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Notre Dame Teacher-Course Evaluation

THIS IS the longest issue in the 102-year history of the SCHOLASTIC and Notre Dame's first thoroughly done, yet still serviceable teacher-course evaluation. It seems somehow proper that careful evaluation and considerable length come together in this one issue, since the pursuit of academic excellence should be the principal concern of the administration, faculty, *and* students, and in this area of teachers and courses only the students are really able to judge impact and effectiveness, the two indicators of an institution's vitality.

But they must articulate their evaluations judiciously and lucidly, and so a basic problem of methodology arises as soon as one begins this kind of undertaking. After reading and studying all of the teacher-course books we could obtain from other universities and other years, we decided that neither the minutely printed, entirely statistical approach of USC, nor the completely confidential, intentionally irreverent approach of Harvard would serve our purpose, since we wanted *both* to provide a useful, informal guide for students choosing second-semester courses and to contribute serious, firm commentary, both positive and negative, to teachers and departments seeking to improve their courses.

The method we chose to follow, after much thought and deliberation, attempts to embody both the serviceable and the critical, each in its own measure. First of all, we obtained a complete list of major students, both Dean's List and non-Dean's List, from all of the liberal arts departments, and then in several long meetings with members of the Academic Affairs Commission and representatives of this magazine, we chose a student chairman for each department, one that we sincerely felt could best combine helpful, objective facts about the course and thoughtful, subjective interpretation of those facts. This student was then put completely in charge of the department, and in most cases worked closely with the majors in that department. We believed that the majors of a department, working with the carefully chosen student chairman, could best achieve the blend of fact and commentary, of information and interpretation, that we were seeking.

A three-page general outline was provided for all evaluators, the essential features of which involved interviewing as many students as possible in the course at hand and following the five-part breakdown described in the key on page 9. Careful checking of the evaluations took place on two levels: if the student chairman received an inadequate evaluation, he resolved the inadequacy himself with the evaluator; if during the process of copyreading in the SCHO-

LASTIC office we found that an evaluation contained incorrect information, was unduly critical, or stylistically obscure, we returned it to the student chairman who then again resolved the difficulty himself.

By this method we sought first of all to provide a factual context within which all students of all colleges could make decisions concerning their second-semester courses. In a department like Collegiate Seminar, for example, the student chairman was able to provide not only evaluations, but also a complete correlation of section numbers with names and titles of professors, information which should allow students to get into the section best suited to their individual interests. For the theology department, to take another example with which all majors of all departments are still required to be concerned, the theology majors were able to give frank and full information concerning the widely variable worth of professors within the department.

In addition, we believe that this book has significance beyond the upcoming two or three weeks of preregistration and registration, since it records in detail the responses of several hundred students to the whole scope of liberal arts education at Notre Dame. Finally then, and most importantly, this book represents the formal appearance of a firm and responsible student effort, acting independently, yet with sincere conviction, in order to improve the academic process.

For too many years in the past, teachers and courses appeared and disappeared quite apart from any consideration of student opinion. Sometimes bad teachers continued to teach bad courses year after year, while good teachers remained in obscurity outside of their department — all because there was no effective medium of communication among students and between students and faculty on the matter of teachers and courses. Education, however, has consequences beyond grade points and professional proficiency. Students who are being educated are going to demand that what remains of their education be relevant to their deepest intellectual concerns. They must thus have a means of voicing their satisfaction or dissatisfaction, since they are the objects of the educational process and so, after all is considered, the most competent judges of its effectiveness. The SCHOLASTIC and the Academic Affairs Commission have simply opened up their organizations to this task, and what comes out of it from now on, from year to year, depends both on student participation and on faculty response to that participation.

William Cullen
Editor-in-chief, SCHOLASTIC

directory

NOTRE DAME

ST. MARY'S

Most of the Notre Dame evaluations are broken down into five sections; the following key describes the basic scope of each of these sections.

CONTENT

— general description of the course

—prerequisites for the course, if any

PRESENTATION

— quality and style of lectures

— quality and style of discussions

— relation of lectures and discussions to readings and to test material

— the purpose of this section is to evaluate the the teacher's ability to present his material

READINGS

— quality of: worthless or worthwhile?

— quantity of: number of texts, time given to read required texts

ORGANIZATION

— assignments: papers, projects, etc.

— examinations: number, degree of difficulty

— basis of final grade, average final grade

COMMENTS

— evaluator's or interviewed students' evaluation of the course, outside of any consideration of grades, papers, and exams. Is the course, as presented by the teacher, a significant educational experience?

— would the evaluator or students interviewed take this course again? If so, would they recommend the course only for majors, or for nonmajors too?

— specific suggestions for improvement of the course, if possible

ART 14
SPACE ORGANIZATION
DOUGLAS KINSEY

Structural Design principles both pictorial and abstract for the two-dimensional spacial plane. An introductory course for the art or architecture student in technique. No readings or tests; classes meet in lab-like environment. There are two projects a week (one for architects), in various media. Best projects are presented as a portfolio for a final grade at the end of the semester. A cut-and-paste course that hopes to challenge and develop creative intuition in the young artist or architect.

ART 16
BASIC DRAWING
THOMAS FERN

Fundamentals of drawing—perspective, line, tone, etc., and a variety of drawing media are stressed. Mr. Fern's teaching of this class keeps it from being as stagnant as it could be; this is a good introduction to a variety of drawing techniques without inordinate emphasis on draftsmanship. Very little work outside class. This could be recommended to nonart majors and is required for majors.

ART 20
ART TRADITIONS
ROBERT LEADER

This course is supposed to be a general survey of art history from the prehistoric to the present, but it often turns into an elaborate personal travelogue of Mr. Leader's wanderings with his trusty slide camera with side lectures on his experiences in the pyramids or getting lost in the catacombs. Mr. Leader is a great showman but definitely a second- or third-rate art historian. The most scholastic commentary applicable to the course is that it stresses the historical at the expense of the artistic. There are no readings outside the main text, from which is taken one weekly quiz that requires only memorization. There are a midterm and a final. No papers. This course has a wide appeal to nonart majors and seems therefore to have been designed to enable people to carry on unintelligent conversation about art instead of no conversation at all. Required for art majors. Strict attendance taken at all times.

ART 22
ELEMENTARY PAINTING IB
STANLEY SESSLER

An introduction to painting methods, materials, and techniques. Pastel sketches are followed by a series of tight, academic portraits or still lifes. This is a course for future illustrators, not for serious art students (it is a requirement). Class work is very important.

ART 24
DRAWING FROM THE FIGURE IB
JAMES FLANIGAN, C.S.C.

A beginner's course in the fundamental principles of drawing from the human figure. A course dealing with the expressive possibilities inherent in the female model and her environment. A very good course for art or nonart majors. Class work is important. Anatomical drawings of bone and muscle structure comprise outside work. Grades are based on class drawings handed in weekly, and best drawings are presented in a portfolio at the end of the semester. Size of class limits personal help and criticism. Recommended as an elective for nonart mejors (credit may be taken for two to four hours). Is a required course for art majors, also taken by graduate art students.

ART 26
SCULPTURE IB
JAMES FLANIGAN, C.S.C.

An elementary course in the principles, materials, and techniques employed in three-dimensional design and sculpture of the human figure. Consists of in-class modeling sessions. No readings or tests; grades are based on class work. A required course for art majors. Not recommended as an elective. The course is as stimulating as the clay one works with.

ART 32
DRAWING FROM THE FIGURE IIB
STANLEY SESSLER

Study of the human figure in action and repose as preparation for painting and illustration. An advanced course for undergraduate and graduate art students. Emphasis is on academic renderings of the figure from the live model. This course is more involved with craft than creative sensibility. It is recommended for those interested in illustration or fine rendering. Students are tested four times during the semester to determine progress.

ART 34
PAINTING IIB
ROBERT LEADER

Studio practice in representational and nonrepresentational imagery employing various techniques and media. The course involves trying to be creative within five or six subcategories or problems imposed by Mr. Leader. These usually include op painting, a found object, a four-part rearrangable piece, a black one, a white one, and other pseudo-contemporary exercises. The main fault with this method is that these categories stifle creativity by demanding that one's pieces be judged by a categorical standard. Mr. Leader also tends to be somewhat overbearing in critiques. Requirement for art majors. This course can be recommended to the nonart majors who want to have fun and make a lot of neat stuff for their walls. Variable credit.

ART 36
CERAMIC SCULPTURE
ANTHONY LAUCK, C.S.C.

An elementary course dealing with simple forms and designs to enable the beginner to learn pottery processes, the various clays, glazes, and firing techniques.

ART 44
PAINTING IIIB
JOHN MOONEY

An advanced painting course for seniors with emphasis left up to individual interest. Mr. Mooney is quite liberal in his presentation and criticism, but a little too concerned with making objects instead of "art." The course really is more of an independent study with occasional pedagogical critique. BFA requirement. Variable credit.

ART 46
METAL SCULPTURE IB
KONSTANTIN MILONADIS

A basic course in metal sculpture stressing, initially, welded junk and bumper sculpture and techniques of oxy-acetylene and arc-welding. It is not required by Mr. Milanodis that the sculptures be in metal. Highly recommended for nonart students and those who want to learn a trade. Variable credit. Virtually no limitations set or requirements.

ART 50
SENIOR SEMINAR
THOMAS FERN

A required course for BFA candidates. Counseling and portfolio preparation. Major in-gallery emphasis is on production of senior art show for last school month.

ART 52
ADVANCED DRAWING
JOHN MOONEY

An advanced course exploring drawing techniques and expression in all media. Also scheduled as a basic course in freehand drawing, designed for premed and other science programs. Art 52 is a worthwhile course for both art and nonart majors. Mr. Mooney lets each student explore those areas which interest him most and which best fulfill his particular needs. Emphasis is on creative thought rather than technique.

DOUGLAS KINSEY

NOTRE DAME'S great Tree of Learning has traditionally borne withered fruit where the fine arts are concerned; the "great conversations" which the Administration is trying to organize here have rarely been about art, music or drama. In the 20's and 30's the College of Engineering dominated the University, and the recent emergence of the College of Arts and Letters has really done little to encourage the fine arts. True, the English department has grown recently, but this flowering of literature has gone hand in hand with the inability of the Contemporary Arts festival to distract the student body from the traditional springtime activities such as frisbee playing.

Perhaps to remedy this situation—perhaps to do nothing more than finding a replacement for Don Vogl who is on sabbatical leave this year—Thomas Fern has induced Douglas Kinsey to leave the Kentucky hills of Berea College to join Notre Dame's Art Department as a visiting professor. Mr. Kinsey is a graduate of Oberlin College and received his M.F.A. at the University of Minnesota.

Mr. Kinsey usually expresses himself through painting and etching and his work emphasizes the figurative aspects of art, combined with a certain social orientation. This combination of artistry and a social conscience are generally not the qualities required to survive in what some have called "great Bourgeoisie U." However, his expertise with both the flute and recorder has enabled him to establish and sustain a rapport with his students which may shield him from the great blasts of Philistinism originating from the Stadium, Jock Palace and other cultural centers at Notre Dame.

DEAN PORTER

LET IT BE KNOWN once and for all that art is not a crowd of bohemians painting each other's torsos and cutting off each other's ears; it is hard work and cold facts. And no one knows this business more thoroughly than Dean A. Porter, curator of the University Art Gallery and assistant professor in the department.

Mr. Porter's courses are oases in the creative rat race where art students can rid themselves of egocentricity and calmly and unselfishly immerse themselves in their predecessors' works—tracing cultural influences, tracing stylistic idiosyncrasies, tracing rare photographs and documents. In their research projects, students even trace old term papers in order to get the proper form. Every man has his passion, though, and medieval ivories are potent enough to make Mr. Porter drop anthropology for a moment.

Happily, Mr. Porter's influence is spreading to the rest of the department and teachers of the more chaotic courses are seeing the value of his rigorous approach. Students now leave ND's art department fully equipped to copy and restore works of any period in any medium. Without question, this is due to the pivotal role the gallery has played in their lives here.

But Mr. Porter is working with his hands tied. He is plagued by lack of space and constantly harassed by students too myopic to understand that their interests do not fit into any established school. This disavowal of the richness of our past can only be remedied by the constant visibility of that heritage. To this end, Mr. Porter has suggested that the loft in O'Shaughnessy, long a haven for the cut-and-paste set, be converted to an ivories tower.

ART 54
NORTHERN RENAISSANCE
DEAN PORTER

An illustrated introduction to the development of painting, sculpture, and architecture from the early Renaissance in northern Europe. For art majors interested in art history.

ART 75
19th CENTURY ART HISTORY
D. YATES

The course is a survey in depth of the nineteenth century including events leading up to it with particular emphasis put on the progression from neoclassicism to romanticism to impressionism and the foundations of modern art. Mr. Yates is a good lecturer and seems to have a rather thorough knowledge of the material. He presents it well, generally stressing the important works and movement and not usually requiring a knowledge of a lot of lesser artists and insignificant works. He often stops his lectures in order that students might ask questions. The readings for the course are primarily from one text and often merely echo the lecture, or vice versa, although he suggested two or three other texts and outside readings. One thorough term paper is required for which the student must hand in a bibliography and outline during the semester period. There is a midterm and a final exam, both of which are mostly essays, requiring thorough knowledge of the course. Average final grade C+ to B—. No attendance taken. This course is interesting to almost everyone but important only to art historians. BFA requirement.

ART 88
ADVERTISING LAYOUT
FREDERICK BECKMAN

A basic study of the theory and practice of corporate advertising. A valuable course for both art and nonart majors. Introduces one of the problems that corporations face in finding a suitable means of identifying themselves and selling their products. Emphasis is on a professional study of corporate needs and the advertising designs which can fulfill those needs. Grades are based on the quality of projects done during the course of the semester.

ART 94
INDUSTRIAL DESIGN
FREDERICK BECKMAN

A basic intensive study of the theory, research methods, and materials employed in transportation design. The course consists entirely of lectures and studio projects. A series of renderings and face-lifts of existing drawings make up the first part of the course; following this are long-term studies for specialized vehicles. Grades are based on success of the semester projects. May be taken by nonart majors.

ART 104
GRAPHICS
DOUGLAS KINSEY

A basic course in printmaking which Mr. Kinsey unfortunately limits primarily to intaglio etching and lithography, requiring that any woodcut, silk screen, serigraphy, etc., be done by oneself. Other than this, the course is good in its treatment of sketching and lithography. Requirement is five series of prints, at least two etchings, and two lithos. Three-hour night class meets once a week. Recommended for both art and nonart majors. Variable credit.

collegiate seminar

COLLEGIATE SEMINAR is a required course for all Arts and Letters juniors, open to students from the Colleges of Science and Engineering. It meets twice a week in small sections of approximately 20 students for 75-minute periods.

The Collegiate Seminar is an intensive study of the great books and authors have had a significant influence on the development of Western culture. First-semester readings include selections from Homer, Sophocles, Erasmus, Luther, Montaigne, Book of Job, St. Augustine, Machiavelli, Cellini, Lucretius, Dante, Plato, Aristotle, Epictetus, Bacon and Aquinas. Second semester readings include the works of Sartre, Melville, Camus, Goethe, Jung, Freud, Marx, Hegel, Dostoevsky and others. The seminar is group discussion with both student and instructor engaging in active participation. Major emphasis is placed on the influence of the work as it relates to the intellectual development of the individual student. Although there are no prerequisites for this course the well-read articulate student will undoubtedly find himself at an advantage.

SECTION 01
JOHN KROMKOWSKI, INSTRUCTOR, GOVT.

PRESENTATION: Professor Kromkowski tries to bring out the main ideas of each work. He is always prepared for class and shows enthusiasm. He begins each class with a two- to three-minute Introduction and then starts discussion by asking a few general questions. He usually lets the discussion run fairly freely but tries to direct it to discussing certain aspects he feels are more important. Sometimes the discussion is uninspired but this is probably due to the fact that most of the students are apathetic and do not read the books.

COMMENTS: A consensus of students in the class would seem to prefer radically amending the book list and spending more time on each book.

1. Rating of prof. 7.8 out of 10.
2. Rating of course 7.6 out of 10.
3. Potential 9.2 out of 10.

SECTION 03, 61
RUFUS RAUCH, PROF. OF ENGLISH

PRESENTATION: In a course which is supposed to consist of student discussion about ideas sometimes larger than the book at hand, this seminar section seems often ""bogged down in trivial sidelights" and stymied by a "Professoral monologue."

The discussion generally lacks the spontaneity and direction it could have were it held more informally, with less attention given to waylaying, seemingly fruitless, divergencies.

ORGANIZATION: There are two examinations, a midsemester and a final, and a 3000-word semester paper in this section. The midsemester examination was of average difficulty but lengthy and "closely related to the subtleties of the books." The final grade is one-third class participation, one-third examination grades, and one-third semester paper grade.

READINGS: Since the seminar emphasis is on the masterpieces of world literature, the quality of the readings can only be surpassed by the quantity of the readings. All of the readings are works that should be read, or at least should be familiar to the college student by the time he graduates from college, but the quantity of the books makes it quite demanding on the student's time. While some books have to be rushed through in order to have a knowledge of their contents, others of shorter length may be leisurely read. Some type of consistency is needed in this area.

COMMENTS: "The quality and style of discussion are fair, but the discussion is hurt by the moderator's lengthy comments and erudite manner." "The course on the whole is worthwhile, but not as much as I think it could be."

"A very good educational experience — enjoy the course very much — except for the fact that the discussion has been dominated by the moderator."

Approximately one-third of the present class said they would take this course again with Professor Rauch if they had it to do over.

SECTION 05, 95
JOSEPH SCHWARTZ INSTRUCTOR

PRESENTATION: The instructor, Schwartz, has no need to lecture. He generally enters the conversation at will, tossing in arguments in rebuttal along with casual remarks. He allows the discussion to move along in any direction, but attempts to apply any question that arises to the particular topic for consideration. He concludes each class with a brief summation, placing everything in context, and suggesting further lines of thought.

The discussions themselves are of questionable worth, although the problem seems to lie more with the nature of the course than the role of Mr. Schwartz. Several students contribute very infrequently and dismiss the course as somewhat a waste of time. A few talk too much, but are very enthusiastic and earnest about the class.

ORGANIZATION: —One 4 or 5 page paper on an assigned topic. Accompanied with this, the student must begin a particular class with a presentation of the ideas contained in his paper.

—A journal of thoughts or ideas. "Your own thing."

—A final exam; a personal confrontation with Mr. Schwartz on any aspect of the course.

COMMENTS: Students have complained that the classroom facilities are less than adequate, and fail to give an atmosphere conducive to discussion. Another complaint frequently raised is that some of the assigned books are undesirable because 1. better books are available by the same or other authors, and 2. better books are available from other areas (Far East) which would acquaint the student with a wider scope of intellectual thought and development. The rigid time schedule is particularly ill-designed. Some discussions carry on tediously, others are forced to end abruptly. Although Mr. Schwartz does foster a certain air of informality, the actual format of the course precludes any real chance of a completely free and relaxed discussion. The idea of "being graded" does not help any.

Both the papers and journal will probably be dropped next semester. This is the first year of teaching for Mr. Schwartz and he is gradually working his way into a personal teaching style. Overall he is well liked, and leads the class efficiently.

1) Consensus rating of prof 7 (worst=1, best=10)
2) Consensus rating of course 3 (worst=1, best=10)

SECTION 07
WILLIS NUTTING, PROF., GENERAL PROGRAM

PRESENTATION: Professor Nutting has so far taken upon himself the main burden of the discussion, and although sometimes rambling, his comments are always at least peripherally relevant and generally quite interesting. His great educational background makes for many enlightening sidelight-comments and/or explanations of the material under discussion. The moderate lack of discussion on the part of the class could be attributed to the class's knowledge that the teacher will generally "carry the load," but is more probably due to the nature of some of the required books in the seminar's syllabus.

READINGS: The most frequent comment from the class was concerning the selection of books. Almost invariably it was noted that the selection could be much improved—perhaps by having the students make up their own reading list.

ORGANIZATION: There are no outside assignments, and keeping a notebook is optional, depending on the student's feeling of need—which in turn depends on whether or not he feels he is contributing sufficiently to class discussion. There are no papers, and the optional midterm was intended, again, for those who felt that their participation could have been better. Attendance is not taken, but the class is sufficiently small that the teacher can come to know all those in it.

COMMENTS: Prof. Nutting's section of the Collegiate Seminar is by consensus among the best. The teacher received an average of 8.2 points out of a possible 10,

while the course itself rated 6.8. The course itself was described as "a very stimulating experience," "very enlightening in as much as you are exposed to new philosophies and ways of thinking," and "a refreshing contrast to the rigid discipline" of other curricula. The freedom in discussion and in class plan allowed by Prof. Nutting in the words of one student "can cause either total failure or greatest possible success. . . . Possibilities are unlimited for this course." Another student noted that the teacher "has been able to keep the class's attention and direct us on very stimulating topics." Time does not drag very often, although the class is one and a quarter hours long. In summary, this seminar is one of the better required courses at Notre Dame, and although the subject matter could stand much improvement, this particular section is already an excellent one from almost every standpoint.

SECTION 09
KENNETH LAUER,
PROF. CIVIL ENGR.

PRESENTATION: As there are no lectures as such in this course, the main job of the instructor is to lead the group in discussion with pointed questions and, hopefully, have the students carry it from there.

The problem in this course is that the instructor does not present enough of the material. This is not to say that he is not well prepared but he tends not to lead the discussion decisively. Prof. Lauer will usually ask one or two very general questions and leave it at that. Some students in the class take advantage of this situation to dominate the discussion with sometimes irrelevant material. If the instructor could control the discussion a bit more, not dominate and stifle it, but exert his influence to bring in more students and keep the discussion relevant to the book being discussed, the course would be much more valuable to the students.

READINGS: The quality of the required readings as judged by the students in the class could have been better. The choice of certain books can be questioned. There is an obvious lack of interest in some of the books on the part of the students and the instructor as well.

The time assigned for reading the books is definitely not sufficient. The book list should be cut. Students should have some say in the choice of the books. I'm sure this would increase interest in the course and stimulate the discussions.

ORGANIZATION: The only assignments in this course were to read the books and keep a notebook of each book read. Important points encountered while reading are recorded in order to provide material for the discussion on the book.

There have been no examinations so far with the possibility of a final exam still alive. The basis of the final grade will be on the notebook, class participation (up to 50% of the grade), and the final if there is one.

COMMENTS: I would not judge this course as a significant educational experience. The book list should be revised with the more modern works included. I would not take this course as it now stands if it were not required. This can be a very good and stimulating course if better books were assigned, the discussions would be better, and the course more enjoyable.

SECTION 11, 23
HOWARD KUHNS, C.S.C.
ASST. PROF. OF HISTORY

PRESENTATION: There are no lectures per se. This course is meant to be a discussion. The discussions are based on the readings with the teacher acting as a sort of discussion leader, fading into the background once the discussion has gotten going.

READINGS: The readings themselves are worthwhile, but there is definite lack of time to read them thoroughly and there are too many texts to read.

ORGANIZATION: There are four papers, two pages long, based on the readings. They are supposed to develop a thought rather than just be a summary. The grading of these papers is tough. The average grade is a B–. There are no exams. The final grade is based mainly on the discussions. It is unknown at this time how much weight is assigned to the papers.

COMMENTS: Most of the students dislike this course because of the approach of the teacher. He talks too much and tries to convert everyone to his own opinion. The evaluator would take this course again but not with this teacher. The course could be improved by cutting down the number of readings and increasing the length of time for the study of each. The discussion time should also be increased.

SECTION 13, 64, 76
CHARLES McCARTHY,
INSTRUCTOR

PRESENTATION: There are no lectures in class. The discussions are lively and occasionally quite heated. Mr. McCarthy tends to lead the discussions a little too actively and to push too hard to keep the discussion going according to his discussion plan. He always has a prepared path to follow and often brings in material consistent with his approach in addition to the readings.

ORGANIZATION: There are no tests or quizzes in the course. Three papers are required. The papers consist of a five-page summary and a subjective evaluation. Each student must also prepare discussion questions on one of the readings.

COMMENTS: Mr. McCarthy effectively, though subtly, demands that each student look inside himself to find a unique life style. The ideas of the great books are the tools for this existential introspection. Mr. McCarthy is fluent, impressive and competent. He has a good understanding of the material of the course and is concerned about the students. The course is for anyone who isn't afraid of a forcefully presented diet of liberal thought.

