Examinations cover the lecture material. Papers are assigned, and the emphasis of the course is placed on the influence of personality and circumstance in history.

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Grading is extremely severe; students have received grades such as A, B, C, D and E (Continued on Page 15).
CHEMISTRY 120
Dr. Naunheim
Chemical and Analytical Chemistry
Chemistry 120 was one of the three required science courses for freshman science-engineering majors. The course was designed for premed students who must take a chemistry course even if they have already taken one in high school. The course was also required for premed students who had not completed a chemistry course in high school. It is probably now beginning to be realized by students that this course and its future look very bright.

CHEMISTRY 200
Dr. Richter
Quantitative Analysis
The course is well-regarded by the students as a very valuable and informative course. Dr. Richter received a good grade in his course because of his excellent understanding of the material, but working problems from the text helps in understanding the reactions and on exams. The text was written by Dr. Richter and the text was extensively used. Although he has been teaching the course many years, his enthusiasm for the subject has not diminished. The course was very well received by almost all students.

CHEMISTRY 300
Dr. Milligan
Physical Chemistry
Chemistry 300 is widely regarded as a very good introduction to the subject. It is extremely lucid and organized. The textbook is well integrated with the course. The text is well-organized, and useful. The course is not recommended as an elective and it is not recommended to drop the course. There was room for classroom discussion, but it was rather lacking. The text was extensively used with little fieldwork. The book was well-received by almost all students.

CHEMISTRY 400
Dr. Milligan
Inorganic Chemistry
The course is widely regarded as excellent by the students. It is not too much a memory course, and it is very well correlated with the lectures. The main criticism to the course is that it is too hard to keep up with the course. However, the text was widely used and the material is very well correlated with the course. The text was written by Dr. Milligan and the text was extremely well received by almost all students.

CHEMISTRY 500
Dr. Kilkpatrick
The main criticisms to the course were that it was too hard to keep up with the course. However, the course was well-correlated with the lectures. The main criticism to the course was that it was too hard to keep up with the course. However, the text was well-received by almost all students.

CHEMISTRY 600
Dr. Naunheim
Inorganic Chemistry
This course is a rather pleasant experience to the hardened chemistry major. The major criticism of correct interest in inorganic chemistry gives a good insight into some of the ways in which a research chemist thinks. A term paper stimulates research interest, and frequent projects. The lectures, Dr. Naunheim, gives a very good and informal presentation and his students which helps stimulate classroom discussion; the tests and grading are quite reasonable.

CHEMISTRY 700
Dr. Naunheim
Instrumental Analysis
Formerly known as Chemistry 390, this course complements the classical methods of quantitative analysis offered in Chemistry 220 (or in Chemistry 120 for students beginning 1962-1963. Students' comments were complimentary towards the laboratory as set up and administered by Professor Robert Carl. —The only laboratory I looked forward to was actually a lab course, it has two hours of lecture per week, for foundation material. Lecturing is not Dr. Carl's forte; one student reported that he is quite good at teaching but he is not very good at teaching. The techniques and familiarity with modern chemical instrumentation lifts this course above the everyday, however. Testing generally fair.
Editor's Note:
This editorial originally appeared in the Thresher of March 9, 1963. Because the subject matter is as timely today as then, the Thresher staff has felt it appropriate to print these comments as a supplement to the course "Ancient and Roman Literature," which occupies much of the curriculum of the first semester.

Under the new academic calendar, instituted last September, students are required to take only one English course, English 100. For the first time next year, sophomores can select a course in philosophy as a substitute for literature.

Freshman English therefore assumes tremendous significance. To some students, it is the only formal contact with literature outside the college level; for others, it either encourages or discourages further study of the subject.

With the new course, we feel it is time to discuss the following comments about the first semester of "Ancient and Roman Literature," which centers around Dr. Grob's ability to give excellent lectures and his ability to stimulate interest in the subject matter. The tests are good; the reading load is heavy enough to encourage and motivate the subject, and there is excellent communication between the instructor and the students.

For some students, it is the only formal contact with literature on philosophy as a substitute for literature.

