Editor's Comment: It is with regret that I announce my resignation as Editor of HAPS News effective June 1, 1990. Some opportunities are being presented to me that would require a commitment beyond what is necessary to provide editorial leadership for our new Human Anatomy and Physiology Society. I want to thank each of you for your support for my efforts to get a professional newsletter started; it has been very gratifying to me. I look forward to working with you, within the HAPS organization, in some new capacity.

MESSAGE FROM THE PRESIDENT

Since I last chatted with you, we have gained many new members in the HAPS organization. I would like to welcome all new members and thank you for your support. Last month's membership represented more than 220 colleges.

I would imagine that many of you may wonder about the leaders of your organization. The decision-making process of HAPS is performed by the Executive Committee. This committee is composed of President, President-Elect, Secretary-Treasurer, and three Representatives-at-Large. Appointed officers include Newsletter Editor, Archivist, Membership Chairperson, and Editorial Board Chair. The Executive Committee, appointed officers, and National Conference Director take care of HAPS business every month by means of a conference call. The President's college (Clark County Community College) graciously accepts the charges for these monthly conference calls. We are expecting a large attendance at the fourth annual Anatomy and Physiology Workshop to be held June 4 to 8 in Madison, Wisconsin, so please send in your applications for these offices during 1990-1991 as early as possible. (See enclosed insert.)

We are still looking for an eastern workshop site for 1991. So far we have received only one offer—from a South Carolina college. If you want to be considered to host the 1991 national workshop, please inform HAPS immediately, as we will be making this decision very soon.

Finally, I would like to appeal to the membership to submit articles for the May newsletter as soon as possible. If you have information for our membership, please consider sharing it with your fellow members. After all, the good fellowship, the sharing of ideas and concerns, and the sense of identity are the cornerstone of HAPS, and I can say with confidence that this time that we are the early roots of what will become a very important and prestigious organization within the academic world in the very near future.

Richard Steadman
President, HAPS

APPEAL FOR NEWSLETTER ARTICLES

The Editorial Board of HAPS News would like to receive contributions to the publication. If you have such contributions, please write them up. Other members of the Society would be interested in experiments that work well, equipment which you have found to be especially good, sources of inexpensive supplies, special techniques, etc. Submit these items to Dr. Paul Holmgren, P.O. Box 5640, Northern Arizona University, Flagstaff, Arizona 86011, or to Dr. Van Wynsberge (see page 2).

Richard Welton
President-Elect, HAPS
A QUESTION WORTH ASKING/
AN ARTICLE WORTH WRITING

One of the trend-setting topics in education is Cooperative Learning, creating an environment in the classroom where learning is maximized by group support and interaction, verbalization is present among the students, thinking is encouraged, and problem-solving strategies are revealed, experienced, and exercised. Anatomy and Physiology classroom instruction is replete with opportunities for this cooperative learning venture. You can use it in the classroom and also among the faculty. We hope to continue to provide this cooperative learning experience through our annual HAPS meetings, where instructors can come together to learn, grow, and exchange. We also hope to provide new and creative ways for learning in Anatomy and Physiology through the HAPS Newsletter. This Newsletter is committed to providing lecture, laboratory, and demonstration updates, including new ideas and materials for Anatomy and Physiology instructors for classroom use and professional growth and development.

Concisely written articles in these areas are solicited and welcomed from HAPS members as well as other interested authors. These articles should be limited to three or four typed, double-spaced pages with clear, reproducible figures, if included.

Articles should be submitted for the Editorial Board review to:

Dr. D.M. Van Wysberghe
University of Wisconsin—Milwaukee
Department of Biological Sciences,
Lapham Hall
Milwaukee, WI 53201

Since these articles are reviewed, they may be of some help to the authors who need published papers for promotional documentation. As a fringe benefit, the Editorial Board will select the single best published article contributed to HAPS News during the year and award the author with free registration for the following annual HAPS meeting—an article worth writing! We on the Editorial Board look forward to working with all of you through this Newsletter—and look forward to hearing from you.