SECTION 15, 84
SISTER ROSEMARIE ZITEK

PRESENTATION: Although a bit self-conscious of the fact that she is both "a religious and a woman," Sister Rosemarie handles her role as Collegiate Seminar moderator with reasonable competence. She is, however, inextricably enmeshed in her belief in the Christian

Revelation, and often the discussions evolve into her personal defense of Catholic Church Doctrine. This is the main complaint voiced by the students in her seminar. In a short evaluation the students rated Sister Rosemarie as an above-average moderator.

READINGS: The God from on high, the department head, demands that a book a week be read. Students feel that the readings on the whole are worthwhile, but that there are, indeed, too many, and not enough time and concentration is given to each reading. Most students suggested that there should be less reading, therefore allowing more time for a detailed and profitable discussion of the material covered.

ORGANIZATION: Seminar notebook. Smaller papers or one long paper. Midterm and final are optional (in the form of a paper), quizzes on the readings.

Final grade is 1/3 class discussion, 1/3 papers, 1/3 notebook. Secondary requirements are speed reading, a gift for gab and diarrhea of the pen.

COMMENTS: Most of the students in the section commented favorably upon the course in general and the discussion leader, Sister Rosemarie.

Sister herself has one defect. She has a compulsion to state her ideas, often interrupting the student. The saving aspect is that she has made an effort throughout the semester to keep quiet and allow the students to discuss our ideas.

The necessity of the Collegiate Seminar's complete orientation to Western thought is disturbing. Even if one had never read Aristotle or Plato before taking Collegiate Seminar, which is unlikely for most of us because of the wonderful Philosophy requirement, Western Philosophy and culture is imbedded in us. Collegiate Seminar could be used as a year of exposure to the Eastern cultures of China, Japan and India, of which so little is understood, or even the Black cultures of Africa.

Collegiate Seminar does not allow for an in-depth study of any author or work. Books are read in order to decide if one will profit from a further explanation

THOMAS LORCH

"CARL ROGERS has said that 'no one teaches anyone anything' and essentially I agree with this. Learning is a process of self-discovery." In a nutshell, this statement sums up Dr. Thomas Lorch's philosophy of education and his rather unique approach to his collegiate seminar course. In approaching the Great Books Lorch finds his "interest is very much in the reaction of the student to what he reads; the interaction between student and the books." Rather than concentrating discussion on the relative literary merits or the objective aspect of a work he feels that the ideas, atmosphere and emotional content of the reading has greater value in the development of the individual student. This native Chicagoan chooses "to approach a work through the feelings the books arouse. The student is not generally asked what he feels and, as a result, (the student) ceases to value it. This seems to me to atrophy the very creative power that produced the work he (the student) is reading."

To create the atmosphere he feels is essential to worthwhile discussion Mr. Lorch holds his co-ed seminar in his own home on weekday evenings. To make the student feel at home he tries "very hard to develop an atmosphere in which the student feels what he says is accepted. I abdicate the position of judge as much as possible." Grades have long posed the traditional stumbling block to close student-teacher relations but Dr. Lorch seeks to circumvent this problem by letting the student himself evaluate his own progress. He feels "the student is in a better position than the teacher to measure his progress" especially in a course that has as its purpose the development of the individual.

Dr. Thomas Lorch is currently an associate professor of English at Notre Dame. A Yale undergraduate he received his master's degree from the University of Chicago and his Ph.D. from Yale. After three years as an instructor at Groton Prep School, Dr. Lorch came to Notre Dame in 1963. This is his first year working in the collegiate seminar department, but he feels his experience with the Freshman Humanities program has provided him with valuable insights into seminar discussion type courses.

In the future Dr. Lorch would like to see courses similar to the collegiate seminar implemented into all four years of study at Notre Dame. He feels the student should be given the opportunity to integrate the knowledge garnered from the various departmental courses the student has occasion to take during his stay at the University.

Brushing back his long sandy hair, Dr. Lorch earnestly admits to the excitement of teaching a seminar course: "The teacher never knows what is going to happen. I never know what direction the discussion will take."

of the ideas of this particular writer. Many of the liberal arts majors come into contact with Marx, Freud, Jung and other significant Western philosophers in their major sequence or electives. How many courses offer the opportunity to delve into the mysteries and riches of the Orient?

SECTION 17, 71
DONALD CONNORS, INSTRUCTOR, C. A.

PRESENTATION: After a somewhat shaky start, Mr. Connors has turned the discussion into the hands of the students and as a result discussion is lively, inviting participation from nearly every student during the course of an average class. A student is assigned as discussion leader for each class and is expected to present a synopsis of the day's reading and direct class comment. Of course, the quality of discussion varies from meeting to meeting, but generally it ranks above par. Mr. Connors plans for future classes to meet at his home which will hopefully eradicate the stifling influence of a classroom environment.

READINGS: Comments on readings range from "lousy," "absurd" and "irrelevant" to a suggestion that open days be included in the syllabus, when students would be allowed to select and discuss a book they feel is particularly pertinent.

ORGANIZATION: No papers or midterm. A final decision has not been reached on the possibility of a final exam. Every student is required to keep an intellectual journal that will record questions and observations coming out of class discussion. Few students are expecting less than an A or B.

COMMENTS: On a scale from 1 (worst) to 10 (best) Mr. Connors rated an eight while the course managed only six. General reaction to Mr. Connors is quite favorable, with most students commenting that he adds significantly to the discussion. Anyone interested in Eastern Philosophy or the cinema may greatly benefit from this instructor since he seems particularly well versed in these areas. Since Mr. Connors is a N.D. grad, he also is acutely aware of student problems and attitudes at the University. Leftists are especially well received.

SECTION 21
JOHN WALSH, C.S.C.
PROF. OF EDUCATION

PRESENTATION: In the ideal Collegiate Seminar, lectures are kept to an absolute minimum, and this instructor seems to follow this ideal rather closely. Any lecturing which he puts forward is done in a subtle and tactful manner which is similar to a review of the discussion period. The quality of the discussions themselves to a large extent depends on the seriousness of the participants, but one of the recurring comments in a survey of the students taking this course is that "discussion should be more open" and "less supervised." In general, it is felt that "his choice of topics is good," but his treatment of these topics is "very superficial" and shows a "lack of imagination." In short, this course has a great amount of potential "which is not being realized."

READINGS: A common complaint is that students feel the syllabus is entirely too long, and also that in many cases the books are not relevant in this stage of their education. These two points are definite places for improvement.

ORGANIZATION: In this section of Collegiate Seminar, a one page paper is required for each class, containing a brief summary of one paragraph and also a personal interpretation of one paragraph by the student. In the cases where a book is to be discussed on two successive class periods, a paper is required for each class, the first paper being a summary and interpretation of the first half of the text under consideration, and the second paper a summary and interpretation of the remaining portion.

The final grade is one-third final exam the form of which has not been determined; the daily papers and the midterm one-sixth; class participation is worth one-half.

COMMENTS: The previously mentioned paper requirement has been attacked as being "busy work." These papers are a stiff obligation which places a substantial burden on the student. The exam requirement, however, met with the general approval of the class. For the midterm, the class was divided into three groups of six men each. Each group had an appointed chairman who, in consultation with the members of his group, decided upon the single book to be discussed for a period of one-half hour in the presence of the instructor. The instructor himself does not take part in this discussion.

The basic concept of the Collegiate Seminar is a worthwhile one, as books are the tools of education, thought and a meaningful life. It is felt, however, that the objectives are not practically attainable due to the amount of material prescribed. On occasion, discussion seems to bog down because of the instructor's failure to effectively moderate it. Some suggested improvements would include a reevaluation of the paper requirement and a more informal atmosphere for discussion; a greater flexibility of meeting time and place could be helpful on this last point. Also, it may be more beneficial for each student to take a turn at opening the discussion with a personal interpretation and assessment of the book under consideration on that day, along with any questions he might wish to propose to the class.

SECTION 60, 82, 93
PATRICK POWERS, INSTRUCTOR

PRESENTATION: The course is basically a discussion section with the teacher guiding and activating the classes with frequent questions, most of which are questions of philosophy rather than style. The discussions often polarize into two groups: the practical man taking on the philosopher. For this reason, it forces engineers to try to understand the philosophical point of view and it forces philosophers to examine their positions from a more practical standpoint.

READINGS: The numerous readings for the second semester of this two-semester course should be burdensome but interesting.

ORGANIZATION: The workload of the course, in addition to the readings, includes one long (greater than

THOMAS MUSIAL

"IN A WAY I feel like Ahab right now," quipped Dr. Thomas Musial, acting director of collegiate seminar, "but instead of throwing my pipe away in a time of crisis, I'll light it." Leaning back in his swivel chair, taking a long draw on his pipe and making one quick swipe with his finger to straighten his mustache, the 1961 Notre Dame graduate prepared to field questions posed concerning collegiate seminar.

After graduating from Notre Dame, Dr. Musial attended the University of Wisconsin where he received a master's degree in English literature. Accepting a position as assistant professor of English at Northern Michigan University, the acting collegiate seminar head taught courses in world literature and honors freshman English. In 1965 Dr. Musial joined the faculty at Notre Dame and for the past three years has been intimately involved in the workings of the junior year seminar course.

Everyone who has occasion to take the collegiate seminar course is introduced to Mr. Musial's attitude and approach to the program through the reading of *Methods of Reading and Discussion,* a required text — authored by Mr. Musial and Richard Stevens. Basically Mr. Musial hopes that Collegiate Seminar will bring every student two distinct types of awareness: an objective knowledge fostered by familiarity with the great works of Western culture and a subjective sense of personal intellectual development. With this approach in mind, the student, rather than the instructor, is faced with the task of either making or breaking the course as an intellectual experience.

At the University, Mr. Musial has "found a climate and a situation for which I have a great personal regard." Nonetheless, he recognizes the need for progressive academic reform:

> "A major problem that I see with this University is that in its all-out effort to gain national academic distinction and become as good as Harvard, we have lost sight of many ways in which we can become better. We ought to take much more seriously one of Father Hesburgh's recent suggestions that we pay more attention to the student who is to do the learning rather than the subject matter which is taught. Notre Dame is paying too much attention to the development of its graduate programs to the detriment of its undergraduates. The academic departments, which hold considerable power in the academic administrative structure, place far too much emphasis upon the importance of faculty research and scholarship. Good undergraduate teaching, the instructor's personal concern for his students, and the objectives of liberal education need much more emphasis at Notre Dame."

Dr. Musial is currently serving on a committee concerned with Afro-American affairs at Notre Dame. Heartened by the progress the committee has made so far, he hopes it can achieve "integration of Afro-American cultural awareness with the so-called traditional American mainstream." Next semester he expects to be able to offer a course in black American humanism as an interdisciplinary seminar considering the influence of art, music, literature, sociology and economics on black culture. The course will be open to interested black and white Notre Dame students.

Dr. Musial expressed sympathy for a student course evaluation. He feels "many instructors are so preoccupied with a peculiar kind of scientism regarding their own academic discipline that they become hopelessly involved with an objective knowledge syndrome. To ignore a student as a person with his own particular development is a fatal mistake."

10-page) paper and two tests, one probably oral and one objective-essay test.

COMMENTS: The attitude of the teacher is excellent. He is more than willing to spend time outside of class discussing any and all topics. Mr. Powers has an excellent background in philosophy, literature, and political theory; hence, the course is excellent for anyone who is theoretically oriented.

The difficulties of the course are inherent in the nature of the Collegiate Seminar program. The heterogeneous makeup of the classes often causes unresolvable and futile conflicts in method. The course should be converted, as has long been advertised, to a pass-fail system; such a system might quiet down some of the grade-grubbers and hollow tin cans.

SECTION 62 JOSEPH GATTO, PROF. OF LANGUAGES

PRESENTATION: Prof. Gatto's style is one of com-

plete informality which enables the students themselves to set the direction of the class. There are no lectures by Mr. Gatto; each student has one class during which he usually gives a brief introduction to the book being taken that day and then leads the discussion on it. The teacher plays a role of arbiter, trying to keep discussion from digressing into simply an argument of semantics or directing the discussion to something more contemporary. Often the discussions of a current topic will be lively, with the book being taken that day used only as a background and a starting point rather than as a constant reference. The freewheeling and informal style of the class helps a student to feel at ease about presenting dissenting opinions.

ORGANIZATION: There are no papers or tests in the course. Final grades are based on an evaluation of what the student contributes to making the class interesting and meaningful, especially on the day he leads the discussion. Mr. Gatto's lack of emphasis on grades indicates that he does not grade tough. His idea of the class is that it's up to the student personally to read the assignments, come to class, and make it meaningful for himself.

COMMENTS: Prof. Gatto disdains the very philosophical approach to a question in favor of an experience and common sense approach. At times a student might regard this approach as being more "simple-minded" than "common sense," but overall the relaxed atmosphere of the class invites tolerance of all views and provides an environment conducive to questioning and examining the institutions and actions of man.

SECTION 63 WILLIAM LEAHY, ASST. PROF., ECONOMICS

PRESENTATION: Since there are no lectures, discussions are based on group participation. Mr. Leahy or a student will bring in a pertinent comment which will begin the discussion. It is then left to the students to carry on the discussion. Mr. Leahy will contribute only when the topic seems to have expired.

READINGS: The members of this particular seminar feel that the required readings are the major weakness of the course. The feeling is that the books read nearly every year in Collegiate Seminar (i.e., *The Odyssey, The Book of Job, The Inferno,* etc.) are the most valuable to the student in terms of discussion and transmission of the authors' ideas. However, books which were new to the list this year, such as *The Nature of the Universe, The Autobiography of Benvenuto Cellini,* and *Concerning the Teacher and On The Immortality of the Soul* are of a lesser value to the student. A tentative conclusion that could be drawn is that possibly the list could be shortened and more time spent reading and discussing the more valuable works.

ORGANIZATION: The essential difference between this seminar and others is Mr. Leahy and his approach to the seminar. Immediate approval of this approach was given the first day by the class, when Mr. Leahy announced there would be no midterm or final. The purpose of the seminar, as Mr. Leahy sees it, is to read and discuss, not test, what the author has said. As Notre Dame is still involved in the somewhat archaic grade system, Mr. Leahy gives grades, but only A, B, and C. These grades are based on the contribution and attendance of the student in discussions and the one paper which is due before the end of the semester. The topic and length of the paper, with a minimum of three typed pages, are left to the student. The grades A and B are the most frequently received by Mr. Leahy's students. A C is given only when a student appears on the first day and does not return until the final class to turn in his paper.

COMMENTS: Members of Mr. Leahy's seminar believe it to be a valuable part of their education. One student has even suggested that seminar become a two-year program, along the lines of other universities. The majority of the group rate the seminar as one of the best courses taken at the University. In fact, their criticisms are aimed at specific books, not at the course, the teacher, or the entire list. This is a testimony to the fact that Collegiate Seminar is a valuable part of the University education. As a sidelight to this, the students, as the seminar goes on, come to know one another and a certain type of friendship develops. The seminar presents a content where a football player and a longhair can discuss ideas on the basis of friendship, not on preconceived notions concerning each other's outward appearances.

SECTION 65, 79 THOMAS KAPACINSKAS, INSTRUCTOR

PRESENTATION: Thomas J. Kapacinskas, a graduate of Notre Dame Law School, offers a challenging and highly personal approach to the collegiate seminar. He is articulate and thoughtful, and possesses an uncanny ability to direct but not impose and to lead but not dominate. His first semester students rated him as an "excellent" discussion leader. Throughout the semester, Mr. Kapacinskas emphasized the search for a pattern or a recurrent theme in the readings. He attempted to help the group in establishing an awareness of and an openness toward the "world view" or the "life style" of each author. He encourages a comparison of the works as the key to understanding the evolution of Western thought.

The quality of the discussions ranged from excellent to poor. The value of the seminar seems directly related to the degree of preparation and participation by the students. On several occasions the group unconsciously recreated important historical debates.

READINGS: The readings tended to be of high quality but because of the nature of the course it is almost impossible to reach any more than a shallow understanding of any single work.

ORGANIZATION: A midsemester paper is required in which the student is expected to present the world views purported by the previously read books, as well as the relevancy of these world views to the student's own life. A composite journal extending this thesis is substituted for the final exam; the emphasis here is on giving the student a firm foundation upon which he may construct his own world view.

The final grade is based on a system which assigns approximately one-third credit for class participation, one-third for the midterm, and one-third for the final project. The average final grade for an individual willing to keep up with the readings and actively participate in class discussions is high: B's or A's.

COMMENTS: The Collegiate Seminar is a "boom or bust" course depending entirely on the professor's ability to get the students to relate and react to the thoughts of the great thinkers of the West. Kapacinskas' course is definitely a "boom" and, needless to say, a very significant intellectual experience. The unsolicited comments from other members of the class tend to be in vigorous agreement. Kapacinskas' youth and evident erudition, coupled with the relatively small size of the classes, tend to bring out a great deal of individual endeavor on the part of the students. This writer would certainly take the class again if offered the opportunity.

The collegiate seminar offers students a rare opportunity to examine one's own life style. But the present program merely examines and, in many cases, because of a reading list confined to traditional Western works, reaffirms the traditional Western value system. For this reason it is recommended that the reading list be altered to include works by Eastern and Black Western authors. The student would then not only examine and question Western values, but would also have alternative value systems to draw from. If the program were to be made more universal it would be of even greater value.

SECTION 66, 96
JOHN ENNIS, INSTRUCTOR

PRESENTATION: Of utmost importance in a course such as Collegiate Seminar is the ability of the faculty leader to guide and to stimulate the exchange of ideas. According to the students in this section, Mr. Ennis does this quite well. Formerly in the English department at King's College in Pennsylvania, Mr. Ennis is in his first year at Notre Dame. Realizing that the hours involved in reading the seminar selections do not leave a great deal of time for in-depth study, Mr. Ennis permits each student to choose one or several works from the list and consequently lead the scheduled discussions on it. The opportunity to speak freely on the wide range of topics which are presented to them is the most significant aspect of this course's acceptance by the students. There is, of course, the complaint that too few say too much and that no one really knows what he is talking about; but this fault is not exclusive to Collegiate Seminar. The teacher himself participates much as one of the students would. However, he is frequently looked to for insights when the limited background of most of the students demonstrates itself. Although the instructor has brought wide experience, stimulating insights, and an open and challenging intellect to the course, he has been unable to spark a vital or dynamic discussion. This seems to be due to a) a general lack of student enthusiasm for the books considered, and b) insufficient diversity in the personalities and opinions of those taking the course.

READINGS: Student suggestions for a more pertinent curriculum deal basically with the introduction of several contemporary works and the abolition of certain lifeless selections such as Augustine's *Concerning the Teacher.*

ORGANIZATION: Basis of grade:

40% in class discussion
20% as discussion leader for a specific text
40% assignments
a) a journal containing entries on each work discussed

OR

b) one paper of ten to twenty pages, a midterm and a final exam of the take-home variety

As this is Mr. Ennis' first experience with a seminar-type course, no average or even projected grade is available. He did comment, however, that he has a reputation for being a tough grader, but claims it is unfounded.

COMMENTS: Mr. Ennis provides the chief value and creates the only stimulus of the course. Simple exposure to some of the books studied also is of some worth. It is generally agreed that the reading load is too heavy, and that frequently books studied are of little or limited worth and relevancy. Also, the fact that the course is required is objected to particularly by those who did not feel confident in the seminar context. It is suggested that if the University insists on retaining the required status of Collegiate Seminar, it should be offered on a pass-fail basis. It is felt that this would create an environment more conducive to fruitful discussion. Some students call for the abolition of the log, the paper, and the tests so as to make the discussion of ultimate value.

One final remark on the teacher is the numerical evaluation given him by the students. With the best at 10 and the worst at one, Mr. Ennis received an average of 7, with eight of the twelve students polled assigning him a 7 or better.

SECTION 67, 79
THEODORE KAPLYSH, INSTRUCTOR

PRESENTATION: Mr. Kaplysh, a second-year law student, has demonstrated his ability to choose questions which stimulate valuable discussion. In a class poll, students rated the instructor 8.5 average out of a possible 10. Mr. Kaplysh will not be teaching this course next year.

READINGS: In a class poll, students overwhelmingly indicated a lack of relevance in the books chosen. Some believed that students should be given some say as to which books should be required. Approximately 10 books per semester are read.

ORGANIZATION: Students are required to keep a journal of each book read and to hand it in twice a semester. There are no examinations given in a formal classroom manner. Final grade is based on the journals and classroom discussion.

COMMENTS: Despite nearly universal discontent with the required books which seemed "irrelevant to contemporary society," students indicated in a poll that Collegiate Seminar was potentially one of the best courses offered by the University. They rated it an average of 9 out of a possible 10. The reason for this contradiction seems to be that however irrelevant a book, some sort of good discussion can be wrung out of it by examining a related theme that can be discussed in its current perspective. Thus the discussion continually turns away from the book itself to concentrate on a singular situation of man in modern society. While this in itself is valuable, it would be nice to choose books which interest the students. When the instructor

during the class forces the discussion to concentrate on some specific aspect of the book, the answers to his pointed questions are narrow in scope, forced, and do not stimulate by themselves further discussion. It seems the majority of the students enrolled in Collegiate Seminar would be in favor of repeating the course only if the book list was revised as indicated above.

SECTION 68, 77 JOSEPH POTVIN INSTRUCTOR

PRESENTATION: The course as led by Mr. Potvin, a 1967 Notre Dame graduate and presently a second-year law student, places major emphasis on student contribution rather than on teacher dominance. Only rarely will Mr. Potvin lecture, and then only to give a historical background or a bit of objectivity to a slanted perspective. Usually, if the students bog down, he will ask provocative questions to restimulate interest. However, frequently this leads to discussions only vaguely related to the material at hand.

READINGS: With regard to reading material, many students feel they should have a choice in the selections and assignments. Some feel "a more fruitful class would result if more current works were covered." Others suggest more emphasis on Roman literature. Generally, the comment is not so much "antitype" but "antiload." The science and engineering students feel the reading assignments are "awfully heavy," and the 18hr. AL students generally agree.

ORGANIZATION: The readings are presented by the students. They take a work, present an introductory paper, and lead the discussion for the day. It is up to the student to "make or break" the class that day. Grades are assigned on this presentation and a student option: an oral final or a notebook.

COMMENTS: Less than half the students show an interest in the discussion, which, of course, is the object of a seminar presentation. A solution would be to have each student comment on the book before opening up the discussion at large. Generally, those who praise the course are those who participate. Those who find fault are usually the nonparticipants: "If I were more involved in the course, I think I would really gain from it." The seminar then is what you make it, with a little help from the prof.

One (worst) to ten (best) rating:

Course: 7

Prof: 8 with about half the class responding

SECTION 69, 80 PATRICK BERG, INSTRUCTOR

PRESENTATION: In the Collegiate Seminar section led by Pat Berg (a third-year law student), each reading is introduced at the beginning of class by one of the seminar members who also presents a set of questions. These questions provide the basis for the day's discussion, for which the class then divides into small groups of four and five. Mr. Berg spends some time with each group, then usually brings the group together for concluding remarks at the end of the period.

The quality of presentation in this section is somewhat below par. The material in the presentation is adequate, but many students complain about the inadequate delivery of Mr. Berg. They feel he cannot express himself as well as he should, and that he has no particularly stimulating insights concerning the material. In short, they are of the mind that his delivery is not on a par with the true nature and objective of the course.

The discussions can at times, be quite spirited. However, the necessity of detailed discussion in the actual matter of the readings itself can bog the discussion down in semantics. The students feel that Mr. Berg should direct the discussion more forcefully. Ideas and concepts skimmed from the material as a whole have the capability of sparking very enlightening and informative discussions.

READINGS: Some of the readings are worthwhile, but many students feel several are not relevant at all. The consensus is that if more contemporary readings were given, more interest would be generated.

Mr. Berg, a "'nice guy," has been liberal in altering the reading list to make it more acceptable to the students. For instance, he limited the discussion of Aquinas to one day, and inserted in the empty time slot an article from the "Atlantic Monthly"; and, he has already dropped four ponderous-looking works from the second semester book list and replaced them with more modern material like Hesse's *Demian* and Ellison's *The Invisible Man.*

ORGANIZATION: Each student is required to make one presentation and to write a total of ten pages on any topic or topics related to the readings. There is no midterm, and only those whose papers are judged unsatisfactory must take a final.