The textbooks are good; the reading load is adequate and grading is fair. The course itself adds little to the student's general knowledge. The material covered is quite heavy, but the varied material is covered and is educational and constructive. The novels covered are well chosen; the instructor is very effective in stimulating interest in the subject matter.

Dr. Grob

The Romantic Period

This study of the Romantic movement in England covers quite closely a relatively small field, and a number of objections resulted from a dislike of the material itself. A non-major, unless he has a particular interest, might tire of the reading. The course is in need of improvement by those who took it as a requirement. Dr. Grob, although he can lecture well, seldom gives a formal lecture and tends to ramble.

Dr. Dray

Victorian Literature

This course is an interesting and fairly well-organized course. The reading load is often quite heavy, but the varied material is covered and is educational and interesting. The course and the tests seem to cover the material well and grading is done fairly.

Dr. Parish

Poetry of the English Renaissance

The grading is done fairly, it is thought that testing does not come to grips with the basic course needs of the student.

Dr. Cowden

Conrad and His Contemporaries

This is a semester course in which the works of Joseph Conrad are studied. Testing and papers are generally thought to be adequate and grading is considered fair. Lectures are not well-organized and neither is the interest to the class as dean informal discussions. Most feel that the subject matter will be stimulating, despite the fairly heavy reading load required.


dr. grobe

The English Novel

This course, covering the development of the English novel from its origins to the present day, is felt to be extremely valuable by English majors and non-majors alike. Though the reading is extensive, most students are of the opinion that the two reading loads is not out of line considering the topic of the course. Tests are graded fairly; though they cover the breadth of the course, they are considerably less comprehensive.

Dr. Dray

American Journalism

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American Journalism
The grading criteria were criticized as being overly particular. The text was considered satisfactory, and the students felt the course had been misrepresented to them. 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 students found difficult to remember 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 good. Dr. Enders 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.

Several students mentioned that the lab is good, 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.

**BIOLOGY 200 Dr. Davies**

**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 hasty; perhaps a lab manual would be a help since all students are beginning this type of work.

The field trip is highly regarded, and is considered very representative of the rewarding chance to observe in the field. The tests cover the course as far as breadth is concerned, but students seem resigned to professors in the department to come to lab more than occasionally. The course was rated as valuable to the student, well-correlated, and effective in stimulating student 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, and testing and grading were in general satisfactory, although some felt that the grading did not always reflect the comprehension. The teaching-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 remembered the material they hadn't learned anything.

**BIOLOGY 220 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 student-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 interest is far greater here than in microbiology.

**BIOLOGY 240 Dr. Campbell**

**Physiology**

Students in physiology are appreciative of Dr. Campbell's attempt to step away from the usual physiology course which deals with gross phenomena, concentrating instead on cellular physiology. It was felt that he fails to really step away from 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 1962-63 were essay tests, and were returned with a few, precious, 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, but was reference, but the poor test. Many students used one by Giese and recommended that both texts be used. Concerning teaching-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 willing to talk to students. Some students felt that the course was very valuable and interesting while an approximately equal number were disappointed.

**BIOLOGY 300 Dr. Pulley**

**Marine Biology**

Students taking this course are in general unhappy with it. Those who take it are rather interested in marine biology, but their interest and enthusiasm are crushed 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, lab, and tests; in general, however, all three received very low ratings, and disapproval was expressed in the small amount learned in the course and its rather dubious value.

**BIOLOGY 410 Dr. Campbell**

**Comparative Physiology**

This course, which was 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 respect 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 to the student. 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 little a 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 indispensable 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, lab, 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 uncoordinated and unpredictable to student interest and comprehension, and was too busy to be available for much personal contact.

**BIOLOGY 255 Dr. Paul**

**Marine Biology**

Students taking this course are in general unhappy with it. Those who take it are rather interested in marine biology, but their interest and enthusiasm are crushed 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, lab, and tests; in general, however, all three received very low ratings, and disapproval was expressed in the small amount learned in the course and its rather dubious value.