Donna Van Wysberghe, Chair
Editorial Board

APPEAL FOR CANDIDATES

The constitution of our organization stipulates that a nominating committee is to prepare the ballot of nominees for elected positions within the Society each year, with the President-Elect serving as chairperson of the committee and three other members being appointed by the President and approved by the Executive Committee. This year’s committee consists of Ruby Pharr, Eloise Rennard, Ronald Stagg, and Richard Welton. At this time, the Nominating Committee is requesting nominations for officers from the membership. If you are willing to serve as an officer, please fill out the form enclosed in this newsletter, or if someone contacts you and asks you to serve as a candidate, please fill out the form and return it to Richard Welton. If you know of people in the organization who would be good candidates, please encourage them to submit their names. The constitution stipulates that the Nominating Committee submit a slate of officers with a minimum of two candidates per office to the membership at least one month prior to the annual meeting.

GRADE INSURANCE IS GOOD PROTECTION

Do you wish you could give your students more opportunities to write papers (but you don’t have time to grade them)? Do you dread end-of-term decisions about which borderline students deserve the higher grade? Would you like to let your “almost A” students determine their own grade destiny? If your answers are “yes,” Grade Insurance may be the solution. It has been working successfully at Purdue for the past six years.

Grade Insurance is a policy that the student “buys” before the end of the term. My cut-off date for “purchase” of Grade Insurance is after the last hourly exam but before the final exam. Before the deadline, the student selects an article from a scientific journal on a topic covered during the current term, shows it to me for approval, writes a summary of the article, and turns it in. Records are kept on who has submitted a Grade Insurance paper, but the papers are not graded. After the final exam, only the papers of borderline students are graded. Points are awarded for completeness of the summary, grammar and spelling, and adequate length. Currently, about half of my 350 students turn in a summary, but only 15 to 20 of them end up just below a grade cut-off.

My definition of “borderline” is within 25 points of the higher grade (course total = 1650 points). In my course Grade Insurance cannot be used to raise a grade of F to D. Students are asked to select articles published within the last three years and to turn in a photocopy of their article together with a 500- to 700-word summary. Many students may need to be told what constitutes plagiarism when writing a summary of someone else’s work. I say: “Any direct quotes must be indicated by the use of quotation marks! Please restrict direct quotes to a total of 100 words or less to ensure that your paper is a summary, not an abstract.”

An additional advantage for students is gaining experience with library research. Often I steer students toward journals published in their own field of study. Articles written by journalists are not approved; the authors must be scientists or other professionals writing for colleagues in their field.

The end of a term generally is a stressful time at most schools. Grade Insurance provides breathing room for students and a welcome relief for beleaguered instructors who all too often hear (after all course work is done): “But isn’t there ANYTHING I can do for extra credit? I only missed a B by 3 points!”

[Copies of the complete grade insurance guidelines for students and instructors are available by writing to Dr. Grabowski.]

Sandy Grabowski
Department of Biological Sciences
Purdue University
West Lafayette, IN 47907
WHAT DO I NEED TO KNOW?

"What do I need to know?" is a question that goes through the minds of most of our students as they read assignments in their human anatomy and physiology texts. It is a logical question when one looks at the content of most chapters in introductory human anatomy and physiology books. There is no way the average or even above-average brain can comprehend all the material presented. I think it is unrealistic and inappropriate to respond to the question by saying, "You need to know everything in the chapter." To avoid having the question asked of me, I have developed for each reading assignment a set of very detailed questions which lets students know exactly what they are responsible for in a reading assignment. Each question is followed by a page number where the student can locate the answer. This is a time-consuming task, especially when changing a text or going to a new edition. However, I think it is well worth the time in that students can devote their time and effort to learning the material I expect them to understand and not in spending time worrying and guessing as to what I consider important, or at least fair game for tests. The question may be very specific such as, "What is meant by a frontal plane, and what is another term used for this plane?" or it may be a general question such as, "You are responsible for all the anatomical terms listed in Figure 5 on Page 17." With clear responsibilities outlined, my students have responded in an admirable fashion, and I never have them complaining about not knowing what to study.