COMMENTS: The first few classes, especially those devoted to the Theban trilogy, were very good. Shortly after, however, the discussions began to lag. The classes concerned with Augustine and Aquinas were especially poor. Members of the seminar have offered several explanations for this decline.

Most blame the quality of the reading. They say that, except for the first three sections (*Odyssey,* the trilogy and *Job*), the readings have been boring and/or irrelevant. Few students regard the difficulty as the inability of the seminar members to read the required books with any thought, but another group feels that the inadequacy of the seminar leader is the cause. While almost all of the students are dissatisfied with the course, they do agree that the idea behind Collegiate Seminar, that of students gathered in informal discussion of the great books, seems quite good.

Mr. Berg has offered few good insights into the readings, and has done little to guide those discussions which wandered far from the subject. But the group's lack of success is not his fault. Most probably, it is the result of the student's disinterest in the readings. Discussions of the Theban trilogy (which everyone read thoughtfully) were spontaneous and stimulating. The class devoted to Augustine, on the other hand, was a bore.

Many of the students would take the course again, although the consensus is that it would be worthwhile only for liberal arts majors.

SECTION 70
RICHARD STEVENS, ASSOC. PROF.
DEVELOPMENTAL READING

PRESENTATION: At the beginning of the semester, Mr. Stevens tended to lead the discussions by posing most of the questions. As the semester wore on, however, he encouraged the students to take a more active part in leading the discussions.

READINGS: There was a widespread feeling in the class that the readings could be improved. The problem most frequently mentioned was that the books did not arouse the interest of the students. One student suggested that the students should have a voice in the selection of the books, and all thought that there should be a deemphasis of the philosophical, and an increase in the number of recent works.

ORGANIZATION: The final grade in the section is based on one ten-page paper (25%), a midterm and a final examination (together 25%), and class discussion (50%). The tests are essay, directed toward identification common themes in most or all of the works. The class discussion mark is based of quality of contribution as well as frequency of contribution. Obviously, because of the importance attributed to class discussion, regular attendance is highly encouraged.

COMMENTS: In a general survey of the students of this section, Mr. Stevens was given a rating of 7.5 out of a possible 10 points, with the ratings ranging from 5 to 10. There seemed to be a general feeling that the professor is very knowledgeable. Some students looked upon Mr. Stevens as approaching authoritarianism, with his views inhibiting the acceptance of some of the points proposed by class members. There were two main criticisms of the discussion: first, there was not enough time to handle the material adequately; second, the discussions never reached a high intellectual level. However, neither of these shortcomings can be seen as the professor's fault.

The course was given a rating of 8 out of a possible 10 with the ratings ranging from 4 to 10. A considerable portion of the class members found the course to be worthwhile, stimulating, and thought provoking. Almost as large a portion of the class felt that they would recommend the course to a fellow student. Going against this current of opinion, there was one person who would definitely not recommend the course and one who would make it an optional and not a required course.

SECTION 75, 91
BRIAN MOORE, INSTRUCTOR

PRESENTATION: The quality and style of discussion are the most important part of any seminar course. Mr. Moore is very capable of leading the discussion away from peripheral issues and getting to the heart of the matter. What seems most useful about his style of discussion is that he attacks underdeveloped thinking while not demanding that students accept his point of view. He also is very quick to take the side of an unpopular idea if he feels that the resulting controversy will instigate new insights.

READINGS: Most of the books on the seminar reading list are useful as starting points for discussion. A few students, however, feel that some are irrelevant and/or boring. To combat this Mr. Moore has established the idea of discussion leaders. Each student is assigned one book on which he is to lead the discussion. It is his job to direct the dialogue to the most productive areas. In many cases Mr. Moore also picks the most important parts of the books and then allows the student the option of either reading these sections or tackling the entire work.

For the second semester Mr. Moore has given the class the choice of replacing some books with others that the students feel are more important or relevant.

ORGANIZATION: There is only one paper during the course and an oral final exam. The idea of the paper is to pick a topic on which the student wishes to spend two semesters of thought. An in-depth outline (about 10-15 pages) is to be handed in during the first semester and the final (filled in outline) form during the second semester.

COMMENTS: Most students feel that this seminar section is a very worthwhile educational experience. Many felt that it was a mistake not to have had a course like this in their first two years at Notre Dame. The demand to think out and speak his own views develops the student's self-confidence and intellectual discipline. The criticism he encounters helps to create new insights into his own theories and those of others.

One of the unfortunate results of this situation, however, is that some students don't voice their opinions. Occasionally the discussion leaders do not have adequately prepared their presentation and will not be able to keep the class from falling into trivia. Another criticism is that the course is too broad; it is felt that the only thing accomplished is a surface familiarity with the books.

SECTION 83
CELSO SOUZA, PROF., ELEC. ENGR.

PRESENTATION: I asked one of the students what role Mr. Souza played in our class. He answered that he thought Mr. Souza didn't play a role . . . or perhaps only a minor role. This class belongs to the students. The successful seminar professor gives a direction to his class and sets a certain tone for the course, and then gradually becomes transparent as the students take over. This vague "tone" that might characterize Mr. Souza's section is the conscious endeavor to exploit the diversity of backgrounds in the formulation of a broad world view.

For weeks Mr. Souza was the leading character in the discussions. Lately, however, he has assumed an increasing anonymity. He did this by assigning students to lead the discussions. This seems to have worked very well in making the course a student production, which, of course, is its goal. The teacher has become as just another student.

ORGANIZATION: The work involved in this section, in addition to the readings, is the compilation of a notebook, to be turned in at the end of the semester.

The length and format of the notebook is left up to the individual student. No midterm test was given, and the final will be a take-home test. The final grade will depend on this notebook and to a greater extent on the degree of contribution to the discussions. A student who participates in the discussions and turns in a decent notebook should get a B or an A.

SECTION 85
JOHN TURLEY,
PROF. OF LANGUAGES

PRESENTATION: Professor Turley moderates an open, free, and low pressure seminar. He receives excellent ratings from his class. The discussions are open to any subject that the students raise. Mr. Turley's comments, however, are highly valued and he is usually able to point the discussion in a direction that is interesting and pertinent to the current reading.

One difficulty which arises is whether to discuss a work in its historical context or in its relevance to contemporary man. Differences in interests and levels of thought may also stalemate a discussion. The usual problem is whether to discuss the topic in general terms or to deal with specifics. A topic interesting to a large percent of the class is sometimes difficult to find.

READINGS: The main criticism is in the quantity and quality of the books that must be read. Books are needed which are more relevant to today's social, philosophical, and political problems.

ORGANIZATION: No midterm and probably no final exam will be given. A paper is optional. Generally good grades are expected. Dr. Turley has threatened to give the class all "A's" as this will probably be his last year of teaching before retirement.

COMMENTS: The course is rated a little above average by the class. There is general agreement, moreover, that the course is developing into a more interesting one. More relevant problems are being drawn from the books and the discussions are also improving.

SECTION 90, 99
THOMAS MUSIAL,
ACTING DIRECTOR

PRESENTATION: Standard order of procedure is for Professor Musial to make opening comments on the basic ideas of the work and then to let the class take it from there. Student discussion leaders are rather ineffective at this point, in that what they prepare as important usually differs from those points preferred by Musial or other students; so far, the discussion leaders have contributed little to the class. Discussions oftentimes lack coherent structure. There is no real set of themes definitively followed in this class, although frequent comparisons are made between the various authors and works.

READINGS: The readings in Musial's course are the same as in other Collegiate Seminar courses. Basically, the entire class is satisfied with the reading aspect of this course, with the suggestions that students be allowed to recommend dropping or adding one or two works during the semester.

ORGANIZATION: Grading is primarily on basis of midterm and final exams (either notebook or take-home exam).

COMMENTS: Participation in discussions is open. Musial is available and pleased to meet with students about the course outside of class. He devoted a class to Issues Day and allowed ample classtime for this study and other discussions concerning student problems. General class reaction: *Class recommended.* The biggest gripe concerns the size and impersonal atmosphere of the class. The class size is too large (20) for meaningful discussion from all the students. Several students seem to oftentimes dominate the discussions with rather superfluous comments. Class has met only on a classroom discussion level, so students have not been able to get to really know one another. However, Musial has offered to make this course a once-a-week evening at his home, which would seem to be the necessary remedy for the basic problems involved in this course.

All the students agree that this class is a significant educational experience, but for many different reasons. Several were impressed with the wide range of topics that are discussed, and with the open discussions that ensued. Several thought that the discussions were too philosophical or limited to a specific aspect of the story involved, and not always pertinent to 20-century life. This difference lies in what one expects to learn from the course.

SECTION 92
JAMES CARBERRY,
PROF. OF CHEM. ENGR.

PRESENTATION: In a class survey conducted, the students felt that the quality of Dr. Carberry's presentation was excellent. The average rating of the professor's presentation was 9.4 (with 1 poor and 10 excellent; students asked to rate professor's quality of presentation from 1 to 10).

READINGS: Eighty-eight percent of the class, however, felt that the course could be improved, primarily in the department's choice of reading material. Students felt that the reading material should be updated and made more relevant. Lucretius and St. Thomas Aquinas were the most unpopular selections.

Sixty-three percent of the students felt that too little time was given to read and absorb all the material presented.

ORGANIZATION: The class grade is given primarily on the basis of class discussion, with very little weight given to test grades.

COMMENTS: Ninty-four percent of the class felt that the course as presented by the professor was a "significant educational experience." Ninety-four percent also said they would take the course again.

SECTION 94
THOMAS LORCH,
ASSOC. PROF. OF ENGLISH

PRESENTATION: The Collegiate Seminar taught by Professor Lorch is basically the same as all other

collegiate seminars in its content. The approach to the books used in the course is experimental and students who plan to take it should be prepared to participate in new ideas in education. The course is checkmarked and approval of the teacher must be obtained. The discussions are free and the class looks for different ways of approaching the books read. The entire class is discussion; there are no tests, papers or lectures.

READINGS: The books that are read are the same as all other collegiate seminars but since the class meets only once a week it is sometimes necessary to read two works for one class.

ORGANIZATION: The final grade is based on class participation, a journal, and a final consultation with the teacher.

COMMENTS: The overwhelming reaction of the students in the class was that it was the best course they had ever taken. Since the course is designed to explain different areas of the educational process, it is up to the individual student to decide for himself whether or not he wants to experience such a challenge.

communication arts

COMMUNICATION ARTS 87
UNDERSTANDING THE ARTS
THOMAS STRITCH

Understanding the Arts is open only to those students presently in Mr. Stritch's Modern Culture I. The course will be an introductory survey of the arts with emphasis on painting from the Renaissance to the present. It also deals with documentary movies, and, to a lesser extent, music and literature.

The fact that the course is an introduction to the arts is probably the most important one. A student already fairly knowledgeable in these areas would not find this course especially stimulating. Those eligible for the course are already familiar with Mr. Stritch's approach to education.

As for work, there will be six to eight short papers, and the final test will be the only one. It was a difficult multiple choice test last year.

COMMUNICATION ARTS 98
SPECIAL STUDIES (FILM)
DON CONNORS

CONTENT: A course designed specifically for the film nuts on campus. A lot of time and money will have to be spent with this course, so unless you get a lot of kicks out of making films, forget it. The object of the course is to offer a creative atmosphere, technical advice, some good equipment (an 8 mm. Bolex Macro-zoom with focus from one inch to infinity, is being bought, oh boy, oh boy), some money for film, some structure, and three credits to the film makers on campus. It is new this semester, the emphasis is on professionalism and it will be, according to Connors, "a bitch."

PRESENTATION: Connors knows films, and he knows filmmakers. Consequently, he will be more concerned with turning out good films than in getting hung up with academic paraphernalia. Apart from that, one must quote from his prospectus on the course:

"(The course) will entail an intense and comprehensive consideration of critical and creative approaches to the art of the cinema. Students will be expected to put in many hours outside of the classroom. The course curriculum will include:

1. the viewing of films and written or oral critiques,
2. readings in film theory, history, aesthetics, criticism, and technique,
3. creative cinema:
   a. making a personal 8 mm. film
   b. working as a crew member on a film of larger scope to be prepared by the class as a whole.

"Other requirements:

1. Because of the limited budget, students must pay at least half the cost of their personal films.
2. Students must attend *all* of the Cinema '69 showings on campus, and any others that the teacher deems necessary (town or campus).
3. There will be a shortage of equipment, so any equipment that students may have should be brought to class."

COMMENTS: Most of the people who would take this course already know Connors anyway, inasmuch as he is advisor to the Student-Faculty Film Society. Let it suffice to say that this course will probably be so good as to thoroughly embarrass the rest of the Communication Arts Departments.

CA 98
SPECIAL STUDIES—TV
SAMUEL McLELLAND

CONTENT: This is open to only 12 people. You must get the OK from Tom Stritch, department head. It is a color TV production course.

PRESENTATION: Unlike most undergraduate TV courses this will consist of a little theory and a lot of application. Students will be producing, directing and writing one-minute commercials to advertise the new educational station in South Bend, Channel 34. Two of the three hours a week will be devoted to taping in the WNDU color studios. The other hour will be given to analysis.

READINGS: The texts: *Color Television: The Business of Broadcasting; The Technique of TV Production; The Television Copywriter.*

ORGANIZATION: The grade will be determined by quality of work produced in the studio.

COMMENTS: This is McLelland's bag. It should be good.

CA 103
MASS MEDIA
THOMAS STRITCH

CONTENT: Mass Media is restricted to 15 senior majors in Communication Arts. It explores a) the proper function of each of the media in turn; and b) how well each medium lives up to this function. The media considered are the press, magazines, broadcasting (especially television), advertising and film.

PRESENTATION: The course will be a seminar. Professor Stritch says that he is not very good at leading discussions, and so stresses that an interest in the materials themselves will be the primary stimulus to the course. Since this is the first time this course has been offered at Notre Dame one has to rely on Professor Stritch's own evaluation, which is probably sufficient.

READINGS AND ORGANIZATION: Alan Casty's anthology, *Mass Media and Mass Man* (Holt, Rinehart & Winston, paperback and hopefully not too expensive) provides some takeoff points, but most of the student reports, both oral and written, will derive from examination of the media themselves—from monster movies and *Mad* magazine on up (?) to McLuhan and Sontag. Stritch is not a terribly hard grader.

COMMENTS: Professor Stritch has a very pompous style of delivery that may tend to annoy students in the seminar situation. Nevertheless he is very contemporary — actually ahead of most students on what is happening in the field of communications. This should be the student's primary interest. That he is concerned with knowing each of his students would probably be an advantage in a group of 15. The student's interest is the most important factor. If you are interested in the area, take the course and don't worry about Professor Stritch; he's a good egg.

COMMUNICATION ARTS 104
NEWS WRITING
JOHN TWOHEY

CONTENT: The object of the course is to have the students learn how to write good, clear, interesting, nonfiction prose, which more or less parenthetically is for a news organ. It is a one-semester course. There are no prerequisites, and anyone from a journalistic neophyte to a stringer for national publications can profitably take the course, inasmuch as your writing, when it is returned (see Comments, below), is critiqued and graded according to your abilities. Do not sign up for this course if you cannot type, or if you consider writing a drudgery, because there's a lot of both involved.

PRESENTATION: The course is essentially a workshop affair. The form of the class varies between lecture, question-and-answer periods, discussions, and in-class assignments. And usually, the classes are interesting, practical, and informative.

READINGS: The New York *Times* every day. Supplied in class at a cost of about $6.00 a semester. Also, occasionally, the South Bend *Tribune*. For contrast. Worthwhile.

ORGANIZATION: Besides the twice weekly short (500 words or less) assignments, there will be at least two major assignments. The two in the fall semester involved turning out a special South Bend newspaper designed to appear the morning after the national elections, and presenting a series of articles totaling 2,500 words on some issue such that it could be run in one of the campus media. The grade is determined by Twohey's overall impression of the work you've turned out and the effort you turn in. There is no curve. If you do "adequate" work, you get a C. There will probably be more B's than C's this semester, and more A's than D's.

DONALD CONNORS AND JOHN TWOHEY

Two of the more inexplicable fanaticisms displayed by Notre Dame students are their passion for journalism and for motion pictures.

There are no institutions in the nation, at least of Du Lac's size, that demonstrate the variety and quality of media that surround this place. And this, with what has historically been a small, irrelevant, fair-to-mediocre communication arts department that most decent media men have avoided in order not to be contaminated. Nevertheless, impressive numbers of Notre Dame grads have gone on to the top journalism and film grad schools in the nation and then to success in their fields, strictly as a result of the practical experience they've picked up turning out student publications and movies by themselves.

Luckily for the C.A. department, however, there is a war going on, and teaching deferments are being passed out. For this reason, more than any other, it has been blessed with John Twohey and Don Connors — two recent Notre Dame grads who, bluntly, are better than the C.A. department deserves.

Twohey, who like Connors is 23 years old, was editor in chief of the *Scholastic* in 1965-66, a year that is still considered one of the best in the magazine's history. On the strength of this, three summers with the St. Louis *Globe-Democrat,* and the undernourished look of a born editor, he was accepted to the Columbia School of Journalism, which unquestionably has the finest reputation of any J-school in the nation. After leaving Columbia in 1967, he became an associate editor of *Ave Maria,* which, despite the name, is one of the most interesting (allegedly) Catholic publications in the nation. In the spring, he founded South Bend's monthly magazine, *Focus/Michiana,* and then managed to coerce some of the finest writers that Notre Dame has produced in the last five years into coming to South Bend for the summer to get the publication off the ground.

He is an excellent writer and editor, and is bright enough to know that "you can't teach a person how to write, all you can do is put him in situations where he can teach himself." His news writing and editing course, he says, "is not designed to crank out future Walter Winchells, but to develop a discipline, so people can sit down at a typewriter and force themselves to assemble the words." He abhors "journalese," and stresses "a development of a facility with the language," rather than the traditional (and ob-

The grades should be uniformly fair and reasonable. One thing—because the class is on an unusually personal basis, class attendance is very important.

COMMENTS: Twohey's major asset and liability is that he is an incorrigible journalist. He is a very good professional writer and editor and he knows and can teach much that people want to learn. However, he has a journalist's typically sloppy mind. One gets the impression that many of his classes are planned at 59 minutes past the eleventh hour. And while they often work out brilliantly, they occasionally lay an egg. Another thing is that, as of the beginning of Christmas vacation, he had failed to return any of the large volume of work that had been turned in since September. Which is pretty disconcerting, considering that the only major way to learn how to write is to write, have your writing criticized, and then write some more. One of the more bitter students in the class complains that the course was "very entertaining, but a complete waste of time." But this is only true if the student has absolutely no ability to himself judge whether he is writing well or not and must rely on outside criticism. For most others, being forced to write different kinds of articles under pressure has alone made them better writers.

CA 122 EX
EDUCATION TELEVISION
JOHN W. MEANEY
RICHARD HARBINGER

CONTENT: This course attempts to survey the present state of the television industry and its programming and to examine prominent suggestions for improvement (or at least change). The major emphasis is on the profit-minded corporate, legal and administrative structure of the television industry and how this affects the content and quality of the programming. There are no required prerequisites.

PRESENTATION: The lectures usually begin by dealing with the subject of an assigned reading (television ratings, for example), but often bog down and stay bogged down on a trivial aspect of the topic. Mr. Harbinger is especially apt to digress to relating personal experiences which are questionable in their relevancy. When constructive and informative give-and-take between students or between students and teacher does take place, it is often cut off in the interest of "tran-

noxious) inverted pyramid and who, what, when, where, why approach.

"This kind of a course," he says, "does for a writer what a coach does for an athlete. He forces the person to go through wind sprints, calisthenics, and the like — shows him what he's capable of doing once he's disciplined himself."

This attitude is especially helpful, because, while it is absolutely true, he also knows that he has never met a decent journalist, and probably never will, who wasn't at least mildly unbalanced, (himself included) and somehow he manages to fit this into the equation, too.

Connors is of like temperament. Not surprisingly, he was one of the types who worked for *Focus* this past summer after he got out of the graduate Motion Picture Division of the University of California at Los Angeles — the film grad school most avant-garde in technique in the United States.

When he graduated from Notre Dame in 1967, he had to choose between UCLA and the prestigious London School of Film Technique, largely as a result of the work he had done with the Student-Faculty Film Society. Like Twohey in his journalism classes, Connors brings with him a thorough knowledge of the flourishing Notre Dame student media, plus a determination to present a course for the local film makers heavily influenced, both in content and style, by graduate school. This because he makes it quite clear that his film making course is geared for those interested in going into film making after they get out of school. His emphasis is on the acquisition of practical professional knowledge and discipline through (1) having the students see so many films by the end of the semester that their eyes are going to have Cinemascope lenses, and (2) getting behind a camera a lot and shooting film. However, he stresses that "hopefully, the course will have the kind of atmosphere conducive to creative work." "When it comes time for editing," he

says, "I'm going to have the facilities open for 24 hours a day, even if I have to set them up in my house."

Connors will be Notre Dame's first instructor in film who actually has a graduate degree in motion pictures, as opposed to something like theatre or fine arts. For this reason alone, his course should be a valuable addition to the Notre Dame film making business, which has often produced works that are long on content, but short on quality execution.

However, his biggest asset is that he drinks well and plays a great blues guitar, and so he will very probably be able to do for the film makers on campus what Twohey has done for the journalists — get into where they're at and inject something in the way of a structure of theory for the business of creativity that goes on at Notre Dame.

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quility." Mr. Harbinger's knowledge of television seems limited to his personal experiences in TV law and in the production of television drama, such as "Playhouse 90." His comments are seldom succinct, and this grates on the nerves of many members of the class. Mr. Meany seems to be more knowledgeable of television, but his specialty is education TV. His knowledge of commercial television seems to be adequate, but his ability to convey information to the class and his ability to lead the class in discussion is questionable. Test material is accurately related, in depth and emphasis, to readings. Films are frequently used to illustrate topics, and most of them (on television and politics, for example) are effective and informative.

READINGS: Skornia, Harry J., *Television and Society.* Mr. Skornia's book is a thoughtful and interesting but opinionated critical analysis of the television industry, and one view is not enough. More selective reading of Skornia's better essays, combined with the opinions of other writers in the field, would be a definite improvement. The one text, 250 pages in length, is not sufficient, and reading assignments are relatively light.

ORGANIZATION: The major assignment is an 8-16 page research paper. A few other minor assignments—usually involving bringing in facts or information for discussion—are included, along with the readings. Court rulings affecting television are occasionally assigned as readings. Examinations include one midterm and one final, essay style, of moderate difficulty. The basis of the final grade: final exam 1/3, term paper 1/3, and midterm and class participation combined, 1/3.

COMMENTS: This course has the potential of being an extremely significant educational experience, but suffers from:

- — a lack of organization and syllabus.
- — no statement of goals or course objectives.
- — failure of both instructors to keep lectures and discussions active and relevant.
- — no assignments which require watching television programs (specials, for example) and discussing them in the following class.

Few students in the class would take it again—more knowledge of television could be obtained from outside readings and critical bull sessions. The evaluator recommends it to neither major nor nonmajors.

CA 130
SCREEN ARTS
SAMUEL McLELLAND

CONTENT: The course will be an "exploration of the nature of film." It is to be divided into five parts: The Documentary Film, The Theatrical Film, a Film in Depth, The Art of the Cinema, Animation and Abstraction. There are no prerequisites.

PRESENTATION: The course will consist essentially of viewing movies and discussing them. Such films as *Juliet of the Spirits* which will be given special treatment in the Film in Depth portion of the course, as will *Hiroshima, Mon Amour*. Shorter works like *Nanook of the North* and *Night Mail* are also featured.

READINGS: There will be two texts: *Cinema as Art* — Stephenson and Debrix (Penguin) and *Juliet of the Spirits* — Fellini (Ballentine).

ORGANIZATION: The main piece of work for the course will be a paper, of optional length, on a topic to be assigned. The grade will be determined largely on this.

COMMENTS: Mr. McLelland, whose specialty is television, gives informative lectures on the basics and shows how they apply on the screen. This was proven to students of his Documentary Film class. He likes regular attendance and is liberal about late assignments. This is the first time this course has been offered under Mr. McLelland's direction, who has been here only one semester.

CA 141 EX
PUBLIC RELATIONS
JAMES P. CARROLL

CONTENT: The object of the course is to establish in the minds of the students an accurate working idea of what public relations is all about by doing some of it. Carroll claims that it is aimed at "anyone who's going to have to come in contact with public relations eventually. Which is practically everybody." The prerequisites are a typing ability and a basic ability to manipulate the English language. The course is new this semester.