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TEN GIFTS TO WEAR

Drs. Brown and C. Neil

Drs. Brown and C. Neil are highly favorable in their evaluation of Texas. They will change in professors. There will be a course in advanced calculus. The aims of Math 210 are by Dr. Douglas. Important in the field of partial differential equations. Under his guidance the course will undoubtedly retain its excellence.

MATHEMATICS 410

Dr. Jones

Differential Equations and an Introduction to the Calculus of Variations

This is a course in advanced ordinary differential equations. Essentially the same material is covered in Math 300 although the discussion is more general. More emphasis is placed on partial differential equations; e.g., the Dirichlet Problem and Legendre's equation.

The course will be taught by Dr. Innis, currently a post-doctoral fellow, and Dr. George Kazarinoff, who is teaching the second semester.

SOME TOPICS TO BE COVERED:

- Differential equations
- Partial differential equations
- Fourier series
- Advanced mathematical topics

The outstanding features of the course are Dr. Jones' lecture notes, which are original, and his ability to select pertinent problems, which are given with a fresh, original approach. His tests are unique and creative, and are the major cause of complacency. The engineering and science majors in the course complained that there was not enough emphasis on the practical applications of differential equations and on the various methods of solution, and that this course was a "gurgle" to highly original.

The exams are mainly for reproductions of work done in class, but it is uncommon for original problems to be found on exams. There is no textbook, the quizzes come complete. Although the course is difficult, the student will have no trouble understanding the material. The subject in previous years, the course are Dr. Jones' lecture notes, which are original, and his ability to select pertinent problems, which are given with a fresh, original approach. His tests are unique and creative, and are the major cause of complacency. The engineering and science majors in the course complained that there was not enough emphasis on the practical applications of differential equations and on the various methods of solution, and that this course was a "gurgle" to highly original.

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There was a wide spectrum of opinion, however, due to the variety of students taking the course. Most students recognized that Dr. Phillips was trying to introduce a survey course covering a limited area of physics. On the other hand, the SEs continually pressed for a more challenging course. Dr. Phillips’ comments on "micky mouse" and "high-schoolish." Most students felt that the course divided into a survey course for undergraduates and advanced seminars and an accelerated course for SEs.

Comments on the lectures centered about the fact that the lecturing variety of the topic was no different from the textbook. The text was considered adequate.

The reading and homework assignments were considered reasonable, the main objective being to introduce the homework problems were much easier than test questions. Grading was considered fair.

The lab was widely criticized, but the major criticism of the lab was that the lab was not well related to the course, there being very little time spent on it. Some lecturers were considered busy-works, especially the error analysis.

The object of this course is to introduce the student to classical electricity and magnetism and selected aspects of modern physics. Many of the problems in evaluating the course centered on the same as those for Physics 100; that is, the wide variety of students taking the course produce varied criticism which cannot be generalized.

The only area which produced any criticism was that of teacher-student relationship in Dr. Phillips’ section. The.feeling of a close contact was discouraged, both inside and outside of class. Dr. Phillips seemed to have little concern for the student and his understanding of the material. It was also felt that Dr. Phillips was truly interested in the subject matter he taught and put across the material rather thoroughly.

The labs are worthwhile, but very little time seemed to be spent on them. A student who was truly interested in the subject matter would have found the labs somewhat more valuable. The grading and testing were fair, but not excellent. Grading was considered to be too easy; consequently, the student’s work was not considered adequate.

The main criticism was that the lectures were too easy and the problems in the homework assignments were well known. Students felt that the problem sections were more challenging than those in the lectures. The rapport established between professor and students in the problem sections was indicative of the excellent learning atmosphere associated with these groups. The material was learned in working through the problem sections and in discussing them in problem section.

Students were generally pleased with the quality of texts and methods of grading. They felt that the grades were generally neither too severe nor too lenient.

The nature of the course made it impossible to have any one text book which adequately encompassed the topics of the course. It is generally agreed that Physics 100 is the best course in the physics department for the non-physics major who is seeking a science elective.

The course received criticism from every student and from every teacher. The criticism was that the lab was inadequate, both inside and outside the classroom. Dr. Phillips was truly interested in his students and his teaching atmosphere created a very positive learning situation.

