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About the Institute

The Hunt Institute for Botanical Documentation, a research division of Carnegie Mellon University, specializes in the history of botany and all aspects of plant science and serves the international scientific community through research and documentation. To this end, the Institute acquires and maintains authoritative collections of books, plant images, manuscripts, portraits and data files, and provides publications and other modes of information service. The Institute meets the reference needs of botanists, biologists, historians, conservationists, librarians, bibliographers and the public at large, especially those concerned with any aspect of the North American flora.

Hunt Institute was dedicated in 1961 as the Rachel McMasters Miller Hunt Botanical Library, an international center for bibliographical research and service in the interests of botany and horticulture, as well as a center for the study of all aspects of the history of the plant sciences. By 1971 the Library's activities had so diversified that the name was changed to Hunt Institute for Botanical Documentation. Growth in collections and research projects led to the establishment of four programmatic departments: Archives, Art, Bibliography and the Library.

Lieber Dr. Lowy

Welche Universität hat Sie von uns weg-
gelockt? Bitte bleiben Sie doch bei LSU
damit wir mehr von Ihnen lernen können
Ich hätte gerne die Kurse "Geschichte der
Wissenschaft" (Dr. Farmer) gehabt, konnte
aber keine Zeit dafür finden. Jetzt haben
Sie es mir teilweise gelehrt und dafür bin
ich Ihnen recht dankbar.

Es tut uns Leid dass Sie von uns
weggehen werden, Sie haben uns die
Augen geöffnet für manche Sachen
die uns unbekannt waren

Ein gutes Wochenende wünscht Ihnen

Martha Tan.

MRS. MARTHA TAN

Biol. 100E Sec. 1

Friday

Dear Dr. Lowy,

I found the answer sheet to the second test, the copy of which you gave me. It seems the test I so foolishly destroyed was the first one. (and answer sheet)

I realize this is a bother and no doubt more trouble than I'm worth - after all, you have 222 other students who did not destroy their papers, but could you (pretty please with sugar on it) give me a copy of the first test + ans. sheet?

Just think, you may save me from an "F" - a fate worse than death!

I really enjoy your class - you're a delightful person.

Thank you, + I'll see you Monday after class?

Emily J.

January 17, 1979

Dear Dr. Lowy,

Rodney has mentioned Selecta Fungorum
Carpologia by L.R. & C. Tulasne (3 volumes)
to me. Kindly give me the information I need
to order this.

May I thank you for the inspiration
Rodney finds in you.

Sincerely,

Jackie Roberts

Jackie Roberts
Epidemiology & Community
Health
Vet Med Bldg
6633, ext. 340

Dear Sir:

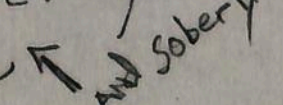
*
M = male
F = female
*

Four of your other biology ⁽²⁾ students and I have just decided that you are without a doubt the most wonderful teacher - in any field - that any of us has ever had. Among the five of us there are two juniors (m+m), two sophomores (m+f), and a freshman (F); four of us have attended universities & colleges other than LSU - leading universities in the East, North, & South - thus we can compare you with instructors of the highest calibre, from some of the nation's finest universities. We all belong to fraternities & societies here, & have found many of our "brothers" & "sisters" to be of the same opinion as we: that you are the most wonderfully enthusiastic, the most (seemingly) dedicated yet well rounded instructor any of us has been privileged to have. We just love the way you associate scientific terms & facts with different philosophies, with Greek & Latin word origins, & various other things that show your acquaintance with the humanities; it is so seldom that we find a scientist who is familiar with the arts, & vice-versa. Above all, though, your enthusiasm just excites us - the subject could be so dull, but your enthusiasm makes us realize that you are trying to tell us that these are the

miracles behind that greatest of all miracles - Life itself. Possibly the reason we don't all have "A's" is that the book seems so dull in comparison to what you teach us; of course the difficulty of the tests just might have something to do with our lower grades (we've only had one test but we all found it PRETTY ROUGH!) but the grades are probably due to the 1st reason. Thus if you get a paper with a grade of 80, you can feel pretty certain that that student has remembered about 80% of what you've said, whereas ~~if~~ if it were a test on the lecture of another instructor, one who just stands & rattles on & on, unexcited & unstimulated, the grade would be from what the student was forced to dig from ^{the} TEXT.