PRESENTATION: The course is intended to be as loosely organized and as personal as the number of students enrolled allow. The object of the game is to *do* public relations work, which involves, according to Carroll, (1) finding out what people think of the organization one is publicly relating about, or for that matter, if they do; (2) finding out what kind of objectives the organization hopes the public will know more about; (3) figuring out a campaign that will communicate the objectives. This will actually be accomplished by pulling off some kind of public relations coup for some social-service-type organization.

READINGS: The text is not decided on yet, but it will cost under $10. There will be some other short outside readings.

ORGANIZATION: There will be, on the average, two papers a week of one or two typewritten pages apiece, of a practical nature. There will also be team projects, such as ghostwriting speeches. It will be, according to Carroll, "a basic nuts and boltish course, not a matter of high-blown discussions." He emphasizes that the students in the course will learn public relations by doing it. The grade will be determined according to "reliability and enthusiasm." Those who Carroll feels are hireable into public relations firms at the end of the course get an A. Those who have great potential, but need polish, get a B. He expects that the average grade will land closer to B than C.

COMMENTS: It's hard to tell how this course is going to be. But Carroll worked successfully for 13 years on the South Bend *Tribune* on the tough Indiana political beat. So he can write. He is now making a living with his own South Bend PR firm: James P. Carroll and Associates, originally enough, and he has done public relations on a national level. So he must know what he's talking about. Everyone who knows him insists that he is a bright, alive, sharp guy, and this was borne out when he was interviewed. So the course probably won't be boring on the strength of his personality alone. He has taught journalistic writing for the CA department in the past, which is something of a minus, but at least he has had some teaching experience, and he might have learned something from it. The course should be at least decent, and it may be one of the sleepers of the department.

CA 143 EX
NATIONAL AFFAIRS
JOHN TWOHEY

CONTENT: A course new this semester, it is patterned after an excellent course called "Issues in the News" which Twohey took at the Columbia School of Journalism. It is designed for anyone who is interested in and who keeps up with current events.

PRESENTATION: There will be six issues discussed: education, politics, the urban crisis, science, international affairs, and the law. Each will be given two weeks. For each of the three meetings of the first week, authorities on the subject under discussion (e.g., Rep. John Brademas on education, Mike Royko of the Chicago *Daily News* on politics) from both on the campus and off will hold forth at length and then be available for questions. The first two meetings of the second week, then, will be seminars on what has been brought up by the "experts." The third meeting of the second week will be free, in order that the student has time to work on a five-page paper on the topic of the fortnight.

ORGANIZATION: The grade will be based only on the six papers, and should be fair and rational. Average grade should be between B and C, with a decent number of A's.

COMMENTS: Twohey's job will be mainly to m.c. the speakers, and guide the seminars, and he should be good at that. However, the success of the course will be determined more by whom he gets to speak on the six topics he has chosen. But since Twohey has an amazing ability to get the damnedest people to do the damnedest things for him, it should be a great course.

ECON. 23-24
PRINCIPLES OF ECONOMICS
FRANK J. BONELLO

CONTENT: This is the introductory course in the Economics department. It is intended to familiarize the student with the basic concepts and terminology of the discipline (Econ. 24 discusses individual economic entities within the aggregate economy) and to serve as a foundation for upper level courses both in economics and in business.

PRESENTATION: Dr. Bonello, in lecturing, attempts to establish association with the student. His presentation is generally well prepared and well delivered, but at times lacks clarity due to the speed of presentation.

Lecture classes are given two days per week. The third hour is used at the discretion of a discussion instructor and, due to the nondialogue inducing nature of the material, is normally of the tutorial type session.

READINGS: One text is required and, with an accompanying workbook, constitutes the basis for all course work. Readings and use of the workbook are structured through a generally adhered-to syllabus of lecture topics. Reaction, by the student, to this syllabus is left entirely to the student himself. Dr. Bonello's lectures follow loosely the presentation of the text, but are more encompassing in range of material than the textual matter.

ORGANIZATION: Final grades are determined by two semester exams (25% each), one final exam (30%) and the evaluation of the discussion instructor—either objectively or subjectively determined (20%). This semester's exams have been inconsistent in difficulty and a distribution of final grades is indeterminable. The tests have emphasized equally lecture and text material with a smattering from the workbook, as well.

In evaluating the course most students find it neither very good, nor very bad—"fair, but not exceptional." Economics majors, with exposure to the field, have com-

ERNEST BARTELL, C.S.C.

IN ONLY five semesters at Notre Dame, Rev. Ernest Bartell, CSC, has become not only chairman of the economics department, but a key figure in the lives of numerous students.

To some he is the instructor who returns exams only two days after they are taken, to others a draft counselor, to others a prefect, to many an influential and sympathetic voice on the SLC or Afro-American Affairs Committee. In addition he chairs or sits on a good half-dozen other committees, most related to Latin America and particularly the economic development aspects thereof. His current research activities concern the economic characteristics of low-income people, and the second edition of his book on the costs and benefits of Catholic education in America will appear shortly.

Such a schedule is bound to convey the impression that Father Bartell is a bureaucrat, a notion those who know him heartily reject. Rather his responsibility in minor as well as major matters seems to have caused more and more people to depend on him. And for all the demands on his time, he is not difficult to see. He disclaims any longing to reduce his feverish pace. "For me, the option of 'tune in, drop out' is an unrealistic one. I frankly feel that the true opportunities for service are in my work as an administrator."

In the view of its chairman, the Notre Dame economics department exists "to prepare the student to apply professional analysis in solving the economic aspects of significant social and political problems. We must therefore provide rigorous training in the methodology of economics, while at the same time offering a core of substantive courses in such vital areas as development, urban studies, minorities, and unemployment, with faculty whose research interests lie in these fields."

As to gearing this program to the student, Fr. Bartell feels, "The big challenge is to help students see the relevance of the statistical and analytical approach. There is a time lag during which the methodology seems to evade the problems, but if the student is ultimately to manage more than a cursory, descriptive approach to problems, he will need the analytical tools."

"We are also attempting to help economics students see opportunities other than the traditional options of business or law school, such as in public service. Just as economics played a part in underpinning the business curriculum when that discipline became a societal necessity, so it could provide the basis for a school of public service in the future."

A growing number of economics students subscribe to this vision of the professionally competent, socially aware economist, and for them Fr. Bartell is not only a great teacher, but a personal example.

plained of the course's apparent orientation toward the business school, but this difficulty would be alleviated only through the creation of a counterpart course particularly for prospective majors. The course, as it now stands, must, however, be considered worthwhile for the student seeking an introduction to the general field of economics.

ECONOMICS 102 INTERMEDIATE MACROECON THEORY F. J. JONES

CONTENT: Macroeconomics deals with the aggregate elements of the economy in five major topics: (1) the Introduction, which reveals the goals of microeconomic policy; (2) National Income Accounting; (3) Theory; (4) Policy; and (5) Macro Topics. The emphasis of Professor Jones' course concerns the development of economic theory, ranging from classical formulations through the Keynesian model to modern dynamic analyses.

PRESENTATION: Professor Jones demonstrates a deep concern to ensure that the theories and policies he presents are understood by the student. He seems very well prepared for each lecture, although at times he seems to neglect minor issues important to a proper understanding of the subject. The theory section of the course is perhaps overemphasized to the detriment of other topics. Some students were disappointed that economic policy was not given a more extended discussion.

READINGS: The main text is Barry N. Siegel, *Aggregate Economics and Public Policy.* Students found it overly detailed and consequently tiresome. If this text is used again, some students hope it will be supplemented with other readings for a broader perspective.

ORGANIZATION: Professor Jones' tests are rather difficult, placing a great emphasis on mathematical ability; but, despite this tendency, they are considered fair by the students. Two tests, one five-page paper, various homework problems, and the final made up the final grade. The final exam is cumulative, but with emphasis on the latter part of the course.

COMMENTS: The macro topics section of the course, which would probably prove to be highly interesting if developed more extensively, seemed somehow seriously neglected. However, what Professor Jones does cover, he covers well. If one wishes to acquire an insight into the functioning of the U.S. economy, the course serves as a more than adequate instrument.

ECONOMICS 132
AMER. ECON. HIST. II
WILLIAM DAVISSON

CONTENT: American Economic History I & II is a survey of American history from colonial times to the present, taught by an economist who interprets history from an economic standpoint. The course emphasizes how America's economic growth is determined by her physiography, technology, and social institutions. There are no prerequisites for the course; however, a Principles of Economics course is beneficial to the student in understanding the material.

PRESENTATION: The format of the class is a straight lecture, with discussions limited to sporadic questions and answers. The lectures are generally a dry presentation of the material covered in the required readings. Occasionally the professor departs from this format for a discussion of the intricacies of molding steel or shipbuilding or some other facet of technology. A number of handouts are distributed, statistical outlines of various sectors of the economic model, which provide the student with the quantitative dimension of the course material.

READINGS: There is one basic text supplemented by several paperbacks, all of which are excellent and worthwhile to anyone interested in American economic history. Ample time is given to read the texts.

ORGANIZATION: Three or four 8- to 10-page papers are required, on at least two weeks' notice. Late papers are penalized one grade point. There is no final. Testing consists of two in-class, open book exams which present no problems to the student familiar with the readings. NO MAKE-UP TESTS are given unless the student can prove he was administered the Last Rites on the exam day. The final grade depends 10% on class participation (attendance is not required, however) and 90% on all papers and the 2 tests weighted equally.

COMMENTS: Students reacted favorably to the required readings; however, they found the lectures often repetitively covered the same material. Professor Davisson is obviously qualified and interested in the course material; however his presentation is low-keyed and uninspiring to students not similarly motivated. He is obviously well prepared, yet students feel he could enliven his delivery and would be more eager to recommend the course were he to do so.

ECON. 141
MONEY, BANKING AND CREDIT
JOHN T. CROTEAU

CONTENT: This course deals with the financial structure of the American economy. Emphasis is placed on the function of money and credit, seen in the context of the commercial banking and Federal Reserve systems. A basic familiarity with economic principles and jargon (Econ. 21, 22 or 23) is beneficial, but not essential.

PRESENTATION: Professor Croteau, in presenting his lectures on these topics, adheres stringently to the sole required text. Readings in this text are of moderate quantity, while the quality of material there presented is excellent. The lectures generally attempt to elucidate this material, yet are not essential to its understanding. The lecturer's technique is not conducive to stimulating students toward this greater lucidity.

ORGANIZATION: The course requires no papers or outside work. Bimonthly quizzes are administered, and with the final examination constitute the sole basis for the final grade. The tests are representative of the material seen in the text and rarely pertain particularly to lecture material. Grades for the course are generally of the B range.

COMMENTS: In evaluating this course it must be admitted that general student reaction is highly unfavorable. The course is required for all economics majors and many of these students question its relevance, as now presented, to a general economics program. The quality of lectures and failure of the professor to provide an atmosphere conducive to discussion are also frequently condemned.

It must be said, however, that Dr. Croteau's knowledge of the material is unquestionably excellent and that his apparently innate cynicism offers a unique educational experience; further, that the student willing to concede the cited drawbacks can conceivably gain an excellent familiarity with the subject matter. To the student seeking such a familiarity, the course is recommended—to those seeking a more general view of the economic structure, other courses would be of greater value.

ECONOMICS 184
IDEOLOGIES OF ECON. DEV.
MARIO ZANARTU, S.J.

CONTENT: The course attempts to survey the ideological "packages" available to the underdeveloped nations of the "third world" and the economic systems of capitalism, communism, socialism, and commutarianism. Each alternative is analyzed in terms of such fundamental economic considerations as production, distribution, consumption, and decision-making power.

ORGANIZATION: The course meets twice weekly for extended periods until midsemester, after which Father Zanartu returns to Chile. After midsemester students are expected to prepare 20-page reports on some aspect of economic ideology which are mailed to Chile for grading about May 1. There are no exams, the final grades being based entirely on these papers supplemented by class presentation.

READINGS: All readings are on overnight reserve at the library. They consist of 15-50-page segments from major works by Friedman, Hirschmann, Seligman, Horowitz, Baran, Sweezy, and others. These are supplemented by mimeographed notes on commutarianism prepared by the professor.

GREGORY CURME

"I BELIEVE the students are badly undervalued as judges of teachers, they are the only ones that know how much more they know when they get out of the course." Dr. Gregory L. Curme is that kind of teacher; he wants to know how to do the best job for his kids. "The old dad" actually believes that he is doing a pretty good job at that, and most people agree with him. The doctor is certainly prepared for his chosen work. In 1951 he received a B.S. in mathematics from the University of Illinois, in 1954 an M.A. in statistics, and in 1960 a Ph.D. in a combination major of classical function theory and statistics. From 1959-62 he taught graduate math at the Illinois Institute of Technology while acting as a statistical consultant to the University of Chicago. In 1963 he came to Our Lady and is presently an associate professor in the economics department. He is the first to point out, however, that he is not an economist and in fact he really looks at lot more like a poker player. He dresses comfortably, looks you right in the eye, and tells it like it is. After listening to him for a few minutes, you are not so sure that he doesn't know all the odds and all the ways to figure them.

He teaches his class without a text and without notes. After many years of teaching, the professor has not forgotten that the students do not see intuitively everything he does. "I know they don't know it, that's why I follow a systematic process and miss no steps. I can't remember when I last left anything unsaid." He recalls the days when he was teaching 11 hours a week, as a struggling graduate student. "You can't miss anything there or it all falls down on top of you, so I was trained to teach without omission." Now this may sound a little dry, and it could be except for the teacher's personality and a marvelous thing called the "Las Vegas approach" to teaching statistics, which involves learning how to make a fortune on the "strip" in Nevada. After you have made your first million, you find out that somehow along the way you've picked up some elements of statistical inference. "I do use a lot of tricks to keep them interested until they see that the theory really works and is useful, then they usually pick up interest on their own."

That interest is what Gregory Curme is looking for in students, and when he finds it, he will go a long way to help out. Right now he is working jointly with an undergraduate student on a paper that will be published in one of the leading theoretical statistical journals in the country. As he mentioned this to me, three juniors came in for a tutoring session the Dr. was conducting that afternoon, a session he could have left to his two able graduate assistants.

The Curmes live only a block from the school and apparently their 15-year-old knows more places on campus than his father. But everybody's "old dad" certainly gets around well enough and spends most of his time here with students and doing research. Personally, I would think that, as valuable as his research may be, the greatest asset Notre Dame has in the man is his personality and ability to work with students.

PRESENTATION: Basically a seminar, the course depends heavily on the preparedness of the students. After a brief introductory lecture by the professor, the class is turned over to one or two students who have been assigned to prepare the readings. Discussion is encouraged, and is often rather volatile since many readings attack sacred American assumptions.

COMMENTS: Professor Zanartu is a Chilean Jesuit whose heavy accent does little to alleviate a more basic problem of communication. Last semester most students were slow to grasp the direction of the course and to see the relevance of the readings. Furthermore, Father Zanartu's assumptions (or perhaps lack of them) created an ideological gap between himself and his students across which communication was strained. In the last analysis, Professor Zanartu is a successful teacher primarily for hammering home a point not often made in American economic circles: that in the developing countries, at least, ideology is not dead and the positivist economic "science" of capitalism is but one alternative in a host of passionately defended philosophies.

ECONOMICS 186, 286
ECON. DEV. OF LATIN AMER.
ERNEST BARTELL, C.S.C.
JOSE MIGUENS

CONTENT: Father Bartell and Dr. Miguens, visiting professor and chairman of the Sociology Department at the Catholic University in Buenos Aires, combine their efforts to examine the prospects for economic growth in Latin America. Somewhat more emphasis is placed on economics and Econ. 102 is thus a prerequisite. A wide range of topics is covered such as cultural, sociological and institutional barriers to

growth (the population crisis, the Church, the educational system, etc.), conditions necessary for growth, economic models for growth, and an evaluation of the projects being undertaken to promote growth. The overall complexity and depth of the Latin American situation is illustrated.

PRESENTATION: The two professors alternate lecture periods, but both are always present so that all economic factors and proposals can be examined and evaluated in light of the relevant sociological considerations.

READINGS: The work load features an extensive list of readings. These are generally rigorous, designed to familiarize the student with the various sociological and cultural factors operative in Latin America. A broad survey of divergent opinion on these phenomena and the resultant consequences is achieved.

ORGANIZATION: The final grade is based on class discussion, one test which is given near the middle of the semester, and a term paper which is due at the end of the semester.

COMMENTS: Father Bartell is one of the most competent and conscientious teachers to be found at this University. His knowledge is outstanding and much of it has been acquired firsthand from his personal research in Latin America. His lectures are clear, concise and well organized and he is capable of grasping a query and empathizing with the questioner. The result is that explanations are meaningful, relevant and to the point. Dr. Miguens is of comparable ability, but some students find his verbal accent to be a hindrance. However, the concensus is that this language barrier becomes nonexistent after a few class sessions.

The course is one that should be taken by all economics majors, for it demonstrates that all the social sciences are interrelated. Economic theory becomes mixed with sociology, history and philosophy and every economic policy is seen to have implications extending far beyond the economic. The course is highly recommended for economics majors and seems to be a plea for more interdisciplinary classes at Notre Dame.

ECONOMICS 193 STATISTICAL INFERENCE GREGORY CURME

CONTENT: The social sciences, such as economics, can use statistical methods as an effective tool for determining the relevance of theory to fact. Dr. Curme gives the student an introduction to the concepts involved in interpreting statistical data through an intuitive understanding of the mathematics involved. The foundation is good for further work in applied economics and valuable even to the person who dislikes mathematics. The course is required of all economics majors.

PRESENTATION: That Dr. Curme is thoroughly versed in his material and that he enjoys teaching are evident from his lectures. The classes are as informal as a 123-member group can be: questions are frequent and the explanations are always good. Two graduate students conduct valuable "problem sessions" outside of class, often well attended just prior to tests.

READINGS: There is a text (Huntsberger's *Elements of Statistical Inference,* second edition), but it is exclusively for auxiliary reference and a few problems. You need not buy it if you have access to a copy.

ORGANIZATION: Homework consists of three sets of problems and two "machine problems" for solution by computer or adding machine, often done in groups of 3-4 students. There are two (possibly 3) hour-long exams taken directly from the lecture material. The final is comprehensive. The grading emphasis is on the tests, with the machine problems and problem sets given lesser consideration. Dr. Curme is a good grader. There are many A's and B's.

COMMENTS: By way of comment, some students mention the prohibitive size of the class and the resulting limitation on individual attention. Another student observes that the class is taught as well as it can be, and that he plans to take the sequel course, Statistical Inference II. Some question the relevance of the material to those not interested in applied economics. A final comment is unanimous: "Dr. Curme's personality is incorporated in the course." That makes it interesting.

ENGLISH 44
CHAUCER
EDWARD VASTA

CONTENT: Short poems, *The Book of the Duckess, The House of Fame, The Parlement of Foules,* and *Troilus and Criseyde,* are the matter for the course. They will be studies in the original Middle English; appropriate modern critical views will be given some attention. The content of the course will be largely a serious reading of the poems.

PRESENTATION: The class will proceed by discussion, not lecture. The interest is principally to bring the student in contact with Chaucer in the original language and in the large context of the mediaeval world with consideration of such themes as predestination in *Troilus.*

READINGS: The poems will be drawn from A. C. Baugh's edition of *Chaucer's Major Poetry;* the critical essays will be from Schoeck and Taylor's anthology of *Chaucer Criticism.*

ORGANIZATION: There will be quizzes, concentrating largely on overcoming the superficial difficulties of shifting to Middle English. There will also be a midterm and a final examination and three short papers in all likelihood.

COMMENTS: The view of Chaucer derived from studying *The Canterbury Tales* exclusively is an inaccurate one; fundamentally expressed in Marshall McLuhan's suggestion that "Chaucer is a crowd," this view excludes much of the poet's major work. Chaucer's vital concerns are the same as those of the majority of fourteenth century literature, but this is easily passed over in reading only the *Tales.* The symbolic art and the cosmopolitan background of Chaucer are seen best not there, but in the work often considered his greatest,

Troilus and Criseyde. Without a knowledge of these poems, one is inclined to entirely misunderstand Chaucer's work.

ENGLISH 52
LITERARY CRITICISM
PETER MICHELSON

CONTENT: Peter Michelson is pretty much his own course, and any attempt to set up a syllabus, dates for papers, and other assignments for him is highly arbitrary. His lectures cover a wide range of topics and his references cover a similarly large range. His lectures, especially on the early classical critics: Aristotle, Plato, Longinus, Dryden, can easily be sidetracked. The result is that he seems to spend an inordinate amount of time on these people, and does not leave himself enough time to cover modern critics.

PRESENTATION: One of the reasons Michelson is so easily sidetracked is that he tends to be very responsive to the class. He is very open to suggestion and has been known to spend a whole class just refining one student's insight. His interests in contemporary poets, pornography, and "pop culture" work their way into his lectures quite easily and often humorously. Michelson's humor and especially his laugh are really worth going to class. Discussions work quite naturally from his free-form lecture style.

READINGS: Michelson's McLuhanesque tendencies tend to reveal themselves best in his reading schedule. There are few required readings; the two books require less than three hours a week in preparation. He, of course, gives no quizzes or even a midterm. The readings that he does get to are fairly basic to literary criticism in the classical period. Some lectures refer directly to passages in the reading; he covers Aristotle's *Poetics* minutely. Michelson's rush to complete the modern criticism at the end of the course is well prepared for; he sprinkles his lectures on the classical critics with both his own modern-oriented critique, and other critical approaches.

The texts are the following two anthologies of criticism: Allan Gilbert's *Literary Criticism: Plato to Dryden* and the Sutton-Richards gathering, *Modern Criticism: Theory and Practice.*

ORGANIZATION: There are three papers dealing with the application of literary criticism to specific works and examinations as warranted.

In the final analysis, it is Michelson himself who comes off the best in this course. He usually leads discussions and states very clearly his own opinion of the issue at hand. Students are always presented with his very large personality somehow between them and the work, and although he gives time and works hard to help students articulate their points, it is always Michelson who has the last word. Michelson is a good teacher for criticism; he tends to have some difficulty in getting through the specifics of a "history and theory" course. He is more at home in his "practice" course, where his personality has full control and his range is considerably wider. This is most apparent in his use of the papers in the course: in "history and theory," the papers are mere exercises, for example, an Aristotelian critique of the *Orestia.* In his practice course, however, the paper becomes the central part of the course as a project.

ENGLISH 55
SHAKESPEARE
ROBERT J. LORDI

CONTENT: This course is required for all English majors and commonly has an enrollment of between 60 and 100 people. It is an introduction to the drama of Shakespeare with some attention paid to modern critical views of the plays. The basic approach will be through a consideration of the forms of Shakespearian drama—history plays, comedies, tragedies, and tragicomedies. Lordi's interests in the plays are historical. He commonly traces sources and analogues for the work and treats basic textual problems.

PRESENTATION: The course proceeds largely by lecture, moving through a set pattern of points of interest for each play as outlined above. The scope of the course forces rather hasty consideration of the works. The lectures dwell on textual work, insofar as close study is possible.

READINGS: The following plays will be read, along with selected modern critical views:

Richard III
Henry V
Midsummer Night's Dream
Twelfth Night
Romeo and Juliet
Hamlet
Macbeth
Antony and Cleopatra
Henry IV, Pt. 1
Richard II
As You Like It
Winter's Tale
Julius Caesar
Othello
King Lear

ORGANIZATION: There will be a midterm and a final examination, possibly supplemented by quizzes. Five or six short (two or three page) papers will be assigned: they will be critical analyses of certain aspects of the play.

COMMENTS: The emphasis in this version of English 55 will be directed toward a rather rote analysis of the play. Lordi's emphasis is not on a critical view as such but rather on textual study, and thus the primary interest in the course is in the reading itself.

ENGLISH 58
ENGLISH PROSE, 1485-1700
WALTER DAVIS

CONTENT: This course is a survey of the English prose tradition in the Renaissance. It falls naturally into two parts: 16th-century fiction and the discursive prose of the 17th century. In the first segment of the course, the development of a type of fiction both based on and reacting against a secure frame of order will be explored. The second segment will be devoted mainly to detailed masterpieces of 17th-century prose: these will be treated as works of imaginative literature rather than as conduits of ideas and there will be a constant effort throughout the course to relate style to ideas, especially as both together present reactions to the ideas of order/disorder.