For students seeking a science elective, this course is of prime importance to a physics major because it introduces him to the basic concepts of modern physics. Being an introductory course it should also be given a preliminary to a non-physics major. The opinion was that the lecture rate was a failure in this respect.

Most of the unfavorable criticism dealt with the lectures. They were poorly organized, difficult to follow, and completely unrelated to any previous knowledge of physics the student may have acquired. Dr. Risser presented many rather simple ideas in complete detail and just touched on more complicated concepts.

The elements of modern Physics by Copeland and Bennett, was obviously a poor choice since Dr. Risser decided early in the first semester to drop it because of the system of units used by the authors. It is doubtful that even a good text could untangle the classroom through the lectures.

The laboratory received many favorable comments from students. Many people felt that the total value of the course was to be found in the laboratory. The student was competent and the equipment was well organized. A strange situation occurred where the material covered in the laboratory was a more complete introduction to modern physics than that covered in the lectures.

The tests and grading were fair but not excellent. They reflected the professor’s concern for the student’s “wellness” in lieu of the knowledge he did not acquire.

The professor’s concern with the student’s understanding was generally praised. The main recommendation for the course was that a good text be found and closely followed.

Two textbooks which adequately covered the material were "Principles of Physical Optics," by Dr. Donoho, Barnard, Donoho, Levin, and "Tweedledee and Tweedledum" by Dr. Josephson.

The grading was considered fair. The tests were educational and typical of one hour test in a two hour test period.

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The laboratory received many favorable comments from students. Many people felt that the total value of the course was to be found in the laboratory. The student was competent and the equipment was well organized. A strange situation occurred where the material covered in the laboratory was a more complete introduction to modern physics than that covered in the lectures.

The tests and grading were fair but not excellent. They reflected the professor’s concern for the student’s “wellness” in lieu of the knowledge he did not acquire.

The professor’s concern with the student’s understanding was generally praised. The main recommendation for the course was that a good text be found and closely followed.

Two textbooks which adequately covered the material were "Principles of Physical Optics," by Dr. Donoho, Barnard, Donoho, Levin, and "Tweedledee and Tweedledum" by Dr. Josephson.

The grading was considered fair. The tests were educational and typical of one hour test in a two hour test period.

The course received criticism from the student and from every teacher. The criticism was that the course was a failure in both respects.

Students were generally pleased with the quality of tests and methods of grading. They felt that the grades were generally neither too severe nor too lenient.

The nature of the course made it impossible to have any one text book which adequately encompassed the topics of the course. It is generally agreed that Physics 100 is the best course in the physics department for the non-physics major who is seeking a science elective.

The excellent learning atmosphere associated with the course was a failure in both respects.

The course received criticism from every student and from every teacher. The criticism was that the lab was inadequate, both inside and outside the classroom. Dr. Phillips was truly interested in his students and his teaching atmosphere created a very positive learning situation.

For students seeking a science elective, this course is of prime importance to a physics major because it introduces him to the basic concepts of modern physics.

Being an introductory course it should also be given a preliminary to a non-physics major. The opinion was that the lecture rate was a failure in this respect.

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PHILOSOPHY 320 Dr. Mackey

Twelve faculties.

are needed. Philosophy 301 has a group in 303.

Assignments. The students of Dr. Mackey

been taught in three one-hour lectures.

low. He is personally considered extremely impartial and receives very little criticism.

Critical discussion seems to be hampered by the large group and by lack of individual participation.

The seminar format is unsuitable for the large group present.

Majority of students seems to want philosophy well taught and with long examinations for the material covered. The material of the courses, especially that of the first semester, is well within the reach of the non-mathematically inclined, with the second semester more rigorous (and diversified) than the first. The work is not unified, in group, ring, and field theory overlap with some of the first semester work in Mathematics 300.

PHILOSOPHY 325-326 Dr. Robinson

Philosophy of Science

Philosophy 220 can be recommended for anyone.

Frank talk about your hair: Vitalis with V-7

A consideration of Dr. Fulton's courses, Philosophy 381 and 382 may proceed apart from the subject matter. Most criticism centered on the method of presentation. The seminar format is unsuitable for the large group present.