Well, that's about it - we just wanted you to know that we think you're pretty wonderful, and that there should be more like you. It's just impossible to imagine to what heights the American mind might rise if there were more like you. We hope it won't be long before such deserving men as you can be given the money ^{not} spent on building up defenses, etc. We think teachers should make as much, if not more, than doctors & lawyers, & we plan to do something about it. After all, if it weren't for your wonderful enthusiasm & dedication as a teacher, we would never be able to remember that the beer we're drinking right now is a product of the alcoholic fermentation of an ascomycete by an enzyme! (We THINK?!))

We prefer not to sign ~~with~~ our names to this, because we don't want you to think we're just working for "brownie points" or pulling your leg.

Most sincerely,  and Sobersy!

MMM+FF

1912

Dear Sir:

*
M = male
F = female
*

Four of your other biology ⁽²⁾ II students and I have just decided that you are without a doubt the most wonderful teacher - in any field - that any of us has ever had. Among the five of us there are two juniors (m+m), two sophomores (m+f), and a freshman (F); four of us have attended universities & colleges other than LSU - leading universities in the East, North, & South - thus we can compare you with instructors of the highest calibre, from some of the nation's finest universities. We all belong to fraternities & societies here, & have found many of our "brothers" & "sisters" to be of the same opinion as we: that you are the most wonderfully enthusiastic, the most (seemingly) dedicated yet well rounded instructor any of us has been privileged to have. We just love the way you associate scientific terms & facts with different philosophies, with Greek & Latin word origins, & various other things that show your acquaintance with the humanities; it is so seldom that we find a scientist who is familiar with the arts, & vice-versa. Above all, though, your enthusiasm just excites us - the subject could be so dull, but your enthusiasm makes us realize that you are trying to tell us that these are the

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Most sincerely,

MMM+FF

AND Sobriety!

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Most sincerely,

MMM+FF

And Sobert!

Ode To Dr. Lowy

Of all the biologists we have known,
In our minds you stand alone.

So to you, we give this rhyme,
The best mycologist of our time.

A change in our lives you have brought
By teaching us inductive thought.

You taught us cells, you taught us trees,
You even taught us birds and bees.

We learned the joys that nature brings
Through years of summers, winters, springs.

So engrossed your talks have found us,
We notice nature all around us.

Our day begins with milk and Wheaties
And thoughts of all Ascomycetes.

Phyco, Myxo, Basido, too,
Enslave our minds in all we do.

Though we are mere biotic laymen,
You've taught us pistil, stem and stamen.

Darwin's Theories, if you please,
Showed our ancestors swinging through trees.

Mendel too, with pea and bean,
Displayed the wonder of the gene.

Viruses, so we have read,
Border the living and the dead.

When we return next fall, oh gee!
We'll miss Course Two, Biology.

For, in all we see and do
We'll think of fungi, plants and you.

It's even true that when we sleep
We count amoeba instead of sheep.

P.S.

Seriously, we really did enjoy the course
and your lectures.

Dell Schroeder

Monna Williams

LOUISIANA STATE UNIVERSITY
College of Arts and Sciences
Baton Rouge, Louisiana

FROM: Jack G. Gilbert, Associate Dean

TO: The Faculty

October 23, 1969

A Report on Student Evaluation of the Undergraduate
Curricula and Instruction

Each year since 1967, students whose grades place them in the upper tenth of the May graduating class have been invited to fill out questionnaires concerning the curricula and instruction of this College. Their responses have been summarized under the questions listed below. (In 1967, thirty-three of thirty-six students returned the questionnaires; in 1968, twenty-two of forty-five; in 1969, thirty-one of forty.)

1. Do you think we have succeeded in your case in our aim to provide a broad, balanced educational program?

More than 75 percent of the students answered yes to this question.

2. Would you have preferred more or fewer specifically required courses in your first two years?

The majority of students would have preferred fewer required courses, but many conceded that these requirements helped them get a broader education.

3. Would you have preferred more or less concentration in your major field?

There was no clearly predominant opinion here, with some preferring more, some less, some content with the status quo.

4. Did you have too much or too little freedom of choice of electives?

Most students felt that there was an adequate amount of freedom of choice.

5. Did your teachers make sufficient or too little demand on your time and capacities?

Almost half the students felt there was too little; a group of about the same size thought there was too much. Several students indicated that there was too much demand on their time, too little on capacities, or on their minds. A typical comment is the following: "Too little demand for thought and evaluation of subject matter. Too much emphasis on grading and objective tests."

6. Were you sufficiently encouraged to work independently and reach independent conclusions?

A large majority answered this question no. The question evoked rather strong comments: "I found a lack of encouragement toward independent initiative." "Never was I forced to make independent conclusions, to search for original answers." "Too many courses require memorization. Computers will be doing this in the future. People need to be encouraged to discover things and use basic principles of thought to find new truths."