PRESENTATION: As is only fitting for a course treating thematically order, the course is orderly. It is not only well directed, but deeply and carefully planned out. A syllabus is available and is followed, allowing the student some awareness of which aspects of the

works will be given central attention. Discussions grow out of both Mr. Davis' fecund introductions to the material and out of the occasional student papers presented. The primary concern of the classes is to make things clear and Mr. Davis' knowledge of a broad range of literature is always brought to bear here. He is aware of the problems of the students in understanding the material and he welcomes questions.

READINGS: The readings in the first section of the course will include the works of Sir Thomas Malory, George Cascoigne, Thomas Nashe, and Thomas Deloney. The second segment will focus on John Donne's *Devotions,* Robert Burton's *Anatomy of Melancholy,* Browne's *Religio Medici,* Jeremy Taylor's *Holy Dying* and possibly several others.

ORGANIZATION: A significant part of the course will naturally be some general work in the analysis of prose style and there will be several exercises related to this. There will in addition be a midterm and a final examination, a short paper and one term paper.

COMMENTS: This is an excellent course in a field that is very often neglected. The study of the prose tradition of a period like the English Renaissance brings to bear clearly the questions of how prose can be considered at all in the field of imaginative literature. Too often, a justification for studying the prose of Carlyle or Keats is proposed in terms of intellectual history — these are the seminal writers for our own culture now; these justifications become insupportable in the study of Renaissance prose, and the art becomes the focus. There are no imaginative worlds created; rather we have simply, in Coleridge's phrase, the best words. The question becomes then, are those words art?

ENGLISH 60
THE AGE OF JOHNSON
LESLIE MARTIN

CONTENT: The period of English literature from the Restoration of the English Monarchy to the Romantic Rush during the last decade of the eighteenth century is surveyed in a two-semester course given every year; this course is the second semester of that program. The matter is a decent selection of the imaginative literature of the period: the major poets, the Gothic novel tradition, a bourgeoisie tragedy, two awfully funny comedies, a short, rather domestic novel, and, of course, James Boswell and friend. The material is assembled and treated to give a full sense of the literary scene of the latter part of the eighteenth century.

PRESENTATION: Martin is a decent lecturer, capable of both varying his approach and treatment creatively and of making the material attractive in a variety of ways. For example, he has in the past staged readings of the plays by the class or given readings himself (he has a splendid baritone). He is open to questions but tends to maintain the structure of his thought through the class, limiting discussions.

READINGS: The dramas to be discussed are Lillo's *The London Merchant,* Goldsmith's *She Stoops to Conquer,* and Sheridan's *The School for Scandal.* Thomson, Collins, Gray, Johnson, Goldsmith, Cowper, Burns and Blakde will be read in anthology selections and *The Life of Johnson* in the Osgood edition. The novels include the Gothic novels of Horace Walpole (*The Castle of Otranto,* a spine-tingler), Ann Radcliffe (*Mysteries of Odolpho,* by a married woman yet) and Jane Austen (*Northanger Abbey*).

ORGANIZATION: A midterm and a final examination will be given; in the past Martin has also given quizzes, either oral or written, upon assigned material. There will either be several short papers or one long paper or most probably some combination of the two.

COMMENTS: Martin is a witty and adept lecturer and his varied approaches made the course useful in not only becoming familiar with the literature of the period, but also in developing a sense of the times.

ENGLISH 68
ENGLISH NOVEL II
LARRY MURPHY

CONTENT: Murphy has chosen an excellent selection of novels of the later nineteenth and early twentieth centuries. The course centers on the novel, pure and simple: Thackeray, Emily Bronte, Dickens, Trollope, George Eliot, Hardy, Wells, Lawrence, and Joyce.

PRESENTATION: Mr. Murphy's lectures are reasonably competent. His style, however, is a bit shaky and needs some calming down. Some discussion is encouraged. Murphy, in general, seems to address himself to the works, and not to his students. The quantity of critical material available in the English Novel seems to have wowed him; lectures later in the year are often forced and rushed to get a certain amount of material included.

READINGS: Murphy tries to spend about a week on each novel, but he gets behind early in the course. The reading is fairly demanding — the ten novels average about 300 pages each. Mr. Murphy will cover the same authors, but he may change some of the titles next semester. In 1968, he covered *Wuthering Heights; Little Dorrit, Middlemarch, Tess of the Durbervilles, Tono-Bungay, Portrait of the Artist, Sons and Lovers, The Warden,* and *Nostromo.*

ORGANIZATION: Murphy requires a short (2-3 pages) paper on each reading. Since he quickly falls off schedule he does not demand the papers on time. As a result, people have been known to hand in three or four of these short papers together weeks after they were due. Murphy is not bothered by this, and he does not give lower marks for late papers. These things can get annoying for students, however, and the course can easily degenerate into a "grind." Murphy gives a fairly standard midterm on material he has covered in lectures, and rates the midterm, final, and papers as equal.

COMMENTS: Murphy's organization (short papers for every reading) makes the course quite a bit of work. Few people get everything done on time and the end of the semester is pretty hectic. There is a lot of content in the course, and by not having a major term paper, Murphy keeps in the mainstream of novelistic criticism. Some content may be lost; Murphy doesn't dawdle on small points. In this way, he may appear to ignore specific questions from students. Mr. Murphy is fairly successful in treating the large themes and techniques in the large novels of the later nineteenth and early twentieth centuries.

ENGLISH 82
DANTE
RUFUS RAUCH

CONTENT: As Mr. Rauch explains the course: "The essential business of this course is a close reading and appreciation of *The Divine Comedy* by Dante Alighieri, the greatest poet of Christendom. The poet is read and studied in English translation in a selection from as many excellent British and American translations made in recent years. The course consists of introductory lectures on Dante's life and times, a brief consideration of his development as writer and thinker (particularly the *Vita Nuova*), and then the reading, interpretation and commentary on the hundred cantos of *The Divine Comedy*." If time permits, the course will include consideration of the analogies between Dante and Eliot.

PRESENTATION: The class is usually a small group and the lectures are free-flowing attempts at probing into the work at hand. Class discussion, of course, results in such a situation and often contributes significantly.

READINGS: The works of the poet are read in the Temple Classics translation, and in the translations of Dorothy Sayers, H. R. Huse and John Ciardi. The magnificent resources of the Zahm Dante Library are available for this course.

ORGANIZATION: A term paper, on a limited and particular topic of interest to the student, is the major outside assignment. A midsemester test of one hour and a final examination of two hours will be given. The final grade is computed on the student's contribution to class discussions, the examinations and the term paper, in about equal proportions.

COMMENTS: The focal point of this course is the reading itself; an opportunity is provided for students to study Dante at a leisurely pace in a relaxed atmosphere. The emphasis is not upon a hard, critical reading but upon an appreciation of Dante's work as the central work of the Italian Renaissance, the culmination of a cosmopolitan literature and the last great masterpiece of Christian literature.

ENGLISH 83
VICTORIAN POETRY
DONALD SNIEGOWSKI

CONTENT: The course treats the poetry of Tennyson, Browning, Arnold, Dante, Gabriel Rossetti, Meredith, Swinburne, and Hopkins. Significant attention will be given to the pre-Raphaelite school of poetry. Some of the longer poetic works will be emphasized, such as *In Memoriam, Pippa Passes, Empedocles on Etna, The House of Life, Modern Love,* and *The Wreck of the Deutschland.*

PRESENTATION: Sniegowski is an absorbing lecturer, well aware of the fact that at nine o'clock Tuesday morning *The Wreck of the Deutschland,* not to mention *Empedocles on Etna,* can look awfully bleak. He speaks of Victorian poets in a fluent way, generally treating the poems themselves closely and then moving into the larger thematic considerations, rounding out the treat-

WALTER DAVIS

ONE OF THE MOST remarkable ironies of the perversities of academia is that a scholar who is pigeonholed as a student of the English Renaissance must indeed be, in the cliché, a Renaissance man. The case is nothing more or less than the *epanouissement* of both the language and the literature. To comprehend the scale of Renaissance studies is to grasp a country defining itself politically.

Walter Davis is the complete Renaissance scholar. The range of his teaching next semester is nothing less than the span from Malory to Milton, from the explanation of the knight's ways to the justification of the God's ways to man.

The range can be seen in also his work; an edition of the complete poems of Thomas Campion, published last year, a forthcoming study of Elizabethan fiction and his earlier critical overview of Sidney's *Arcadia.*

But the range is finally not the central matter. Much more significant is Davis' awareness of the directions that lead up to and proceed from the English Renaissance. The central notion, for example, in the fiction study is the relationship between the ragbag quasi-novels of Nashe and Deloney and other traditions in prose fiction. He suggests first that the connection with the modern novel, beginning, say, with Fielding and Richardson, is tenuous at best. The two are disparate streams — such is his polemical contention. He further treats the field in its own ramifications — the domestic, pastoral and heroic fictions and the so-called Menippean satires in the manner of Lucian and Varro.

Davis is also an accomplished student of the rhetorical devices that order so much of Renaissance literature. In his use of these he draws together the notions of that age and the language that shapes them, thus focussing on the full imaginative realization of the Renaissance world view.

ment with a sense of intellectual history. He also does specialized things on occasion; he has, in the past, for example, closely traced the revisions of some of Browning's poems. The class breaks down into discussion sections, size determining the number of sections, one of the periods each week. The other two classes are lectures.

READINGS: The poets mentioned above are read in generous amounts with certain poems singled out for close analysis. Anyone who doubts the value of reading *Modern Love* should not take the course.

ORGANIZATION: Three medium-length papers will be required; the topics are chosen from a list prepared by Sniegowski, whose topics are on occasion inspired. There will be a midterm of some sort and a final.

COMMENTS: The breadth of Sniegowski's interests—textual analysis of the poetry to intellectual history of the period—makes the course a good, if not rigorous, treatment of the seminal period for any consideration of contemporary literature. His sympathy with the Victorians is a critical and honest one.

ENGLISH 86
WRITING OF SHORT FICTION
FRANCIS PHELAN, C.S.C.

Fr. Phelan describes the work involved in his course: Three short stories from each student, to be read and criticized by the class, the anonymity of the author being preserved. By arrangement with the teacher, the short fiction requirement may be modified to suit individual aptitudes. Students should bring samples of their work to the first meetings. The final grade is largely based upon written work, but some credit is given for the quality of criticism offered by the student in class. Ultimate publication is to be considered a very real goal of the course.

Logically, the work involved in the course is the writing of short fiction. There is no outside reading and there are no exams. There are three requirements: a student must write three stories or their equivalent, read the stories written by the other members of the class, and participate in a three-hour discussion session once a week.

Enrollment in the course is small enough (15 to 20 students) so that it is at least possible for the class to evolve into a viable community. The weekly 3-hour discussion sessions are spent criticizing the work written by members of the class. Fr. Phelan makes a conscious effort not to dominate the class discussions; he puts himself in the position of just another member of the class. Consequently, the discussion sessions are as good or as bad as the students care to make them. Good or bad, these discussion sessions are extremely important, especially to the person whose work is being criticized.

Fr. Phelan does a really adequate job of "teaching" the course. First of all, he is a writer. He writes good stories. Secondly, he knows the ins and outs of publication — deadlines, rejection slips, mailing procedures, etc. Fr. Phelan is a kind, mild-tempered man with a fine sense of humor and an astonishing amount of patience, both of which are absolutely essential to teaching a course of this kind. What's more, he can find a redeeming spark of illumination in the darkness of even the most poorly written story. He works hard to encourage all of his students to write and to keep writing. With Fr. Phelan, encouragement comes first, criticism second.

One thing that might improve the course would be more analytical criticism on the part of Fr. Phelan and on the part of the students in the class. The criticism is very often vague and general. Meaningless phrases like "I just don't like it" or "I don't know what it is, but there's just something wrong" are too common; specific references to the text of the story are too rare.

It would also help if there was more one-to-one contact between Fr. Phelan and his students. Again, it is up to the student to make the most of the situation. Fr. Phelan is about as approachable and as amiable as a man can be.

One final thing that would help more than anything else would be a more serious commitment on the part of the student in the course. Writing can be and should be a lot of fun, but at the same time it is a serious business that requires a lot of steady, hard work. It is a hard thing to write a good story. Students in the class need to have more respect for their own work and more respect for the work done by the other members of the class. Students should work harder on their own stories; they should push themselves harder to come up with something important and good. Just as important, students should spend a great deal more time and effort reading the stories written by the other members of the class. Too many stories were read quickly and badly in the fifteen minutes just before the discussion session began. Good criticism comes only after good reading, and the course fails when students don't read other students' stories as carefully as they write their own work.

This course should be a rewarding and worthwhile experience for anyone who is seriously, repeat, seriously, interested in writing fiction, whether he is an English major or not.

ENGLISH 92
AMER. LIT. SINCE 1865
SEYMOUR GROSS

CONTENT: This course surveys American literature through short selections of a wide range of authors. The essential approach is that of a cultural historian, focusing on literature in relation to the entire American scene.

PRESENTATION: There are generally 150 students enrolled in this course. The bulk of the course is Gross's lectures, which are good for their conciseness and precision. He emphasizes at the beginning of every semester, however, that he will receive questions freely and it is a promise that, despite 150 students, he keeps; he continually encourages class discussion. The lectures are wittily delivered and carefully developed. They are formally delivered, i.e., they are read. Few writers are covered in more than two lectures.

READINGS: The anthology used is the Viking Portable *American Literature Survey* in the third and fourth editions. The readings in the anthology include the following: G. W. Cable, Joel Chandler Harris, Bret Harte, Sarah Orne Jewett, Mary Wilkins Freeman, Hamlin Garland, William Dean Howells, Emily Dickinson, Henry James, Stephen Crane, F. Scott Fitzgerald, John Steinbeck, James T. Farrell, Eugene O'Neill, Eudora Welty, Edwin Arlington Robinson, Robert Frost, T. S. Eliot, and Wallace Stevens. Four complete novels

are also read: *Huckleberry Finn, The Great Gatsby, The Sun Also Rises* and *Light in August.*

ORGANIZATION: There are frequent quizzes (at least one per week), two one-hour examinations and a final. There are no papers. Gross makes an honest effort to exempt as many people from the final as possible; the quizzes are considered in grading borderline cases. The major emphasis, then, is on the two hourlies.

COMMENTS: Minor writers are covered well but the limitations of the survey often forces inadequate treatment of the major authors. The course has unlimited enrollment and can profitably be taken by anyone interested in a judicious attempt at tracing the cultural history of America. The size of the class enforces the distance between the professor and his audience suggested by the analytic approach.

ENGLISH 94
MAJOR AMER. WRITERS II
JOSEPH BRENNAN

CONTENT: This is a two-semester course designed to complement the survey in American literature; each semester between four and six authors are read in some detail. The emphasis of the sections varies and this year Brennan is teaching a course concentrating on the important fictionists of the early twentieth century: Theodore Dreiser, Willa Cather, Sherwood Anderson, John Dos Passos, F. Scott Fitzgerald and William Faulkner. He calls the group one of "authors who through their exploration of new techniques and subject matter, their development of new styles, forms and themes, have contributed significantly to the advance of American fiction in the early decades of the present century."

PRESENTATION: Brennan lectures well on the novel in America since he is aware of the varying strains of the development of the genre, and the formal innovations those strains brought about. For example, the naturalism of Dreiser and the almost painfully detailed description of the character in his circumstances.

READINGS: The novels to read in the order in which they will be treated is as follows: *Sister Carrie, An American Tragedy; My Antonia, The Professor's House; Winesburg, Ohio; Manhattan Transfer; Babylon Revisited & Other Stories, The Great Gatsby; As I Lay Dying, The Sound and the Fury, Light in August.*

ORGANIZATION: Eight to ten short critical papers, no more than a page in length will be demanded in addition to a medium length paper (10 to 15 pages). There will also be a final examination.

COMMENTS: This course is valuable in drawing together the different fictional experiments undertaken on the American literary scene into a clear portrayal of the circumstances which forced that experimentation. Each of the novelists is represented either by his most significant work or, as with the majority, by two major works; the readings will be close, especially illuminating in matters of style.

ENGLISH 99
MOD. AMERICAN POETRY
JAMES DOUGHERTY

CONTENT: Modern American Poetry, English 99, dealt with the work of seven major American poets, Frost, Pound, Cummins, Williams, Stevens, Roetke and Lowell, in depth; and a whole series of minor poets to a lesser degree.

PRESENTATION: The major authors were discussed by the teacher in chronological order, and were dealt with by him in his lectures primarily as individual writers with individual styles and meanings, and secondarily as American poets writing in certain distinctive American poetic traditions. The minor poets were covered to a lesser extent by the teacher in class lectures. Each student early in the semester was assigned a minor poet whose work he was to discuss in a five-page paper which was then mimeographed and distributed to the rest of the class; these papers were the student's main source of knowledge about the minor poets.

READINGS: Readings in this course were not particularly extensive; aside from the poems covered in class, the students were also expected to read some prose selections which gave points of view of both American poets and American critics on what is going on in American poetry.

ORGANIZATION: There were three tests in the course, all based on these prose selections; the final exam, on the other hand, was based on the poetry itself, with emphasis on the work of the major poets. Besides these four tests, two papers were also assigned during the year, one of which, as stated above, was a discussion of a minor poet's work; the other could be on any aspect of American poetry. Grades were based on the tests and papers, with emphasis on the final exam and the paper on the minor poet; grades were generally high in the class.

COMMENTS: The chief value of this course though, at least for this writer, lay not in the knowledge of American poetry which the student gained through it, but in the experience of literary criticism which the teacher's lectures presented. The professor was consistently aware of the implications behind his critical tools and was always calling the students' attention to both the strengths and weaknesses of his methods; his consciousness of the difference between what the poems said and what he said about them made the students more conscious of this difference and of the incommunicable experience of the poetry.

ENGLISH 103
THE WRITING OF POETRY
JOHN MATTHIAS

This is a course in revision. If the poem cannot be improved by subjecting it to criticism and by reworking it in the light of the criticism, why have a course? While the focus will be on student manuscripts, we will make occasional use of material in the following anthologies: *New Poets of England and America, The New American Poetry, The Young American Poets.* I assume a pretty fair knowledge of prosody and more

than a passing acquaintance with the work of contemporary poets. WRITING: (1) Ten finished poems by the end of the semester; (2) a written critique of each student manuscript submitted to the class. Prerequisite: submission of a manuscript to the instructor. Enrollment limited to twenty students.

ENGLISH 106
ADV. FICTION WRITING
RICHARD SULLIVAN

CONTENT: This course is devoted entirely to practicing the art of fiction; "the writing of good stories is the sole and absolute business," according to the instructor. The basic idea behind the course is that, in this particular field of endeavor, one learns only by extensive practice. Each student writes three stories or their substantial equivalent during the semester. These stories are dittoed, numbered, and distributed to all members of the class, anonymity being strictly preserved. They are then read and thought over by everyone outside of class, and then commented upon and criticized at length in the next class session.

PRESENTATION: Mr. Sullivan is not first of all a critic, nor even a professor of literature, but a writer of fiction, and an excellent one. For years he has been a contributor to magazines such as the *New Yorker* and the *Atlantic Monthly,* and several of his stories have later appeared in anthologies of American short stories.

Mr. Sullivan brings to his class not only this excellent professional background, but a very rare capacity to explain and discuss enthusiastically the vocation which he has followed all his life. During class he usually comments on every story, in a kind of witty, sparkling manner, punctuating his commentaries with insights and anecdotes drawn from his own experience as a writer. The class discussion, which normally precedes these commentaries, is quite animated, with students presenting and developing rather pronounced opinions about specific stories.

READINGS: none, except those which Mr. Sullivan may informally recommend to particular students for particular reasons.

ORGANIZATION: There are no quizzes, no tests, no final exam in this course, and class meets only once a week for three hours. However, deadlines are regarded as highly important by the instructor, both because they are "a part of the discipline of serious writing" and because the dittoed stories serve as the only texts. The only formal framework of the course consists of the three short stories which the student must write and an end-of-the-semester conference with Mr. Sullivan concerning these same three stories.

Grades are a somewhat incongruous (but unfortunately necessary) element in a course of this type. Mr. Sullivan recognizes the difficulty in attempting to assign a numerical value to efforts of personal expression, and rarely gives poor or failing grades, and then only to students who have not met the basic formal requirements of the course.

COMMENTS: The class is limited to fifteen students, and signed, official approval is required from Mr. Sullivan for admission. Such screening tends to raise the general level of expression and discussion in the class, and so, for someone who is seriously interested in the art of fiction writing (and can persuade Mr. Sullivan that he ought to be so interested), English 106 is a thoroughly worthwhile educational experience.

ENGLISH 127
MODERN AFRICAN WRITERS
CHESTER SOLETA, C.S.C.

CONTENT: The course begins with lectures on the origins of negritude and its manifestations in the writers of former French Africa. Consideration of the English writers will concentrate on Nigeria, with secondary consideration of other parts of West Africa and East Africa. The course will conclude with a discussion of the special problems of South African writers, both black and white. The literature of French West Africa is, of course, read in translation.

PRESENTATION: This course is designed for a small group of students and is conducted in a relaxed atmosphere. Since African literature is still a virgin field, the major object of the course is to get the students to do independent reading and research. The results of this research will be reported in class. Father Soleta's lectures cover the social and cultural backgrounds and include analyses of the major authors.

READINGS: The texts to be used by the entire class are the following:

Senghor: Prose and Poetry, ed. and tr. John Reed and Clive Wake
Mongo Betti, *Mission to Kalay* (London, 1964)
Camara Laye, *A Dream of Africa,* tr. James Kirkup (London, 1968)
Introduction to African Literature, ed. Ulli Beier (Evanston, 1967)
Modern Poetry from Africa, ed. Gerald Moore and Ulli Beier
Chinua Achébe, *Things Fall Apart* (London, 1959)
Doris Lessing, *The Grass is Singing* (London, 1950)

These will be supplemented by readings done by students outside class. The importance of these works cannot be questioned and even though the course is perforce a survey, the opportunity for close reading of some of the important writers currently alive and working anywhere is provided. Doris Lessing, for example, it has been suggested is the only woman writer who has provided a vision of sexuality comparative to Lawrence's; her characters are Lawrentian women seen from the inside.

ORGANIZATION: There will be two tests and two papers. The grade is determined primarily on the basis of contribution to class, which is evidenced by the research, reports, and class participation. Most students last year received A's and B's.

COMMENTS: This course is especially interesting for its insight into Africa through its literature. African myths and traditions are far different from our own, and this is reflected in the unusual rhythms, images, and themes used by African writers. Nonmajors interested in African studies could just as easily take this course as English majors. I think black students would find this course especially interesting, and I believe they could contribute to a better understanding of the literature in class discussions. The course should be attractive to those interested in doing original research, since there is almost no criticism available on

JOHN MATTHIAS

JOHN MATTHIAS is slightly built, has a scruffy black beard, sometimes wears yellow pants with a red shirt, and carries a green bookbag over his shoulder. He also is with poetry. Now, to say a man is with poetry is something akin to saying he is with child. Something living grows and grows, your stomach gets big and splat there you have it, the product of a soul and body screw.

He lives on Scott Street, has a beautiful wife and a new little baby girl. He once was at a party with Marlene Dietrich, who it turns out, is getting on toward the haggy side. His wife makes a wine punch with lemons, sugar, cinnamon, oranges, etc., which is reason enough to become an alcoholic.

When he graduated from high school he spent a summer in Australia at which time he defeated both the Australian wrestling and boxing champions in the same evening. Needless to say the partisan crowd in Sydney was infuriated and a riot ensued. They threw him in the ocean sealed in the pouch of a kangaroo from which he was able to escape, catch a ride on a freighter, and reach the coast of Alaska where he lived with the rocks and seals for two years eating only salamanders and lizards and unfortunately a few seals too.

He then studied for a while at Stanford. He spent a year in London on a Fulbright and became quite a national figure in his role as American-poet. From England he came to Notre Dame and will be beginning his fourth semester here in the spring.

In the classroom he is interesting, open-minded, and friendly—really an absolute joy.