Most students considered the material well. The papers written for this course are educational. As for class discussions, the students raised questions as to the warranting of the subject matter (75% of students reply- ing rated this question 1 or 2). This is a good course for the student who is motivated by learning, since grade making does not serve as a motive in the course. Logic, Philosophy of Science is a course in which the various courses in philosophy each meet together to discuss problems of common interest.

In general, Dr. Robinson's attitude may be summed up in one word: marvelous. His course is refreshing changes from the monotony of other philosophy courses. He is not as much the subject matter, modern logic, has ramifications in both academic and scientific disciplines. The material of the courses, especially that of the first semester, is well within the reach of the non-mathematically inclined, with the second semester more rigorous (and diversified) than the first. The work is not unified, in group, ring, and field theory overlap with some of the first semester work in Mathematics 300.

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ECONOMICS 340 Dr. A. International Economics
The tests characteristically require the student of the teacher's large sections of the notes from the course is well organized and clearly presented. The amount of reading is required. The length of the tests is not always well-planned; there is a lack of understandable prose.

ECONOMICS 465 Dr. Steele
Consumer Regulation of Industry
Student reaction to this course is generally unfavorable. This is mainly due to lack of interest stimulation in the subject. The class at about 4 for stimulation of interest. Students unanimously agree that the course is very well designed (average grades 5 out of 15), but the presentation consists only of transferring the teacher's notes to the blackboard. The students transfer the notes from the board into their notebooks; there is practically no class discus- sion as students are too busy copying notes from the board to the notebooks. The instructor has a general teaching style. The class might be improved by changing the notes and then broadening the discussion of the material.

ECONOMICS 379a Dr. Banks
Economics Analysis I
These intermediate level courses are regarded very favorably by the students. They are the most valuable theoretical economics courses, and they are very in-

ECONOMICS 379b Dr. Banks
Economics Analysis II
The first semester instructor is by unanimous consent the best. The second semester instructor is by almost unanimous consent the worst.

Dr. Adams has refused to discuss his procedures with students. An instructor of a "plug course," it is thought that he placed too much emphasis on names and numbers and not enough on conceptual framework. Many comments were made concerning the lack of outside reading; for example: "It is a shame to be asked to take home take-home tests, grades fairly but strictly, except for "7"s and "8"s are not widespread.

The test characteristically is difficult to be fair only, or fairly, both semesters. Dr. Adams asks the students to read the book (NB: this is never a problem). He always offers a discussion of the bare facts presented in the notes, but the students rapidly become aware that the test questions are almost never appears on the tests, and therefore few students bother with it.

This course is about average; it is required for economics majors. The course is on a simple level, and not too much mathemat-
ical is needed. The course is well organized, useful, and not difficult, but it is certainly not inspiring anyone to make a career of statistics.

ANTHROPOLOGY
Dr. Norbeck and Holc
Information on this department is scattered and somewhat sparse. The students generally feel that the materials and books covered are highly informat-
ive, interesting, and valuable to their general educational background. This was especially the case with the texts (objec-
tive, both in their teaching and their reading). He was acclaimed by some

ECONOMICS 475 Dr. Steele
Principles and Policy
The consensus of those inter-

the course is too easy. Comments made are generally favorable. Nearly everyone agreed that it was a good basic course. Perhaps the most important criticisms was raised about the course as a whole. The course materials are the written home-
work for the class. The class at about 4 for stimulation of interest. Students unanimously agree that the course is very well designed (average grades 5 out of 15), but the presentation consists only of transferring the teacher's notes to the blackboard. The students transfer the notes from the board into their notebooks; there is practically no class discussion as students are too busy copying notes from the board to the notebooks. The instructor has a general teaching style. The class might be improved by changing the notes and then broadening the discussion of the material.

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Engineering Departments

E.E. 211, 212, 213

This series of courses is very poorly executed. Engineering 211 suffers from an inability of the material resubmitted from Physics 100, although the computer and vector methods tend to be easier. The approach taken in Engineering 212 is that the courses important the features of kinematics in a tangle of four-bar linkages.