Richard Welton

THE MIDEO SYSTEM

One of the major advantages of the Mideo system is the ability to prepare material for classroom presentation in advance—using the videodisk for preparation of still shots or the video tape to record processes, techniques, brownian movement, etc.

I have used the videodisk recorder extensively for testing purposes. It allows me to photograph anatomical models or dissected specimens in advance in the order I plan to test the students. The built-in system of arrows, boxes, etc., is very useful for indicating the anatomical structure in question. However, even though the size of the arrows and their color can be changed from black to gray to white, they sometimes blend into the background when viewed from a distance as students will in the classroom. A nice addition to the system would be a color arrow option; red, for instance, might allow more contrast.

One drawback of the Mideo system, as packaged, is the lack of sound recording for video tapes. We have added this capability to our system. This allows creation of videotaped demonstrations which can be added to the permanent collection. This is particularly important with the number of adjunct instructors we presently use to cover lab sections. They can simply show the videotape during their lab sections, and I know the students have been exposed to the proper material without having to go to the lab. In addition, if students miss a lab, they can go to the library and view the videotape at another time.

The retractable work surface is very useful. It is a good surface for conducting dissections or other preparatory work. Since it is a flat black surface with little reflection, it makes a good surface to photograph items against. In many instances I have found it is too close to the camera, even with the arm extended as high as it will go, to get an entire object (such as a skull) onto the screen at one time. In such cases I have used a platform propped up off the floor. The system could be improved if a second retractable shelf were added at the very bottom of the cabinet under the videotape machine.

One minor problem exists for scanning slides with the compound microscope. Since the TV camera mounts on the microscope at an angle, the image does not move up and down and left to right on the screen. This makes it difficult to smoothly move from one structure to another during a demonstration. However, I have found this problem is easily overcome by turning the microscope on the Mideo table. This movement is a little difficult with the electrical cord passing through a hole in the table, but it is possible.

In my opinion the major problem with the Mideo is the loss of resolution experienced between the compound microscope and the videomonitor. In my anatomy classes the resolution loss is, for the most part, not noticeable when magnifying at about 400×. However, in my microbiology classes the loss of resolution when using oil immersion (1000×) is dramatic. Many times I have found an excellent example on the microscope only to find an extremely disappointing image on the monitor. There is also a noticeable difference in resolution between the large and small monitor of the system—with the large student monitor having less resolution. As one would expect, there is additional resolution loss with the videodisk or videotape.

With the exception of resolution, these are all minor problems of an outstanding system.

Marty Hicks

I use the Mideo system to preview all histology slides used in Biology 143–144, which is a full year course. I find for most tissues the resolution is excellent, and it helps me to explain the detail of each histology slide before or after the students have viewed the slide. This saves a great deal of lab time and seems to increase the students' understanding of the slide anatomy. It also enhances slide review, and the Mideo can be used with ease during a practical exam. Other materials such as bone, cats, and other specimens can be effectively examined with the Mideo. The only problem I had stemming from the use of the Mideo was that some of the lazier students would leave after viewing Mideo slides, and they would not stay to perform microscopic examination. This problem could easily be rectified by reviewing slides and other material at the end of the lab with the Mideo.

Richard Steadman
CANDIDATE INFORMATION FOR HUMAN ANATOMY AND PHYSIOLOGY SOCIETY OFFICERS

Name: __________________________________________ Title __________________________________________

Highest Degree: Bachelors □ Masters □ Doctorate □ Clinical □

Business Address: __________________________________________

Department: __________________________________________ College: __________________________________________

Street: __________________________________________ City: __________________________________________

State: __________________________________________ Zip Code: __________________________________________

Business Phone: ( _______ ) __________________________________________

Home Phone: ( _______ ) __________________________________________

Home Address: __________________________________________

Street: __________________________________________ City: __________________________________________

State: __________________________________________ Zip Code: __________________________________________

College or University where highest degree was obtained: __________________________________________

Subject area of greatest professional interest: __________________________________________

How many years have you taught HAP? __________________________________________

List other human-oriented courses you presently teach (e.g. Physiology, Anatomy, Human Biology):

List nonhuman-oriented courses you presently teach (e.g. Botany, Zoology, Cell Biology):

What offices have you held in local, state, or national organizations? (List organization, positions held, and dates. Include non-professional as well as professional organizations.)