However, he was not such an absolute joy to Jonathan Wild. John Matthias had short fat hands which were good for picking locks and breaking off things like leg irons. He said his downfall was Edgeworth Bess, his faithful Amazon love but maybe it was Lyon or Maggot, who also enjoyed his skill at opening locks and other assorted and sordid escapes. He was caught by that thief-taker Jonathan Wild but John's friend Blueskin, a tough one for sure, neatly cut Jonathan's throat, teaching him a forced and precise lesson in etiquette. John shocked and amused the supper classes by his skillful and oft repeated leave of absences from St. Giles Round-House and Newgate. But of course they hung him for being an impersonator of dreams. Finally he dangled from a rope hoping for his friends to resuscitate him at last. But that old bungler, Daniel Defoe, prevented that to make a good pamphlet.

most of the minor writers studied. The excitement or dullness of this course will depend on the students. Fr. Soleta serves primarily as a catalyst.

ENGLISH 130
SEM. IN WORLD LIT.: MYTH AND PERSONALITY
THOMAS LORCH

This course is both new and experimental. Only Mr. Lorch can describe it at all:

> We will read a considerable body of mythology, selected from classical, Celtic, Irish, Scandinavian and Indian myths, and perhaps from the Old Testament, fairy tales, and contemporary writing (such as *The Little Prince* and *The Lord of the Rings*). We will attempt to approach these materials in fresh, new ways; this means that you may encounter teaching methods which you have not experienced before. Prerequisites for the course include a willingness to experiment and take risks, to be open and honest with others and with yourself. The "personality" in the title is yours; be prepared to explore it. It should be clear that this course is not for everyone; I will assume that those who register are willing to be adventurous.

The course will meet either at the time indicated or in the evenings. Readings and writings will be determined by the students once the course is organized. Grades are of no concern to the teacher and should be of very little concern to the student.

Mr. Lorch is searching for new methods of teaching and learning. His approach to the readings is very subjective. Strict analysis is discouraged. He is very open, very frank, and very demanding of himself, and he expects the same from his students. If this course is to be a valuable experience, it will be the result not of diligence, but of imagination and openness.

ENGLISH 137
MOD. CATHOLIC WRITERS
FRANK O'MALLEY

Mr. O'Malley's course is primarily concerned with "religious renascence of the novelist and poet and comparative religious patterns in modern literature." The works of such modern artists as François Mauriac, George Bernanos, Franz Kafka and Ignazio Silone contain a profound understanding of the nature of man. It is the search for this insight — this vision of reality

revealing a religious attitude toward life — which is the essential concern of those students involved in this course.

The standard criteria for describing and evaluating a course cannot be employed in the case of modern Catholic writers. Anathema to Mr. O'Malley are the ordinary classroom procedures of quizzes, examinations, and required papers. In their place one is presented with a great deal of freedom to read and reflect on the universal implications and revelations of these literary works. From time to time students will be encouraged to submit their written reflections on various themes considered in the course.

In addition to the presentation of two lectures each week, the class is divided into colloquia consisting of approximately six members. These groups, in their weekly meetings (at a time and place arranged by those involved), offer the opportunity for personal dialogue and the exchange of insights and ideas. The colloquia are free to consider those readings which interest them most, although Mauriac's *Viper's Tangle,* Kafka's *The Trial,* Silone's *Bread and Wine,* and Bernanos' *Diary of a Country Priest* are most strongly recommended.

The following is a relevant working list of authors for use in the colloquia, which Mr. O'Malley provides:

Bloy, *The Woman Who Was Poor;* Greene, *The Power and the Glory;* Waugh, *Brideshead Revisited;* O'Faolain, *Bird Alone;* Sigrid Undset, *The Master of Hestviken;* Elizabeth Langasser, *The Quest;* Flannery O'Connor, *The Violent Bear It Away;* Edward O'Connor, *The Edge of Sadness;* J. F. Powers, *Morte D'Urban;* Muriel Spark, *The Comforters;* James T. Farrell, *Studs Lonigan.*

Beaudelaire, *The Flowers of Evil;* Rimbaud, *A Season in Hell;* Claudel, *The Tidings Brought to Mary;* Peguy, *God Speaks;* Hopkins, *Poems;* Robert Lowell, *Lord Weary's Castle;* David Jones, *In Parenthesis;* Merton, *The Sign of Jonas;* Ned O'Gorman, *The Night of the Hammer.*

Dostoievski, *The Brothers Karamazov;* Joyce, *Portrait of the Artist as a Young Man;* Rilke, *Duino Elegies;* Kafka, *The Trial;* Eliot, *Murder in the Cathedral;* C. F. Ramuz, *When the Mountain Fell;* Charles Williams, *Descent into Hell;* Simone Weil, *Waiting on God;* Sholem Asch, *Three Cities;* Camus, *The Fall;* D. H. Lawrence, *The Man Who Died;* Faulkner, *The Fable;* Elizabeth Madox Roberts, *The Time of Man;* Malamud, *The Assistant;* Kazantzakis, *The Last Temptation of Christ.*

There are no formal requirements for taking this course, and perhaps all that is necessary is a certain compassion, sensitivity, and willingness to encounter the ugliness and beauty, despair and hope of modern civilization. Modern Catholic Writers is open to all Notre Dame and Saint Mary's students — and indeed anyone concerned with the problem of human existence in this ominous period of the twentieth century should find the semester spent with Mr. O'Malley among the most rewarding experiences of his academic career.

It should be understood that too frequently Modern Catholic Writers is taken by people interested in an easy high grade and thus the classes are composed in part of boisterous and rude people. It should also be understood that Mr. O'Malley gives low grades to such students.

ENGLISH 140
MIDDLE ENGLISH LIT.
PAUL RATHBURN

CONTENT: The course focuses on the imaginative literature of the fourteenth and fifteenth centuries in England; the development of the medieval drama, romance, and poetry (excluding Chaucer) are the three major portions of the course.

PRESENTATION: Rathburn lectures in a rather free-flowing manner and is open to close questioning. Several of the classes will be led by students.

READINGS: The following will be read: a minimum of fourteen miracle plays and *Everyman;* romances such as *Perceval* (the story of the grail), *Sir Orfeo, Tristan and Isolt, Sir Gawain and the Green Knight;* selections from the works of Thomas Malory; a selection of carols, lyrics and ballads; *Piers Plowman* and *The Pearl* (all selections in modern English).

TEXTS:

Donald and Rachel Attwater, trans. and ed. *The Book Concerning Piers Plowman.* Everyman's Library, 1957.

A. C. Cawley, ed. *Everyman and Medieval Miracle Plays.* Dutton Paperback, 1959.

Sara Dedford, ed. *The Pearl.* Crofts Classics, 1967.

L. H. and R. S. Loomis, eds. *Medieval Romances.* Modern Library, 1957.

R. D. Stevick, ed. *One-hundred Middle English Lyrics.* Library of Literature, 1964.

E. Vinaver, ed. *King Arthur and His Knights.* Riverside, 1956.

B. J. Whiting, ed. *Traditional British Ballads.* Crofts Classics, 1955.

E. Vasta, ed. *Middle English Survey.* UND Press, 1965.

ORGANIZATION: In addition to leading discussions, short written reports and a term paper are required. There will be a midterm and a final examination.

COMMENTS: This course focuses principally on rounding the usual notions of the literature of medieval England. The emphasis will be on the connection to the Renaissance, especially in such matters as the dramatic traditions of the miracle plays and *Everyman.* The overlapping of the genre traditions is an aspect of the area not usually emphasized but Prof. Rathburn is more than capable of treating it. More importantly, Prof. Rathburn's historical sense provides an important background for his lectures, but he does not let the cultural history involved overpower the works themselves.

ENGLISH 150B
EARLY ELIZABETHAN DRAMA
PAUL RATHBURN

The course will examine both native and classical influences on the development of English comedy and tragedy before Shakespeare. Students will read (in trans.) selected plays of Seneca, Plautus, and Terence, as well as a collection of English miracle plays, mo-

rality plays and interludes and influential nondramatic literature of the period. We will study, finally, representative early English comedies and tragedies. Some of the texts will be the following:

A. C. Cawley, ed., *Everyman and Medieval Miracle Plays.* Dutton Paperback, 1959.

George E. Duckworth, ed., *Roman Comedies: and Anthology.* Modern Library, 1942.

Irving Ribner, ed., *The Complete Plays of Christopher Marlowe.* The Odyssey Press, 1963.

E. F. Watling, trans. and ed., *Seneca: Four Tragedies and Octavia.* Penguin Classics, 1966.

Other texts will be announced on the first class day and will be available in the bookstore.

ENGLISH 170B NONFICTION PROSE OF THE ROMANTIC PERIOD PATRICK CALLAHAN

A general survey of the prose writers of the period will comprise the earlier half of the course, and will include discussion of selected readings in such figures as Coleridge, Lamb, Hunt, Hazlitt, and DeQuincey. The latter half of the course will cover writings of the Joseph Johnson circle. Johnson, a radical publisher, was closely associated with such famous radicals as William Blake, Mary Wollstonecraft, Richard Price, Joseph Priestley, William Godwin, Thomas Paine, and Thomas Holcroft.

Independent research and reading will be encouraged. The course will require one long paper representing independent research on a topic of the student's choice. One short paper at midterm may be expected, as well as two or three class reports. Basic text will be *Prose of the Romantic Period,* ed. Woodring, in Riverside paperback. Other texts, if any, to be determined.

ENGLISH 180B SEMINAR: JAMES JOYCE FRANCIS J. PHELAN, C.S.C.

This course constitutes an innovation suggested by students. It will be under the direction of Father Phelan, but other teachers have accepted the invitation to give special lectures: they are Professors Costello, Cronin, Duffy, Michelson, and Thomas.

Such an outlay of faculty presumes that much will be demanded of students. Instead of term papers, several classroom reports will be required, and the student must show evidence of wide reading in Joyce, both in the reports and in the discussions which are to follow.

Although the poetry, *Exiles, Giacomo Joyce,* and *Finnegan's Wake* will receive attention, most concentration will be on *Portrait of The Artist As A Young Man, Dubliners,* and *Ulysses.*

Acquaintance with Richard Ellman's biography of Joyce should be made prior to the course.

ENGLISH 190B SEMINAR: FAULKNER CARVEL COLLINS

Discussion of several short stories and of these novels in this order: *The Unvanquished, Light in August, The Sound and the Fury, As I Lay Dying, Absalom, Absalom!, The Wild Palms, The Hamlet, Go Down, Moses.* Prerequisites: (A) One course completed in twentieth century literature in English; and (B) the receipt, before the advanced registration period, of the instructor's formal permission to enroll.

ENGLISH 196 MODERN FICTION II RICHARD SULLIVAN

CONTENT: Mr. Sullivan explains this program of reading in these words: "The curious idea behind this course is that the books all simultaneously grew out of an illuminate human experience on this planet." The course consists of "reading, brooding upon, talking over, and writing steadily about a cluster of representative works of fiction done in this century." Though it follows and continues English 195, that course is not a prerequisite.

PRESENTATION: Mr. Sullivan is a writer, not a critic; he has published novels and stories, not thematic or imagistic studies of modern literature. He lectures on the works in a rather relaxed manner, always concerned with the writer, as much as the artifact. He provides insights into how the writer of fiction works. The organization of the course is wanting, and the tone is a relaxed, low-keyed one.

READINGS: The novels in the course are the following: *All Quiet on the Western Front,* by Remarque. (R339. Prem. Fawcett World.) *Hunger,* by Hamsun. (N302. Noonday. Farrar, Straus, and Giroux.) *Babbitt,* by Lewis. (C0344. Signed. New American Library.) *The Bridge of San Luis Rey,* by Wilder. (Washington Square Press.) *Viper's Tangle,* by Mauriac. (D51. Image. Doubleday.) *Passage to India,* by Forster. (HB85. Harvest. HB&W.) *Memento Mori,* by Spark. (VS14. Avon Lib.) *Old Man and the Sea,* by Hemingway. (SSP6. SL. Scribners.) *The Stranger,* by Camus. (V2. Vintage, Random House.) *Helena,* by Waugh. (D57. Image. Doubleday.) The novels are chosen more to suggest the richness of the fiction tradition since the first War than to cover it comprehensively. The readings are the course and their diversity will provide a valuable introduction to a sphere of literature that brooks the holiness of *Helena,* the desolation of Camus and the starkness of Erich Maria Remarque; the bitter satire of Sinclair Lewis and the gentle, almost elegant satire of Muriel Spark.

ORGANIZATION: Each book will form a short paper or be subject to a quick, enlightening quiz. By private arrangement individual students may substitute longer, deeper, more intensive projects in writing for these requirements. There will also be a final examination.

COMMENTS: The course is, above all, a valuable opportunity to encounter one realm of imaginative literature, probably the realm which most pointedly represents these times. The guide is a writer, a man aware of the nature of the encounter; Sullivan is an enjoyable teacher and one concerned with enlarging the sensibilities of his students.

ENGLISH 221
GOTHIC
LEWIS NICHOLSON

CONTENT: The course will focus on an intensive study of the grammar of the Gothic language through reading and interpretation of texts. It will be comparative in its methods and will aim at furnishing students who are familiar with other languages in the family additional equipment for the study of Germanic and Indo-European philology, morphology and etymology. The course may also include an introduction to Old Saxon and a comparison of Old Saxon with other old Germanic languages, especially Gothic, depending upon the time available and the material covered. Any student taking this course should have some sort of familiarity with the Germanic family, either through study of one language intensively, such as Old Norse or Old English, or through a study of the history of the English language.

PRESENTATION: Mr. Nicholson conducts the course in such a way that the burden of learning the language falls entirely on the student. The language is necessarily studied only in reference grammars and the difficulties of learning from such a grammar are almost insurmountable. The course is a very demanding one even for the most capable of language students. The classes consist principally of recitation of prepared texts with close commentary; during the first part of the course, commentary is grammar-oriented, later becoming oriented toward the material of the text.

READINGS: The required text for Gothic study is Joseph Wright's *Grammar of the Gothic Language.* If Old Saxon is studied, one of the following will be used as a reference grammar: F. Holthausen's *Altsachsisches Elementarbuch* or Karl Meisen's *Altdeutsche Grammatik II: Formenlehre.* The texts for study in Old Saxon will be *Heliand und Genesis.* For the most part, the texts are used for linguistic exposition and are only secondarily of interest in themselves. Since they are studied closely, the texts are few in number.

ORGANIZATION: Since the class is an intimate group, study proceeds according to prepared readings. There may be occasional quizzes, a midterm if warranted and in all likelihood a final examination. The basis of the final grade is simply the teacher's assurance with regard to how much of the language in all its dimensions, especially the comparative one, the student has mastered.

COMMENTS: Mr. Nicholson's courses in old Germanic languages, Gothic among them, are among the most intellectually rigorous at the university, because they demand so much of the student. As with all good language courses, the student learns, but it is hardly possible for the teacher to do anything more than guide. There are a language to be learned, methodology of comparative grammar to be mastered, and a literature to be at least preliminarily explored, but the enterprise is the student's.

GENERAL PROGRAM 22
FINE ARTS
EUGENE LEAHY

CONTENT: The subject is music, its history, and its philosophy. The course consists of a one-hour lecture a week; a sense of humor has been the only prerequisite needed for the course in its first semester.

PRESENTATION: The lecture doesn't really stick with music, but in an excited tone wanders from Mayor Daley to the Catholic Church, mostly in quite unfavorable terms. Opinions of these subjects notwithstanding, they do not pertain to music.

READINGS: An interesting text accompanies the course concerning the development of Western music and should probably be read during the class period. Very few buy it.

ORGANIZATION: This is hard to figure out for the students and not too many seem to be concerned about it.

COMMENTS: In all fairness to Mr. Leahy, who is very competent in the music field, the course is only one hour a week, most of the students know little of music in the first place, and the class is too large. The idea of the course is basically a good one, and should have painting and plastic art counterparts, but certainly with some improvements over the current setup.

GENERAL PROGRAM 24
HISTORY OF SCIENCE I
SISTER SUZANNE KELLY

CONTENT: The course covers the science and mathematics of antiquity and medieval times. It is an attempt to look into the minds of those times and see

the progress of the scientific mind in a particular intellectual environment. No prerequisite needed.

PRESENTATION: The course is based on three one-hour lectures a week by Sister Kelly. They can sometimes be boring especially for this ancient period. Notes are taken as fast as one can take them and are essential for the exams.

READINGS: Much outside reading is assigned in the form of essays, histories, scientific experiment case histories and a wide reading list from which to choose topics for papers throughout the semester. If the reading is slow at first, it tends to become more interesting as the course progresses. More than sufficient time is allotted for the readings which form the basis for the essay exams.

ORGANIZATION: Usually three or four one-hour exams during the semester and a longer final. Four papers, some of which can be transferred to orals on outside reading material, are also assigned. All of these contribute to the final grade which is usually high, averaging around B+.

COMMENTS: The idea of the course is unique and growing in popularity. It is a General Program requirement, but science men most often find it to their liking. If a student only wants to take one semester of it, it would probably be more interesting to take History of Science III this semester or II next fall semester.

GENERAL PROGRAM 26
CHRISTIAN DOCTRINE
IVO THOMAS, O.P.

CONTENT: A study of Scripture using the French Jerusalem Bible as the text. Questions of biblical exegesis are discussed in addition to the main work of the course, which is theological.

PRESENTATION: Fr. Thomas' erudition allows him to ramble in a conversational style at no expense to the course's quality. Full appreciation of all the class material demands some acquaintance with many major works in theology and philosophy; however, there are no prerequisites and any sophomore can learn a lot of material while earning a good grade by attending class with a minimum of preparation.

ORGANIZATION: One paper, critical rather than research-oriented, due with the final.

READINGS: Assignments from the Bible are short enough to allow students of elementary French to manage the work in a new language. Since the classes are conducted entirely in English, the homework can be done with an English edition, but the French text is necessary for occasional class discussion of translation problems.

There has been some discussion of including some readings in Oriental religious literature this year.

COMMENTS: In this course more than in most, the cliché applies that "you get out of it what you put in." The grading is easy if any effort is put into the paper, and nearly all of the educational value of this fine course lies in lecture material which is never objectively tested.

GENERAL PROGRAM 28
SEMINAR II
STEPHEN ROGERS

CONTENT: In this Seminar, as in the five which follow, the Great Books are the teachers. The professor guides the class discussion along an organized path and then synthesizes some aspects of the various works. The books themselves raise most of the questions and expose the students to the greater thinkers of history. The discussion should also help to develop the student's ability to clearly communicate in a verbal fashion.

PRESENTATION: Dr. Rodgers usually does a good job of channeling the discussion to the students. His lead questions seem to be aimed at moving the students towards a comparison and contrast of the work at hand to some work which has been previously discussed. By doing this he is able to both tie the course together and raise questions in the minds of the students concerning discrepancies shown in the works. He seems to attempt to get the students to polarize their views and defend them, thus generating a good deal of discussion and aiding the students in their development of sharp thinking and sound reasoning.

ORGANIZATION: The course is based almost entirely on discussion. There is only one paper assigned for the end of the semester. It is not limited in any way as to length or topic. There are also two oral exams; one at midterm, and another at the end of the semester.

READINGS: The readings for all six of the General Program's Great Books seminars are planned so that by the last semester majors have read the majority of the classics of the West. At first glance, this liberal aspiration seems hopelessly antiquarian. In the light of a rather more developed view, however, it appears that the only preventive for the intellectual myopia to which those committed to living in, for, and of the present are inevitably doomed is a rich familiarity with the non-present. The study of past notions, however outmoded, adds not one but two more dimensions to one's mind; it becomes algebraically possible to infer, albeit roughly, the future.

Unfortunately, few "great thinkers" are stylistic Nietzsches; gripping passages are few and far between. Poor translations and foreign presentations further tarnish immediate appeal. It should be borne in mind, however, that neither of these problems has much to do with the matter of intellectualizations. Entertaining reading is a pleasure when it crops up; it is unreasonable to *demand* constant titillation.

Fifteen to twenty books are prescribed per semester; the weekly reading runs between 100 and 250 pages, with an accent on the 250.

COMMENTS: The discussion is tied very closely to the material read, as would be expected from the general outline of the course. This aspect of the discussions arouses different reactions from the students. Some feel that this being bonded to the text is excellent since it allows the student to become very knowledgeable with the material contained in the Great Books. Other students feel that this type of restricted discussion limits them in their desire to relate the problems raised in the books to present-day problems, applying them in a different context. The Great Books seem to bring up many such problems but the discussion is rarely

allowed to issue into these less academic topics. It is often this problem which determines the impact and effectiveness of the course. If you feel inclined toward the academic then the course is very rewarding. If you feel more inclined to the relevant then the course can be very frustrating.

GENERAL PROGRAM 28
SEMINAR II
WILLIS NUTTING

CONTENT: The course is a round-table seminar discussion and is conducted very faithfully according to this format. The idea is to discuss for two hours the reading selection for that period. One speaks when he has something to say and needs not be recognized. The emphasis is on exchange of ideas among the twenty students and the professor on the material read to make it as valuable, as enlightening and as educational as possible. There are no official prerequisites, although a desire and ability to read extensively is obviously recommended.

PRESENTATION: The book, or section of the book, for the particular day is usually given a fifteen-minute introduction by the professor: background, life of author, professional criticisms and views, etc. There is good discussion generated by the professor, although it very often strays from the book to other interesting (if only indirectly related) topics. This is true to the extent that a reading of the material is not always necessary to enter noticeably into the discussion.

READINGS: See General Program 28.

ORGANIZATION: The only assignment is the weekly reading. The midterm exam is optional and taken by less than 10% of the class. It is quite subjective and often geared to the student's choice of subjects. The final exam, which along with class participation determines the final grade, is a rigorous and extensive oral on the semester's work. The average course grade is high, around B-plus.

COMMENTS: The course is probably one of the most unique in the University with one of its most unique professors. Dr. Nutting is most qualified, extensively educated (Oxford), widely travelled, very likeable, endlessly interesting with his folklorish tales, and a proponent of a "free university city." In discussion all things are challenged and generalizations are abhorred. The course is based not on memorization or any such labor, but rather on creation and expression of ideas, and in this sense is definitely an educational experience. Because of the freedom in the course, one might obtain a decent grade while perhaps having learned very little, but for one willing to contribute this method makes the course most rewarding, over and above the grade aspect.

GENERAL PROGRAM 28, 38
GREAT BOOKS SEMINAR II, IV
BROTHER EDMUND HUNT

PRESENTATION: Although the course is listed as a seminar, this is true only in a loose sense. The main body of dialogue is between the students and the teacher rather than among the students themselves. This stems from Bro. Hunt's conviction that education should proceed along certain fairly definite steps. Thus, he is especially careful that the seminar not get out of hand. He achieves this by having a certain amount of material of a historical nature which he presents, and which provides a sufficient background for the discussion. Thus, approximately 1/3 of the seminar consists of Bro. Hunt's lectures, while the remainder of the period is normally devoted to a discussion of these and other topics.

READINGS: See General Program 28.

ORGANIZATION: Outside of the one paper which has been tentatively assigned, no other work is required. There is one exam—a thirty-minute oral final before two faculty members. The final grade is based on the student's participation in the class discussions and on the final exam.

COMMENTS: Opinion on the class is fairly clearly divided into two groups: students who like being *presented* with material in a seminar course and those who feel that in a seminar truth cannot be given, but must be approached from many different angles until one can appropriate it. This dichotomy illustrates the difficulty inherent in a seminar in that there is certain factual material which the instructor can present the student and yet there are ideas which can be grasped only through a dialectic process. This difficulty has been recognized by Bro. Hunt and he has attempted to remedy it by hand-out sheets containing only factual material. These have served to fill in the historical lack of the students. A better solution might perhaps be the reinstatement of the one-unit historical orientation course formerly offered by the General Program. This would be a lecture course presenting the historical background of the work to be considered. The course could also be greatly improved if the students were more willing to question some of the material presented rather than merely accepting it unexamined. In the evaluator's opinion, the course is worth taking again, not only for G.P. majors, but for non-G.P. majors seriously interested in the Great Works of our culture.

GENERAL PROGRAM 31
DRAMA
STEPHEN ROGERS

CONTENT: A survey of Western drama, from Greek comedy and tragedy through Shakespeare and the French neoclassical period to modern times.

PRESENTATION AND ORGANIZATION: Dr. Rogers is considerably more academic and professional in approach in his literature classes than in seminar. Although the emphasis in class is on lecture, students are expected to participate not only by writing a number of short papers, but by attempting original dramatic compositions.

READINGS: One play every week or two. Some of the works may be considered in the original French.