7. Would the creation of more independent reading courses without formal class meetings be desirable?

Most students thought such courses would be desirable. There was some skepticism as to whether anyone cared enough in a large university to create many courses of this kind.

8. Do you think the size of your classes had a significant effect on your achievement?

Surprisingly a majority of students stated that large classes did not significantly affect their achievement; they maintained that the success of such classes depended on the quality of instruction. The question evoked some sharp comments, particularly about the admission policies of the university. Comment: "In the final judgment I would say that teachers are significantly more important than class size in retaining my interest."

9. What suggestions could you make regarding intellectual atmosphere and stimulation?

The most frequently mentioned suggestions were: better teachers and motivation, better teacher-student relations, stricter admission requirements, smaller classes, less emphasis on grades, elimination of Saturday classes, creation of an intellectual atmosphere on campus where both sides are presented, less memorizing, less emphasis on football, fewer objective tests, pass-fail grading, fewer regulations on students' personal lives. Comment: "Presentation of both sides of a question in class. Emphasis upon relevance to contemporary issues."

10. Please comment on other aspects of your undergraduate career here which were positively or negatively significant or memorable.

The most frequently mentioned negative aspects were: bureaucracy and red tape, legislative interference, lack of intellectual atmosphere, poor student-teacher relations, too many restrictions on students' moral conduct, compulsory class attendance, hypocritical administration.

The Honors Division was mentioned by four as being positively significant and memorable in their undergraduate career. Comments: "The contacts I enjoyed most were those with faculty members who were truly interested in their students' welfare." "Employment on campus for four semesters added greatly to my college experience." "Projects (extracurricular) such as 'medicare alert program' or the 'big buddy program' should be offered as an outside part of psychology or sociology courses and then discussions can be held about experiences in these situations." "I leave LSU without having been greatly stimulated and feeling that I collected a lot of scattered experiences. LSU seems to teach courses but not the intellectual life. Most campus rules I find inhibitive and harmful, stifling maturity. Academic and personal counseling is insufficient."

11. The following are representative comments on what this group of students regarded as the characteristics of excellent instruction:

Well organized
 Interested in subject
 Enthusiastic
 Stimulates class discussion
 Encourages independent thinking, originality, and imagination
 Makes subject matter relevant to today's situations
 Warm, human person
 Knows that the key to effective teaching is not talking or forcing knowledge but showing and coaxing while encouraging the students
 Mixes humor with intelligent teaching
 Compelling, devoted, electric lecturer
 Excellent command of subject
 Is seeking the student's opinion and ideas and sharing his knowledge
 Spends great amount of time preparing for class
 Forces us to understand not just know material
 Demanding
 Outside reading -- of your own choice
 Entertaining but gets ideas across
 Excellently planned course
 Lectures were well documented by outside sources
 Interest in individual student
 Teaches not only facts but forms these facts into attitudes
 Treats freshmen like "scholars" not "dirt" as do many freshman instructors
 Dedicated to scholarship
 Casual informal classroom manner
 Personal contact and help
 Used examples keyed to college-age group

11. (Continued)

Frankness mixed with tremendous sense of humor and vast knowledge
 Expects a lot from student but gives a lot
 Establishes good rapport with class
 Excellent stage presence in classroom
 Vivacious personality
 Ability to put students at ease
 Very concise and succinct in his lecture
 Makes you apply knowledge not memorize

12. The following are representative comments on what this group of students regarded as the characteristics of poor instruction:

Not interested in teaching
 Presents material in an unsystematic and haphazard way
 Boring, monotonous, disorganized
 High school level course
 Constantly belittles and humiliates students
 Never prepares for class
 Intolerably confusing
 Too limited in scope
 Class discipline problem
 Falls asleep during his own lectures
 Lectures from book
 Grades based on luck
 Ambiguous tests
 TV class -- no communication, objective tests, pure regurgitation
 Preoccupied with other things
 Expects too little of students
 Pure memory work
 Knows subject well but tends to dogmatism
 Too arbitrary in grading
 Cold and academic
 Biased, unimaginative
 Out-dated, non-provoking
 Not able to communicate with class at all
 Makes no demand on time and intelligence
 Enjoys shocking and belittling students in class
 University puts too much stress on teachers' publishing and doing
 research -- teachers thus have little time for students
 Teaches at high school level
 Lack of concern for student
 Sarcastic attitude
 Discourages independent thinking
 No lecture, endless rambling
 Reads notes from textbook
 Students required to do trivial research and learn non-applicable
 material
 Teaches with the idea of flunking student
 Has used same notes for 100 years
 Very Mickey Mouse