If you would like to give a statement of your goals or interests concerning our Society, please use the back of this sheet.

For what offices would you be willing to serve as a nominee? (Check one or more.) Officers serve from June 1990 to June 1991.

□ President Elect □ Secretary-Treasurer □ Representative-At-Large

On what committees would you be willing to serve? (Check one or more.) Committee members serve from June 1990 to June 1991.

□ Editorial Board of Newsletter □ Membership Committee

□ Annual Conference Committee □ Nominating Committee

PLEASE SUBMIT BY MARCH 30, 1990, TO: Richard Welton
Department of Biology
Southern Oregon State College
Ashland, OR 97520
meeting. We plan to present the candidates in the May issue of the newsletter. The ballots will be returned to the Nominating Committee, and the results will be announced at our annual meeting. Send candidate information sheets to:

Richard Welton
Department of Biology
Southern Oregon State College
Ashland, OR 97520

The Nominating Committee

ADVANCES IN PHYSIOLOGY EDUCATION

Advances in Physiology Education is a new journal published twice a year (June and December) by the American Physiological Society at a subscription price of $15.00 per year (ISSN 1043-4046). Several articles may be of interest to you as Anatomy and Physiology instructors, so included below are the table of contents for Volume 1, Number 1, June 1989, and Volume 2, Number 1, December 1989. Single copies and back issues are available at $10.00 each postpaid from Advances in Physiology Education 9650 Rockville Pike, Bethesda, MD 20814.

JUNE 1989/Volume 1, Number 1
Editorial: Charting a course for advances in physiology education, H. I. Modell
Teaching effectiveness analysis plan applied to lectures in medical physiology, C. P. Casteel, N. A. Mortillaro, and A. E. Taylor
Use of frog ventricle to examine mechanical and electrical activity of the heart, V. A. Knight, D. R. Richardson, and B. Makoba
An agenda for research on teaching of physiology, J. A. Michael
Can technology replace live preparations in student laboratories?, H. I. Modell
Technology-Based Resources: Computer software for physiology education

DECEMBER 1989/Volume 2, Number 1
Editorial: If we are going to teach graduate students how to teach..., J. A. Michael
An initiation into teaching for graduate students, H. D. Van Liew
Electricity and the body: a precollege demonstration laboratory, R. G. Carroll
Chest-lung states: a realistic analog for student laboratory, A. E. Chinet
Abstracts From Current Literature: What's happening in education?, H. I. Modell

Richard Welton

HAPS News is owned and published by The Human Anatomy and Physiology Society.

Dr. Paul Holmgren, Editor
HAPS News
Box 5640
Northern Arizona University
Flagstaff, Arizona 86011

LAB MATERIALS AND EQUIPMENT

The cadavers used in the Human Anatomy and Physiology course at Southern Oregon State College are protected by advanced students. The structures for which class members are responsible are labeled. For several years, we were not able to find a tag that could stand up to the preservatives being used on the cadavers. We used a variety of permanent pens on several types of plastic, but the writing would invariably break down. We attempted to dip the plastic tags in various resins and sealants after writing on them, but they likewise did not hold up. Finally, we started using a punch designed to emboss half-inch aluminum tape. The punch is set up to cut the tags and also punch a small hole in one end for attachment of a string. The punch we use is a Dymo 1011-05 Tapewriter Kit, but there are probably others on the market. This particular punch will work with plastic as well as aluminum material. The punch was purchased about ten years ago for $50 but now retails for $204.

Richard Welton

DONNA VAN WYNESBERGHE
UNIVERSITY OF WISCONSIN-MILWAUKEE
DEPARTMENT OF BIOLOGICAL SCIENCES
WILWAUKEE WI 53201