COMMENTS: Since Dr. Rogers hasn't taught the course in a number of years, little student reaction is available. Any student who wants a light survey of the theater would be wise to shy away from this professor's critical rigor; a nonmajor intensely interested in

WILLIS NUTTING

He once debated Ara Parseghian on television on the value of football at Notre Dame. He claims over his three-score-plus years to have been within the Church one of her strongest critics. He has written a book calling for the "free university city," which is not the idea that many traditionally have at Notre Dame. He is Dr. Willis D. Nutting, Associate Professor, Emeritus, in the General Program. With the above credentials, how exactly does he fit in with Notre Dame?

The answer for those who know him or have spent a semester or more in one of his classes is "very well." At Notre Dame he is close to the Catholic framework for which he has such deep concern; General Program probably comes as close as possible to resembling the free university city he favors. He says he would rather be here than anywhere else. He is past the age at which he could and, theoretically, should retire, but he keeps coming back for more. "It gives me a chance to read again the books in the program," he explains. He would read them anyway. The truth apparent is that he sees the need for his kind of education and enjoys practicing it and seeing it at work. He claims, as professors so often do, to be getting as much out of the classes as the students. Dr. Nutting's sincerity cannot be doubted.

He received his undergraduate education at the University of Iowa and afterwards went to Oxford University as a Rhodes Scholar. He was ordained there as a minister of the Anglican Church, but after an illness took him away from his post in the West Indies, he returned to earn his doctorate in philosophy at Iowa. He had become a Catholic in the meantime and came to Notre Dame in 1936 where he has been ever since, first as a history professor and now with the General Program. He feels that, despite its seeming breadth, his education was too specialized and as a result was lacking in many ways. That same complaint is made often by today's student and Dr. Nutting seems more than willing to try to answer that call by letting the student fill in that which he considers to be missing in his educational process. He gives no papers, only one exam, and the student has complete freedom on that. Very few professors can do this effectively; Nutting is one of them. He allows the student to follow his own individual direction and, most important of all, he makes the student aware of this fact. "College is not the only place to receive an education, but as long as you are here, don't let it keep you from getting one," he has said. It is one matter for a professor to hold this view and quite another for him to live up to its ideals. Nutting wants it clear to his students that "though my teaching method may often seem like anarchy, it is really not. It is a 'regime of freedom' in which one is to develop intellectually and morally, perhaps with the help of my wider experience, but never under my control."

He likes change and dissension while stressing that it is not only today's college generation that has a claim on dissatisfaction. "The home opposition to World War I easily matched that of Vietnam today." Still he is glad to see that the 1969 Notre Dame student has progressed to the point where he can protest something more than the size of milk glasses as was done back in the days of what he calls "conformist Notre Dame."

Speaking of Notre Dame today, he says, "she is not only trying to catch up to Harvard, she is coming very close to doing it. The problem is, though, that when one is trying to be as good as somebody else it often eliminates the chance of being better than the other. A very good university with a Catholic character could be something altogether unique and the best in itself." That would be Willis Nutting's idea of the University of Notre Dame's proper goal and one can daily see him making his contribution toward that goal.

dramatic literature would be better served by a course more limited in scope.

GENERAL PROGRAM 34
HIST. OF SCIENCE III
MICHAEL CROWE

CONTENT: A history of 19th-century physical science, usually approached by the detailed treatment of the development of one major branch of science (physics, chemistry, etc.) into its modern form.

PRESENTATION: Lecture and discussion, about half-and-half. The lectures explain the readings, clearly and concisely; discussion is allowed to digress from minute explanation to general philosophical problems, but only insofar as the students initiate questions.

ORGANIZATION: Two one-hour tests covering the historical material, a final which treats the philosophical issues more deeply in an essay format, and a major research paper.

READINGS: One of the more demanding courses in

the University, not only in terms of volume of required reading, but also with regard to difficulty. A significant amount of the material consists of the original tracts of the scientists studied. Dittos handed out in class supplement the textbooks.

COMMENTS: One of the few GP courses popular among "outsiders"; a number of science students sign up, and invariably enjoy the course, often to a greater degree than most of the GP students who take it as a requirement. Small class size and the opportunity for discussion are old hat for juniors in the program, but the electors in the class find the experience exhilarating. A vital interest in science that not all GP students can muster is another factor almost necessary to success in this rigorous course.

GENERAL PROGRAM 35 METAPHYSICS R. THOMPSON

CONTENT: The meaning of being, treated by Plato, Aristotle, Thomas and a contemporary, perhaps Sartre, is the subject matter. These men will be studied in depth through their writings. No prerequisites.

PRESENTATION: There will be lecturing by Thompson on the books and the course will take somewhat the form of a tutorial. Dr. Thompson has not given the course in four years, so student evaluations of his ability to present the material are not available.

READINGS: They will include the *Republic,* some of the Sophist material, *Metaphysics* and the text of a modern, among others.

ORGANIZATION: There will be three papers over the course of the semester and a final to constitute the course grade.

COMMENTS: Again the course has not been given by this professor for four years and one can only project an evaluation. Thompson has been head of the Upward Bound program in this area and is an assistant dean of the College of Arts and Letters. He is a qualified man, well adapted to the General Program mode of thinking which might be the only difference between this section and one of those in the philosophy department required for juniors.

GENERAL PROGRAM 35 METAPHYSICS ROBERT TURLEY

CONTENT, PRESENTATION, AND READINGS: See evaluation of Mr. Thompson's section of GP 35.

ORGANIZATION: A series of three- to five-page papers are required, along with midterm and final tests.

COMMENTS: Dr. Turley is an outstanding teacher; since he left the philosophy department to join the General Program he has dropped out of the publishing game and devoted all of his time to students. He has a unique talent for delivering concise and well-prepared lectures and then answering questions with unusual understanding and wit. Since the teacher has no philosophical ax to grind, the material is taught for the student rather than to him; the emphasis is upon clarity of thought and expression rather than orthodoxy.

This course is often elected by CAP students in place of Philosophy 42.

GENERAL PROGRAM 38 SEMINAR IV SISTER SUZANNE KELLY

CONTENT: The course is a seminar discussion based on the Great Books Program. The major emphasis of of the course is an exchange of ideas on the book for that period and related topics. There are no prerequisites for the course.

PRESENTATION: There is no lecture as such and, in fact, Sr. Kelly lets much of the class rest in the hands of the students, often too much (so some think). The topic can wander—anything is fair game.

READINGS: See General Program 28.

ORGANIZATION: No papers are required and the midterm received only a comment grade last year. The final is an extensive oral during which the student must be prepared for anything. The final and class participation are the bases for the final course grade which is usually in the B range.

COMMENTS: Most students interviewed expressed hearty approval of the course for the same reason that a few others felt that the course was weak: Sister Kelly's giving the students control of the class. The comment was heard: "She's for anything that constitutes change." A woman's viewpoint and a nun's viewpoint (however much they might conflict with each other) distinguish her section from the others and might be a sufficient reason for trying the course if one has had or plans to take other seminars. General reaction to the course is good.

GENERAL PROGRAM 45 POLITICS IRVING CARRIG

CONTENT: The theme is the theory of modern democracy and its philosophical development through history. Political problems are attacked through democracy and its various forms.

PRESENTATION: Carrig is definitely in his field here with political philosophy. The presentation of the material is good and the nature of the course necessitates a certain adherence to the readings.

READINGS: The readings range from Plato and Aristotle through Machiavelli, Rousseau, Madison and Maritain. The reading is sometimes laborious, but more often interesting since it traces a central idea throughout history.

ORGANIZATION: The number of papers due this semester is presently unknown. Testing material for the most part will be subjectively oriented, and Carrig is known to be very conscientious in his grading.

COMMENTS: The course is a General Program requirement and those of other majors desiring such a course would do well to choose from among those in the government department. For those who do choose

this section, they will leave it with a good knowledge of Western political thought. Carrig has been called contentious by some students, but it is nevertheless agreed that he can do a good job with such a course.

GENERAL PROGRAM 48
SEMINAR VI
EDWARD CRONIN, ROBERT TURLEY

CONTENT, PRESENTATION, AND READINGS: See GP 28 and 38 above.

ORGANIZATION: The grade is primarily based on performance in class and in the oral final exam. A short paper or two should be expected in either course; the quality of the student's writing will be more heavily weighted (and more constructively and thoroughly criticized) by Dr. Cronin.

COMMENTS: Dr. Turley is an effective leader of a seminar which is largely run by the students; he participates in discussion by asking leading questions and stopping digressions by probing uncritical statements. Since the contemporary bent of this seminar's reading list is largely Dr. Turley's doing, he is at home with the material.

Dr. Cronin's style is quite the opposite. He likes to take charge, initiating and directing each day's discussion. However, this is not to say that students should find their role as participants in any way restricted, because Dr. Cronin likes to fight. Total and insistent disagreement with the teacher should be seen as a help, not a hindrance, to a good grade.

GOVERNMENT 31
INTERNATIONAL RELATIONS
GEORGE WILLIAMS

(The following is a preview of Government 31 by George Williams who will be teaching the course for the first time next semester.)

CONTENT: The subject matter will range from the customary "elements of international relations" (international law, UN, diplomacy, strategy, etc.) to the aberrations in response to poverty, war psychosis, revolutionary movements and youth.

PRESENTATION: This is going to be a forced-reading course. Students who are indolent, or whose curiosity can't be stirred up through a vortex of new thoughts, shouldn't register. I expect running debate between students and myself, with disgruntled murmurs and protests of heresy. I intend to make my lectures as unconventional as student response will allow. All involved in this experiment must enter the game with no preconceived illusions; no one will derive any more from the course than the precise amount of intellectual sweat he puts out. Those who want a soporific "knowledge transplant" had better forget it.

READINGS:

Israel and World Politics (Theodore Draper)
How Nations Negotiate (F. Ikle)
Dissenters Guide to Foreign Policy (Irving Howe)
Eichmann in Jerusalem (Hannah Arendt)
New World of Negro Americans (H. Isaacs)
World Politics and Personal Insecurity (H. D. Lasswell)
Emerging Nations (Max Millikan and Donald Blackmer)
August 21st, Rape of Czechoslovakia (Colin Chapman)
Mao Tse-tung and Revolutionary Immortality (R. J. Lifton)
Wretched of the Earth (Frantz Fanon)

ORGANIZATION: There will be no standard text for exam cramming. (To everybody's regret, there must be an examination.)

EDWARD GOERNER

MUCH HAS been said recently of the growing impersonality of the American university system, impersonality personified by dispassionate professors who take little interest in subject matter, ignore students, and do not deign to read term papers or tests. The opposite example, that of an intense, involved educator, is dramatically provided in the Notre Dame Government Department in the person of Dr. Edward A. Goerner.

Goerner is a political theorist. He teaches undergraduate courses in comparative government, medieval political theory, and the critics of democracy. He has been on the faculty for eight years. Goerner holds an undergraduate degree from Notre Dame and received his doctorate at the University of Chicago.

Notre Dame Danforth Fellow Tom Brislin, now at Yale Law School, once described Goerner as "one of those unique individuals you can build an education around." Brislin should know, having worked under Goerner in the preparation of his Collegiate Scholar manuscript, taken three Goerner courses, and been associated with the young professor in the Committee on Academic Progress program.

Brislin's evaluation is undoubtedly based on both Goerner the teacher and Goerner the man. The former takes time to read all exams and term papers, the latter with great care and criticism. Goerner essay exams, designed to demonstrate a student's grasp of subject matter as opposed to trivial detail, test what a student has learned in the long run. However, concern and the nature of exams are an inadequate measure. The true evaluation of Goerner the educator comes from the classroom. Here the political theorist strives at the objective of student understanding of course material. A compelling lecturer, Goerner discusses theory not in the intricate language of the academician but rather in the terms of the layman. The result is often discussion in Goerner classes which lasts 20 minutes after the bell has rung.

Outside the classroom Goerner serves as counselor and example. A founder of the Committee on Academic Progress, which liberates gifted students from the drudgery of University requirements, Goerner spends long hours planning programs of study with students. Over the last two years, the professor has guided students in the Collegiate Scholar Program. Goerner also serves Farley College as a hall fellow. An example of contact between Goerner and his students comes in the fact that Medieval Political Theory and Democracy and its Critics classes are invited en masse to the Goerner home for evenings of merriment and discussion.

Goerner as a theorist has been in the forefront of those confronting the problem of the role of the Christian in the modern world. *Peter and Caesar,* his study of church and state, has received critical acclaim and is widely read by Notre Dame students.

Goerner's attributes have made him one of Notre Dame's most prominent faculty members, but Goerner's upper division courses are small enough to allow discussion between professor and student as well as individual contact. His Comparative Government course, a departmental requirement, can still be compelling, even though it is taught in the Law Auditorium to more than 100 students. Lecturing on the inhumanity of totalitarian rule just before Christmas last year, Goerner stopped suddenly after providing several examples and stated, "We all know it is Christmas, but we must remember also that the following day is the feast of Saint Stephen the Martyr." With that, Goerner walked from the stage, leaving the class hushed and reflective.

GOVERNMENT 32 POLITICAL THEORY GERHART NIEMEYER

CONTENT: Dr. Niemeyer's Political Theory course is a study in classical political philosophy. The lectures begin with Plato and the *Republic* and continue through Aristotle, Augustine, Machiavelli, Hobbes, Burke, Rousseau, Locke, and John Stuart Mill. The major emphasis of the course falls on the first three authors. There are no prerequisites for the course, but a prior reading of the *Republic* is helpful since it is not one of the assigned readings but does constitute a major part of the course.

PRESENTATION: The lectures are well-planned and well-articulated. Dr. Niemeyer covers a huge amount of material in class. The stance of the course is conservative, and discussion proves abortive unless the student has a working knowledge of the conservative mind.

READINGS: The readings include the *Nicomachean Ethics* and the *Politics* of Aristotle, the *City of God* by St. Augustine, the *Leviathan* by Hobbes, and Rousseau's *Social Contract.* Specific pages are assigned for each class and the pace is rigorous but possible.

ORGANIZATION: Papers for the course include one half-page (graded satisfactory-unsatisfactory) paper a week plus two critical one-and-one-half-page term papers. There are two examinations, both of which are difficult and comprehensive but not devious.

COMMENTS: Although many liberal students find the conservative philosophy of the course unbearable, the importance of the course cannot be denied. Not only does it provide the philosophy or government student with a thorough background in political theory, it also provides insight into the conservative mind.

GOVERNMENT 43
MEDIEVAL POL. THEORY
EDWARD GOERNER

CONTENT: Medieval Political Theory in an upper division government course taught by Dr. Edward A. Goerner. The course consists of concise examination of Thomas Aquinas, John of Paris, Giles of Rome, and numerous other political philosophers.

PRESENTATION: Goerner's presentation of the course a year ago took the form of a student paper evaluation of the day's reading followed by seminar-style discussion. The papers, of about 1000 words in length, comprised along with class participation the grade for the course. Due to the small size of the class, about fifteen students, each person taking the course ended up doing four papers. The class had been allowed to choose at the start of the semester class procedure, and in this case chose seminar discussion over a formal lecture format with two tests and a paper. While the seminars allowed for heavy student participation (classes sometimes lasted 40 minutes beyond the bell), they were essentially dominated by Goerner. A powerful speaker especially effective with small groups, the young professor uses the technique of employing the language of the layman in philosophical discussion. This facilitated full student understanding of the remarks of the teacher, and thus was a major stimulus to full class participation in a class handling what is essentially complicated material.

READINGS: One major text, Lerner and Mahdi's *Medieval Political Philosophy,* is used in the course with short readings required for each class period.

ORGANIZATION: The organization of the course, along with the techniques of its professor, is the key to its success. Reading assignments are extremely brief, but student preparation is essential to benefit from Goerner. Goerner himself has organized the material so that there is always a continuity of subject matter. A major point of discussions in last year's group was an end summation by Goerner in which material for the next class session was brought into the picture. The individual papers almost always served as a launching point for discussion of issues at the beginning of a class.

COMMENTS: All students interviewed concerning Medieval Political Theory expressed high regard for the course. A point of emphasis was the relevancy of the course as guided by Goerner. One student commented, "I have studied St. Thomas for five semesters at Notre Dame, but discovered what he said and how it relates to life today with Goerner." Above and beyond praise of the course is praise of Goerner and his format. Reflecting on his experiences in the class, another student took the position that "Goerner strongly influences your understanding of what is covered. He uses relevant language and makes a real effort to discuss the readings with you. This was one of the few courses I have had in which the prof looked me straight in the eye during every class. It seemed almost as if Goerner were reaching out to us!" Unanimity was expressed among those looking back on Medieval Political Theory that the course was worth taking both for the material but especially for the manner of instruction. Its chief lasting value, according to a student who not only took the course once but sat in on its sessions two years later, was to provide "a relating of theory to life."

GOVERNMENT 46
STUDIES IN POL. THEORY II
ALFONS BEITZINGER

CONTENT: The main intent of this course is to list and to trace the development of a concept of Natural Law from the Classical Greek period to the present. It is an approach from a historical point of view noting particularly the criticisms of Natural Law and putting these criticisms to the test of classical philosophical analysis. The first half of the semester deals primarily with the historical development of Natural Law. The major part of the second half of the semester deals with the attack made on Natural Law by David Hume. The course finishes by studying the positivistic approach in political science today.

PRESENTATION: Class size is small and the presentation is informal. The delivery of Dr. Beitzinger is slow enough to permit full comprehension of the material and fast enough to avoid repetition and boredom. The readings are directly related to the discussions and, subsequently, class notes are essential. The presentation of material allows for class discussion and the relation of material studied to contemporary situations.

READINGS:

Critical:

A. P. D'Entreves—*Natural Law;* C. J. Friedrich—*Philosophy of Law in a Historical Perspective;* H. Rommen—*Natural Law* (On reserve in library); Leo Strauss—*Natural Right and History.*

Original:

Plato—*Republic* (and a general background); Aristotle—*Ethics, Politics;* Cicero—*On The Commonwealth;* Hobbes—*Leviathan;* Locke—*Second Treatise on Gov't;* Aquinas—*Treatise on Law.*

Rommen's book is the key to the course. All of the readings are excellent but only an acquaintance with the original sources is necessary. Friedrich's book is necessary if one does not want to read the original sources. Strauss' is enlightening but tends to be abstruse. The original sources are "stock" readings.

ORGANIZATION: There are no papers or special projects. There are three exams, final inclusive. These exams usually consist of one or two essay questions and the quality of the answer determines the quality of the grade.

COMMENTS: This is an excellent course for anyone who has had Dr. Niemeyer's *Political Theory* course and desires a more than general study in political the-

ory. An acquaintance with political theory is necessary as a prerequisite for this course. It is an interesting course and not a difficult one for a person with such a background. As was noted the class is small (five to ten pupils) and serves as an excellent opportunity to develop a more personal student-teacher relationship. Dr. Beitzinger airs his own views on the current scene freely and invites criticism and discussion.

GOVERNMENT 54 COMPARATIVE GOVERNMENT II EDWARD GOERNER

CONTENT: Dr. Goerner describes his course as "a comparative study of the objects of different political societies and the modes of participation in them." Unconfined by time and geography, the political systems treated include examples from tribal Africa and classical Greece, as well as cosmological societies of Egypt and Mesopotamia and political societies of the Western Middle Ages. Such diversity suggests a substantive emphasis on political aims and values rather than a procedural approach concerned with governmental structure and machinery. The prerequisite, Comparative Government I (Govt. 35) or a substantial knowledge of modern European politics, implies that comparisons will be made with current European and American problems in a civilizational context.

PRESENTATION: The type of lectures and discussion depends largely on the class size: the smaller the class, the greater the amount of discussion and informality. In a large class, Dr. Goerner's presentation can be almost annoyingly solemn and cold, but he is much more informal and personable in a small class. One of Dr. Goerner's main assets is his ability to relate governmental problems and practices to a civilization's cultural and historical background. Thus, the study of government and constitutional structure, which can be quite dry, is given a certain vitality and meaning through an enlightening philosophical touch. Lecture material is closely related to exams.

READINGS: The quantity of readings has not yet been determined, but there will be no more than ten books—the reading dosage will not be light. Some of the readings will be directly related to lecture and test materials while others will be of a background nature. A student wouldn't necessarily have to keep pace with the assigned readings, but falling behind would diminish his understanding of the subject matter and the benefits of the course. There is no specific textbook for the course.

ORGANIZATION: The course is organized around a midterm, a final, and a term paper (no set length), each of which constitutes one-third of the final grade. Tests are of the essay type, but grading is on substance rather than verbosity. Dr. Goerner has neither a stingy nor a generous reputation as a grader.

COMMENTS: Since it is not an introductory course, the appeal of Comparative Government II will probably be restricted to government majors. Students who liked Comparative Government I should like this course, which might be more enjoyable due to a broader, more interesting range of subjects. Although one might successfully bypass some of the readings and still pass the course respectably, it is not an easy elective, suitable for rounding out a second semester senior's class schedule. Dr. Goerner justifiably enjoys the reputation of being knowledgeable, deeply perceptive, and well-informed, and although he wins no laurels for exciting performance, he definitely can provide the stimulus and direction to satisfy the academic curiosity of a student interested in the relationship between man and government.

GOVERNMENT 69 LATIN AMERICA IN WORLD AFFAIRS MICHAEL J. FRANCIS

CONTENT: The general focus of the course is Latin America's involvement in world political affairs since 1947. By far the largest part of this involvement is and has been with the United States and the structure of the course appropriately reflects the importance of U.S.-Latin American relations. The first third of the course will deal with the Organization of American States (OAS); the second third will consider U.S. dominance in Latin America; and the final third will concentrate on the foreign policies of individual Latin American countries. Prior knowledge of Latin American affairs is not necessary.

PRESENTATION: Students who have had Dr. Francis generally agree that his lecture style is the best feature of his classes. It is informal, informative, and liberally sprinkled with stories of Dr. Francis' personal experiences in Latin America. (He has worked extensively in Chile.) The lectures and the readings are well coordinated with the lectures emphasizing general trends which the readings cover in detail. The lecture structure is very flexible and there is ample opportunity for discussion which is as extensive as the students care to make it.

READINGS: The one text which will definitely be used is *Our Troubled Hemisphere* by Burr. An anthology on Latin America is also tentatively scheduled for mid-April depending on whether or not it is published on time.

ORGANIZATION: The body of the course will be readings assigned for each class period. There will be two examinations covering both readings and class notes. These examinations are fair and are not used to pressure the student. The first third of the course will include a short paper on the subject of U.S. involvement in Latin America. This paper will provide a background for the study and discussion of U.S. paramountcy to be covered during the second third of the course. Two book reports of two- to four-page length are also required. The final grade should depend mostly on the exams and the paper with book reports of secondary importance.

COMMENTS: Since "Latin America in World Affairs" was last offered three semesters ago, evaluative comments come from students who have taken Dr. Francis for other courses. Again, most students find the unpressured class atmosphere enjoyable. Dr. Francis' lectures are informal, very personal, and more than occasionally witty. However, one student complaint with regard to other courses has been that the reading

assignments are sometimes too lengthy and consequently inhibit discussion because there is not time to read all of a particular assignment. Hopefully this complaint will not apply to "Latin America in World Affairs" since the course involves only one (or at most, two) texts.

GOVERNMENT 132 AMER. POL. PARTIES DONALD KOMMERS

CONTENT: This course examines the role of parties in our political system with emphasis on their historical development, organization, and functions. American Government (Gov't. 30) is recommended as a prerequisite but would be unnecessary for a student who has a knowledge of some other related field such as sociology, American history, or political philosophy.

PRESENTATION: Although there is ample opportunity for discussion, this is basically a lecture course. The professor's style is easygoing and his lectures are clear and informative. One should not expect them, however, to be glamorous or to substitute for the required reading. To the contrary, they tend to be somewhat specialized, centering on problems encountered in the texts, and they may be expected to raise questions as well as answer them.

READINGS: Two required texts, *Politics, Parties, and Pressure Groups* by V. O. Key, Jr., and *The Deadlock of Democracy* by James MacGregor Burns, serve as a backdrop for discussion and analysis. In addition, an extensive bibliography is provided from which the student is expected to read from four to seven other books. The student is on his own regarding the reading assignments which works to the disadvantage of those students not accustomed to setting their own pace.