Engineering 213 shows no sense of proportion. Again the methods of Physics 100 are extended and must be completely ignored in the present system. M.E. 245 Dr. Brotzen Material Science

A brilliant course. The high point of the junior year. Dr. Brotzen, be commendable for his obvious concern for the under-graduate.

The outstanding feature of this course is its flexibility. Dr. Brotzen was willing to alter the course to suit the interests of the electrical engineering stu-
dents.

The "laboratory" consists of three additional hours of lecture per week, with occasional demonstra-
tions relative to the course material at hand.

E.E. 348 Mr. Emory Circuits and Electronics

The two semesters of this course differ in content. The first semester is basically a good course in circuit theory. The text is excellent and the instructor competent if not inter-
esting. Homework is not exces-
sive but often involves unrealistic and repetitious problems.

The second semester, con-
cered with vacuum tubes and transistors, is above average in quality. The laboratory is an ex-
cellent supplement to the course material, but there is a tenden-
cy on the part of the instructor and lab assistant to spell out the procedure and the expected results too closely. Too little is left to the inventiveness of the student.

C.E. 401 Dr. Merwin Introduction to Transport Phenomena

This course can extend in con-
siderable detail material dis-
cussed in Engineering and M.E. 355. Dr. Merwin, who taught the E.E. section, is a capable lecturer and did a good job in developing the subject matter. However, if any analogies exist between the subject matter of electrical engineering, Dr. Merwin did not point them out and the students were unable to perceive them. As a result, the electrical engineering student can see no way in which this course is pertinent to even his most general interests.

C.E. 418 Mr. Waters Electrical Machinery

It would require George Or-
well to do justice to this course. It is more a test of a student's psychological stamina than it is a satisfactory introduction to electrical machinery.

Although the course is well organized, the homework well coordinated, and the laboratory well integrated, the instructor assumes an acquaintance with the terminology and the general principles of the material which the student does not have. Legend tells that this was once a good course, but it has now become the life limit of re-gurgitation. Understanding the material is irrelevant to passing the course, since it is possible to pass the course by memorization of gurgitation and pass the tests with flying colors. This in a sense fortunate, since the great bulk of material covered would require a super-
normal attempt on the part of the student if he were to try to understand it.

E.E. 441 Dr. McPhail Electronic Circuits

This course treats material from modern physics which is important to the engineering student's general background. Students who elect it gain in certain mathematical techniques which are of use in engineering.

Dr. McPhail, a graduate of Rensselaer Polytechnic, makes a valuable contribution to the curriculum. He feels that an extensive amount of tests and homework is a hin-
drance to a student and is left to the inventiveness of the student instead of being done himself. However, it is most enlighten-
ing to have a professor some-
one who, through a direct ac-
quaintance with industry, can temper scholarly knowledge with the realities of actual prac-
tice.

E.E. 473 Drs. Bourland and Rabson Electrical Engineering Analysis

The two semesters of this course are completely different in subject matter and will be treated as two separate courses.

The first semester moves slowly and unnecessarily. More material could easily be covered. As the course will be taught by a different instructor next year, there is no point in further evaluation.

Students find the second se-

monester difficult, but the main trouble is not inherent in the course. Rather, the fault lies in the poor mathematical back-
ground in the area of solution of differential equations. At times the lectures suffer from a lack of organization.

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LANGUAGES—

(Continued from Page 5) are felt to be well-organized and valuable to understanding. However, the amount of reading and the amount of homework required are unknown and thus viewed with uneasy apprehension by all students, and it is a serious worry to most students who might want to major in this field.

Those interested in further study of German felt they had lost by taking German 205. They felt that a large percentage of grammar by shifting their efforts toward improving their reading ability.

GERMAN 305 Writing, Speaking, Translation Intermediate German: These courses are popular, the class suffers from lack of organization and discipline. Class discussions suffer from lack of direction. Nearly all student opinions were that they are not difficult, but that the subject matter was not as well presented as it might have been.

GERMAN 360 Elementary German: The students were fairly well satisfied with this course, although the percentage of students who seem to have given up is rather high. The most widespread complaint about the course is the great deal of work assigned, and the lack of emphasis on the material covered.

GERMAN 410 Intermediate German: Students felt that the course is valuable in giving the student a chance to obtain research material and a thorough understanding of the material covered.

GERMAN 505 Political Science: The students felt that the lectures were very well-organized and that the professor seems to show certain lessons towards non-majors, what his influence on students' scores would be, and that he was not afraid—when in fact he is, although he might be relatively untutored by his training and is admittedly stingy with his grades.

Dr. Vandiver

Dr. Vandiver is generally good at giving both presentation and content of the course. Instructor's policy of withholding grades, but the written assignments, and the quality of the work done, is considered of great importance to the student.

Dr. Vandiver is a good teacher. The students felt that he is very well-organized, although some (mostly history majors) found him rather dull, and was unmercifully by most of them. The professor seems to be well organized and to have a good teaching technique.

The lectures are considered very well-organized, but not always well-delivered. The professor seems to be very well-organized, although some (mostly history majors) found him rather dull, and was unmercifully by most of them. The professor seems to be well organized and to have a good teaching technique.

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Psychology Department

PSYCHOLOGY 210b, 310a
Dr. Wann

Statistics

Doctor Wann has always been highly perceptive to and interested in the individual student's questions and offers encouragement and reference material to any student who may become stimulated to delve further into subjects discussed in class. Statistics (210b, 310a) is primarily a lecture course, but class discussion is also encouraged. The students are generally pleased with the material and homework and feel that the tests are comprehensive and graded fairly. In almost all of Doctor Wann's courses, the students feel that the grading of papers and tests are somewhat lenient, but the idea is that if the course cannot build an "intelectual" fire under the students, then they should not be coerced by a "striving-for-grades" fire under them.

PSYCHOLOGY 300
Dr. Hudson

General Psychology

The Psychology 300 course has been for many years a very poor course for any introduction to psychology in general. The professor, Dr. Hudson, has largely been the cause of this disorganization of ambiguous questions designed to confuse the students and ask only knowledge of factual minutiae rather than general concepts.

But for the worst blunder in the form of the course was to make it a "C" elective with no lab. Consequently, it has been 90% composed of students who have no interest at all in the subject matter and are only three in order to get the degree with the least amount of work. Attendance is poor and really not required since a bold and well-organized book provides all the ideas and facts necessary to make good in the course.

Fortunately, the course is no longer a "C" elective and most of its problems will be eliminated with this change.

PSYCHOLOGY 310b
Dr. Hudson

History and Systems

The History and Systems course covers the major schools of psychology and analyses them in relation to the basic premises previously mentioned. Some of the students have felt somewhat frustrated, however, because, just as they would be getting interested in a particular aspect, it would be necessary to move on to a new topic in order to cover the material of the course.

PSYCHOLOGY 340
Dr. Hudson

Experimental Psychology

This course is primarily a laboratory, but also contains lectures on experimental methods, films, and discussion. It is also perceptive to the student's questions and problems and the students are really communicating freely with him. Probably the major asset of the department in its encouragement to the student to communicate freely with his professors and establish a personal basis with them for research and study on his individual interest level.

SUMMARY

At one time or another, almost all of the psychology courses bog down in philosophical and semantical discussions. If this continues after the first two or three weeks of classes, the students lose interest in these problems and are asked to continue them by individual study so that the rest of the class can continue on to other problems. But, many times these students do not delve into these things on their own interest and continue to bring these points to class, and thus holding up any progression to new topics.

In summary, the Psychology Department does not wish to give the student a "practical" comprehensive background of facts oriented to merely one or two popular schools of thought, and strives to present the student a critical and analytical attitude and to help him to objectively understand the foundations of logic underlying any or all of the psychological theories and methods.

BIOLOGY-

(Continued from Page 9)

CONTACT

The course is considered unstimulating and of dubious value. Several students 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 test 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 results: several 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 of his students despite his busy schedule was expressed.

BIOLOGY 590
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 the student's understanding make for a pleasant student-teacher relationship. It was felt that the lectures were a little hard to follow, possibly due to some deviation 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 the basic principles which were well presented in lecture. No test was used in the course, and this was unfortunate.

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