ORGANIZATION: Professor Kommers' grading system is somewhat flexible with emphasis placed on the student's progress through the semester. A midterm and final examination cover the texts, lectures, and discussions as well as a general understanding of the subject acquired through the outside reading. These tests are strictly essay and require the student to synthesize from what he has encountered. Each of these exams counts for roughly 25% of the final grade. The remaining portion rests on the completion of a comprehensive term paper on some aspect of the American party system chosen by the student after consultation with the professor. This paper should run at least 15 pages though the subject matter is usually expected to be the determining factor regarding length. In 1966, when this course was last offered, grades were generally good with the largest number of students receiving B's. A slightly smaller group received A's and C's and there were a few D's and one F.

COMMENTS: This course should probably not be recommended to those not interested in government or some related field. For those who are, however, this may be the closest they come to seeing the empirical side of political science while at Notre Dame. A further advantage of the course is the resemblance it bears to a graduate level course. (It is open to graduate students though their requirements are somewhat different.) One thing this course needs is a greater degree of student participation which means, of course, more students mature enough to prepare largely on their own for discussion and critical analysis. To such students the course will prove more than satisfactory.

GOVERNMENT 142, 242 THE RECONSTRUCTION OF POLITICAL THEORY GERHART NIEMEYER

CONTENT: This course is a continuation of Dr. Niemeyer's Modern Political Ideologies. The first semester attempts to confront the student not only intellectually, but also existentially, with the various sources of political disorder in our times. Through a variety of sources, historical (e.g., Norman Cohn's *The Pursuit of the Millenium*) and theoretical (Albert Camus's *The Rebel*), the student becomes familiar with the variety and content of ideological movements which had done much to ruin political science rather thoroughly by 1900. The second half of the course seeks to introduce the student to a wide variety of contributions to a restoration of a genuinely scientific study of politics.

PRESENTATION: Class time is generally spent discussing the assigned reading. Dr. Niemeyer seldom, if ever, lectures. There are, however, reports by graduate students on selected individual thinkers in the course of the semester. The emphasis on discussion, it seems, is an attempt to insure that the student's contact with the thinker under consideration will be as immediate as possible. In any respect, Dr. Niemeyer restricts his active role to that of a commentator and guide, assisting the student to better understand the author as he would have understood himself.

READINGS: Given the structure of class time, obviously the most important element in the course is the reading material. As the object of the course is to acquaint the student with thinkers who have attempted to penetrate the sources of disorder in our time, and who, by their efforts, have made possible a restoration of political science, the student reads works by these thinkers which contain some of their seminal ideas. Books read in the past were:

Henri Bergson, *The Two Sources of Morality and Religion*
Mircea Eliade, *Patterns of Comparative Religion*
Hans Jonas, *The Gnostic Religion*
Henri de Lubac, *The Drama of Atheistic Humanism*
Karl Loewith, *Meaning in History*
R. C. Zaehner, *Mysticism: Sacred and Profane*
Eric Voegelin, *The New Science of Politics.*

Also, each student is required to write a paper on one of several other books equally important for the reconstruction of political science.

ORGANIZATION: The course, as indicated, is organized around the readings. Each work is discussed for approximately two weeks. There are two examinations. The grade, then, reflects these examinations and the quality of the report paper.

COMMENTS: This series of courses is certainly one of the most important offered at Notre Dame. While perhaps most interesting to students of political theory,

it would certainly be a stimulating intellectual adventure for any serious student. The student is asked, ultimately, to confront himself as a man in a world dominated by ideology and to experience the effects of ideological thinking on the bonds of society. Concomitantly, he is introduced to thinkers who have attempted to transcend disorder by penetrating to its sources. While answers are few, the questions posed are many and significant. But perhaps one could best suggest the nature of this course by referring the student to Plato's *Republic,* Book VII, "The Allegory of the Cave."

GOVERNMENT 146 THE AMERICAN FOUNDING WALTER NICGORSKI

CONTENT: This new course will, in the words of the teacher, "provide an opportunity for students to examine closely the political theory of important American founders and the political theory in the key documents of the Founding period. *The American Founding* will help to fill a large gap in the department's treatment of American government." Students who take the course will have the benefit of one of the outstanding teachers in the Government department. Officially the course is limited to Senior government majors who have had Government 32, Political Theory. The teacher has indicated, however, that any student with upper-division standing who receives his approval may be admitted.

READINGS: Readings for the course will include writings of Thomas Jefferson, James Madison and James Wilson, the debates of the Federal Convention, some writings of the anti-Federalists, some debates of state ratification conventions, and records from the First Congress in which important legislation was passed to "fill out" the Constitution.

PRESENTATION: Whether the course will be by lecture or discussion will depend on the number of students who enroll. The teacher has expressed his preference for the latter approach.

ORGANIZATION: Each undergraduate will have the option to write either one major term paper or two critical book reviews. Final grades will be based on these papers and performance on a midterm and a final exam.

GOVERNMENT 150, 250 THE POL. OF SO. AFRICA PETER WALSHE

CONTENT: After an introduction to the political history of this region of Africa, the course focuses on political institutions and the rise of national movements in the Republic of South Africa and neighboring territories. Special attention is given to South Africa with its policy of *apartheid,* its peculiar population structure and its industrialized economy. Such an approach involves an emphasis on race relations and the confrontation between *Afrikaner* and African nationalism.

The course includes an examination of the political situation in the Portuguese territories, Rhodesia, and the ex-High Commission Territories of Lesotho, Botswana and Swaziland. It concludes with an analysis of international repercussions at the United Nations: the Southwest Africa case, the Rhodesian issue, *apartheid,* and the confrontation between the white-dominated governments in Southern Africa and member states of the Organization of African Unity.

PRESENTATION: Since this course is being offered for the first time, it is only possible to evaluate the professor in terms of previous courses which he has taught at Notre Dame. Professor Walshe presents his lectures clearly and in a well-organized manner. It is not difficult to remain attentive because of the content of the lecture itself as well as the enthusiastic manner of the professor.

The first half of the new course will involve lectures and discussion. During the second half of the semester a seminar approach will be adopted.

READINGS: The readings for the course have not yet been determined.

ORGANIZATION: There will be two examinations and a term paper. The exams are essay-type.

GOVERNMENT 160 INTERNATIONAL LAW STEPHEN KERTESZ

CONTENT: This course is intended to convey a clear idea of the basis for and nature of the legal framework of contemporary world society. After covering the historical basis for international law, the discussion centers on how these developments affect the political and practical aspects of the nation-state system. Admiralty laws, neutrality, international torts, rules governing foreign nationals, outer space, and the effect of the Soviet Union on the traditional concepts of international conduct are examples of areas covered.

PRESENTATION: Although there are no prerequisites as such, the course is aimed at seniors who are "serious students of international relations of law" and would not be recommended as an elective chosen to satisfy a sense of curiosity. By attempting to limit the lecture to a relatively small number of interested and qualified students, Prof. Kertesz hopes to place a good deal of emphasis on class participation. Prof. Kertesz, because of his broad personal experience in international affairs, has an ability to expand a topic under discussion by relating something of his own experience. Without this element, his style might otherwise be somewhat unexciting.

READINGS: One text will be used, and it will be newly published in December, 1968, and will contain all the readings and cases to be studied. The lectures and class discussions will follow closely the readings and case assignments with a twofold approach being used: the principles approach, and the case study approach. Because the new text will be more "Americanized" than the former English publication, and aimed at the undergraduate, previous difficulties may be avoided. (Especially the price.)

ORGANIZATION: Assignments will consist of reading two articles from *The American Journal of International Law* and short reports (2 or 3 pages) on each article, a short summary (1 or 2 pages) on each of the

DONALD KOMMERS

UNDOUBTEDLY in the forefront of the field of political science, Dr. Donald Kommers, associate professor in the Department of Government and International Studies, represents those political scientists at Notre Dame and elsewhere who recognize the importance of the behavioral aspects of politics as related to the traditional theoretical aspects of the discipline. Professor Kommers summarized his position in this way: "The common denominator which should be studied in political science, is the allocation of power. How is power allocated and what determines this allocation? I am interested in the dynamics of politics, the decision-making process and the actions of the political personalities."

Professor Kommers, formerly of the California State College at Los Angeles, came to Notre Dame in 1963. He received his B.A. from the Catholic University of America, his M.A. and Ph.D. from the University of Wisconsin. His articles have appeared in numerous political journals. He is the author of the book, *Judicial Politics in Wisconsin.*

Professor Kommers' main interests lie in American constitutional law and comparative judicial behavior. He is presently working on a textbook, *American Constitutional Policy,* which is due to be completed in 1972. Unlike most texts which deal with constitutional law, *American Constitutional Policy* will present more than the Supreme Court cases and decisions, analyzing them simply in terms of the Constitution. Instead it will place these decisions in a "human, social, political and historical context."

Similarly, his interest in comparative judicial behavior places emphasis on the personality and individuals of the Supreme Court. "A political institution is not an abstraction, it is a group of men. The Supreme Court is a human institution composed of fallible human beings. Part of my objective is to get the student to understand who those human beings are, what they are doing and why they are doing it." As part of his research into comparative judicial behavior, Dr. Kommers spent the last year (1967-68) in Europe, as a guest of West Germany's Federal Constitutional Court (Supreme Court). He spent many hours in the court's library researching and writing, and equally as much time interviewing most of the judges who have served in the court since its inception. As a result of his research, he is writing a book, *The Role of the Federal Constitutional Court in West Germany.* This area of political science, i.e., comparative judicial behavior, is relatively unexplored.

Professor Kommers is critical of the underemphasis in the area of political processes and behavior at the University of Notre Dame. He feels that it is good that the student is required to study the four areas of the discipline, namely political theory, comparative government, international relations and American government, but he feels, that "beyond that level, our offerings of electives are extremely limited." He feels that the addition of courses in the area of the dynamics of government and political behavior would bring Notre Dame's government department more into the mainstream of political education evident at other major universities. "Our courses," according to Dr. Kommers, "reflect the primacy of political theory in the traditional sense of that term." At the same time Dr. Kommers feels that a background in political theory is essential, but it must eventually if not simultaneously be placed in the context of actual political behavior. "One of the reasons we are able to study American voting behavior," he says, "is because Rousseau wrote the *Social Contract* and John Locke wrote the *Treatise on Civil Government.* We are still beset with the problem today of making democracy work in the United States. In the University, we are still attempting to understand just how democracy operates. Both John Locke and modern empirical studies of electoral processes must be considered in light of each other. You cannot separate theory and reality."

Professor Kommers's interest in the personalities and activities of political science extends into his enthusiastic and vital manner as evidenced in his current activity in the preparation of three major works simultaneously. His lectures are generously filled with particular references to personal experiences related to the subject being discussed. His concept of political science is refreshing and hopefully will have a great influence on the future of political science at Notre Dame.

12 to 20 cases covered and, of course, a term paper, which will count toward the final grade along with a midterm exam, the final exam, and class participation, if the class is small enough. Because of the interest and quality of students in past semesters, the grades have been 40% A's, and 60% B's, though a C is by no means impossible to obtain.

COMMENTS: Because of the body of knowledge presupposed and the approach taken to the subject matter, Prof. Kertesz is justified in desiring to limit the class to senior government majors seriously interested in the legal aspects of international relations. By keeping the number small, the course can be worthwhile and especially interesting in view of Prof. Kertesz's own past association, both professionally and academically, with many of the institutions and people under discussion.

GOVERNMENT 244
GOVERNMENT AND POLITICS OF EASTERN EUROPE
THEODORE IVANUS

CONTENT: This course is a presentation of all pertinent factors which influence and help form the governmental organizations and functions of the East Central European states. Special attention is given to the coming of the Communist governments to power and to the problems and events which have occurred since then in relation to the Soviet Union. Prerequisites: Basic course in Comparative Government and Senior standing.

PRESENTATION: The course is primarily a lecture course with time allotted for questions and discussion. The lectures are generally quite good, though they sometimes attempt to cover too much material in the time allotted. The lectures are presented not in a cold, objective manner but with a sense of life and passion and concern. They present a different viewpoint or approach to the material covered in the books. The lectures are quite relevant in preparing for examinations but are inadequate in themselves. (There is no substitute for doing the reading.)

READINGS: Approximately three or four books will be assigned. There is ample precedent for the assigning of more as the course progresses. There will also be some reading in relevant published documents. The readings are generally worthwhile and usually represent the latest and best books on the subject available.

ORGANIZATION: One or two minor research papers will be assigned. In the past this has been one long analytic-comparative paper. Also the students will prepare one or two book reviews. (Something else new this year.) Two examinations: midterm and final. Average grade for course: B.

COMMENTS: Good courses on this campus are generally described in two ways: Some courses you take because you are interested in the subject material to be presented; others you take because of the character of the man teaching the course. This course fits in both categories. Having taken this course, you will have a good command of the necessary facts which are a prerequisite for making an intelligent judgment. But facts are not the only thing you will come away from this course with. You will have some idea how these facts fit together into a coherent picture, not a still but a moving and developing picture. In the years ahead, with Europe again coming to the center of America's interest, a knowledge of the problems of this area will become of great importance to everyone.

But what is more important is the human element, the man teaching the course. What is important here is exactly what the writer and those who have taken the course have so much trouble trying to express in the printed word. This course is taught by a man who understands students both as to how they think and what they need to know in order to live well in this rapidly shrinking world where it is becoming obvious that pious wishes for peace cannot cover up genuine and deep-seated disagreements. This course is taught by a man who was born and raised in Yugoslavia. He has a genuine feel for the way of life of the people of Eastern Europe, and the problems they face. This understanding comes across well in his lectures; and if the student is open to it it gives him a new perspective on the international scene.

The only faults of the course come from the fact that the teacher is trying to do his job almost too well. Some lectures are too full because he is trying to simplify the material and make it easier for the students to assimilate. Likewise, questions are often answered in such great depth that the smooth progress of the course is slowed down. And lastly the course tends to change in shape from the initial statement of the readings, etc., as the professor tries in the middle to revamp his list of assigned readings with new and sometimes exciting books that have come out.

HISTORY 34
MEDIEVAL HISTORY II
JAMES CORBETT

CONTENT: History of the Middle Ages II is a survey course of the history of Western Europe from approximately 1025 to 1350. This is roughly the space of time between the Investiture Struggle between the Pope and Emperor and the end of the Hundred Years' War. Other events and topics considered are the Norman conquest, the reestablishment of royal power in France and England, and the rise and decline of papal power.

PRESENTATION: Professor Corbett is not an exceptionally exciting lecturer. His notes are well-organized, however, and it is easy to take notes.

READINGS: About five books per semester are required in Professor Corbett's upper division courses. The books are not short and some are rather difficult to read. The first semester's readings tend towards interpretations of the Middle Ages which attempt to delineate those elements of society, learning, culture and politics of the Middle Ages which were so characteristic of that period. The second semester's readings continue in this vein while introducing readings about specific historical events, especially the Avignon Papacy, the French and English Feudal Monarchy, the Hundred Years' War, and the Investiture Struggle. In general the readings for the second semester are more interesting than the first.

ORGANIZATION: There are three determinants of the final grade: a research paper, a midsemester exam, and a final exam. Professor Corbett puts a great deal of emphasis on the paper and insists that its subject matter be narrow enough to be dealt with adequately in a fifteen-page paper; footnoting must also be well done. The tests require a knowledge of specific dates,

places and events as well as a grasp of the general topics covered. A's are not scattered freely about the class, but anyone who makes class regularly should get a B.

COMMENTS: There is little question that Professor Corbett is a master of Medieval History; his course, however, suffers from bad press. Some consider it irrelevant and boring. Little can be done to improve a course in medieval history for those who think the subject itself irrelevant; however, something might be done for those who would like to know something about medieval history but who still find Dr. Corbett's course a bit boring. It seems that one of the chief problems with the course is that it is too broad in its scope, attempting as it does to cover almost 1000 years in two semesters. It seems strangely inconsistent that Dr. Corbett, who demands that students restrict the subjects of their term papers to manageable size, should teach a course virtually unrestricted in scope. The department ought to hire another medievalist and let him and Dr. Corbett deal with the Middle Ages in a manageable course structure.

HISTORY 52
ANCIENT ROME
JONATHAN ZISKIND

CONTENT: In a word, the course is rigorous. It is a survey of one thousand years of history which somehow does not leave the honest student with a sense of helpless frustration. The emphasis of the course is on the constitutional development of the Roman state in light of its changing social structures.

PRESENTATION: That the awesome bulk of materials handled does not dissolve into a boring chronology of anecdotes is a tribute to the teacher's ability. In a well-integrated format of lectures; regular, but short, readings—a text, source materials and Roman literature; and map assignments — the story of ancient Rome comes into the classroom as an organic whole. Professor Ziskind is a very good lecturer and welcomes all questions from his class.

READINGS: The assigned readings in excerpts of documents translated from Roman archives and Tacitus' *Annals* are highly recommended for the development of habits of perceptive reading and intelligent synthesis under the direction of Dr. Ziskind.

ORGANIZATION: He gives two very fair tests, a mid-semester and a final examination; and the questions come equally from class notes and assignments. A term paper written under his close direction is optional.

COMMENTS: The course is an optional requirement for history majors when taken along with a course treating ancient Greece. For students who may have been intimidated by other survey courses *Ancient Rome* is a vindication for the good sense that can be made of history.

Pre-examination panic is not exceptional in the course but the consensus is that it is a course well worth taking. Regular attendance and careful preclass preparation are rewarding and intriguing efforts.

HISTORY 118
EUROPEAN HISTORY
BERNARD NORLING

CONTENT: History 118 is the sequel to History 117 which dealt with 17th-century Europe; this next semester's course will cover 18th-century Europe. The emphasis of the course is on the major countries of Europe—their internal development, foreign policy, wars, diplomacy, and a smattering of the general scientific, cultural, and social development (e.g., next semester will deal with the Enlightenment). There are no prerequisites for the course, although a previous course in Western civilization would certainly be helpful. The course this semester included at least two science majors, who seem to be having no difficulty with the course.

PRESENTATION: The teacher's presentation is excellent. Dr. Norling's lectures are very well organized; his style may possibly be the best in the department, and his knowledge of the material is comprehensive. The nature of the course is such that there is little or no discussion. Questions, however, are welcomed by Dr. Norling.

READINGS: The quality of the four assigned readings during the past semester was very good. Dr. Norling integrates them with his lectures and usually presents other viewpoints. Outside of the four readings, the student must pick four other books from a bibliography of several hundred books supplied by Dr. Norling. The four assigned books must be read in the first half of the semester.

ORGANIZATION: Two tests are given. For each test, two of the books are required along with the notes from the class lectures. The second half of the semester, the student is required to write a paper on each of the four books he has chosen to read. The two tests and the papers count one-third each on the final grade. The final test counts as the last one-third of the grade. The average final grade for the course is between an A and a B, but the course is by no means easy. If the assigned readings are not done, failure will most likely ensue.

COMMENTS: From interviewing ten of the twenty students in the class, there were only superlatives concerning Dr. Norling.

Many of the students have had Dr. Norling more than one time, and most of them are planning on taking him again. The students interviewed felt the work load was demanding, but not unfair, and that the quality of the assigned books made the work that much easier.

The only possible criticism one can think of is that Dr. Norling is a conservative, and sometimes includes the conservative bias in his lectures. However, he always informs the students that it is his own view, which of course he is entitled to.

In conclusion, anyone who is interested in history or thinks he might be interested in history is strongly urged to take this course. And for the nonhistory enthusiasts, who have an extra elective, some extra time, and are looking for a course which is both interesting and informative, History 118 may be what they are looking for.

HISTORY 124
FRANCE, 1870-1939
GUILLAUME DeBERTIER

Fr. de Bertier teaches here only during the second semester. His course in French history has not previously been taught within the memory of the present student body while few have taken his European Socialism course. The following is therefore a projection of what the courses will be like based on the professor's past performance.

PRESENTATION: The work in his courses is almost entirely recopying the teacher's notes. The presentation is a dry, straight-forward declaration which fails to capture the imagination of the student, let alone stimulate discussion and questions. Examinations are taken exclusively from the details of class notes.

READINGS: The readings are not heavy. There is generally a single assignment. The students must either do a book report or a report on a series of historical documents. These books and documents are chosen by each student from a technically competent, but uninspiring, selection.

ORGANIZATION: There are two examinations which stress bibliography and the ability to reiterate accounts of isolated historical events. The course does not emphasize the "broad view." The final grade is taken from the two tests and the report, each being of equal value. The grades are generally high. The teacher admits a dislike to flunk anyone but the most deserving, i.e., those most absent.

COMMENTS: The student who takes this course can probably do no worse by reading a good text or two in February and sleeping late for a semester. History majors in the course are likely to become bored. Nonmajors may actually die of boredom. However, Fr. de Bertier's work with document interpretation may make the effort to stay awake worthwhile. It is not suggested by the reviewer that the professor attempt to entertain his students three times a week with feats of showmanship. However, he should be able to nurse a passive interest in the course into an active one. Perhaps if Fr. de Bertier cannot make the course more interesting at least he could make it more demanding of scholarship and less of feats of memory.

HISTORY 127, 128
GERMAN HIST. 1789 to present
DONALD MATTHEISEN

CONTENTS: The emphasis of the course is on political history, centering on the rise of Prussia. Constitutional reforms and institutional developments are stressed with emphasis given to the role of the military, Junker class, representative institutions, and political unification of the German states. A major secondary theme to the course is the diplomatic history of Prussia in the Napoleonic era, during the period of unification, and leading up to the alliances which exploded in August of 1914.

PRESENTATION: Dr. Mattheisen's lectures are well-organized and delivered with a wit that belies his straight appearance; his understatement is almost McCarthyesque. He is brusque and self-assured in class, although in his first semester course (1789-1914) it was apparent that this was the first time he had handled the material. It is hoped that the second semester lectures will not follow the text so closely, and, since he is most familiar with this area, there is good reason to believe that this will be the case.

READINGS: There will be continuous readings from the texts, Koppel Pinson's *Modern Germany* and Craig's *Politics of the Prussian Army,* along with six or seven supplementary books. The books for this semester have been quite good, although the text, Hajo Holborn's *A History of Modern Germany,* has been slow going at times.

ORGANIZATIONS: There are no long papers, but a number of four or five page essays based on common readings and an assigned topic of a broad nature. These are especially preferable for nonmajors, who may be understandably reluctant to undertake restricted research papers outside their fields. There are three rather rigorous exams counting the final; one of the first two is optional; and the other counts double if the optional test is not taken.

COMMENTS: There is a good deal of work involved in the course, and grades are not easy to come by. But the vitality and importance of Germany and the broad-based nature of the essays and books have made the course extremely worthwhile; there is little doubt in the writer's mind that this course should become a popular elective for those outside the department, although it is unfortunate that it is run as tightly as it is.

Other students' comments: in general, the course is acclaimed by the students as one of the history department's very best, although Dr. Mattheisen is not as well known as some of the supposed luminaries. One student thought him too academic, but this opinion was not representative.

HISTORY 132
STUART ENGLAND
ROBERT BURNS

CONTENT: Previously, this course was taught with "Tudor England" in one semester, but now a semester is given to each course. It will deal with the period of English history from 1603 up to 1714. Emphasis will shift from political and constitutional history at the beginning, to economic in the middle, and back to political at the end of the course.

PRESENTATION: If History 131 is any indication, Professor Burns' lectures should turn out to be better than average. They are always related to the reading and test material, but with an emphasis on personalities and frequently highlighted with humor.

READINGS: The reading load is not excessive with five books supplementing a rather concise text. Titles range from *Cromwell and Communism* to *English Democratic Ideas of the Seventeenth Century.*

ORGANIZATION: There will be a midterm and a final

exam and possibly a quiz or two. One paper will be assigned and the length will probably be left up to the student. Professor Burns likes to give his students a choice between thought questions and a question that merely asks for what happened. In his History 131, grades on the midterm ranged from A to C.

COMMENTS: It is difficult to evaluate this course because it has not been offered in two years and any assessment must necessarily be a guess. But chances are that this course will be well worth the taking. Most students said they were pleased with the first semester course on "Tudor England" and "Stuart England" should be even better because the material seems to be somewhat more interesting. After all, the seventeenth century is filled with even more bloody deeds and Byzantine plots than the sixteenth.

HISTORY 138
RUSSIAN HIST., 1725 to present
BOLESLAW SZCZESNIAK

CONTENT: This course covers the 18th, 19th and 20th centuries in Russian history with particular emphasis on the 19th century as the background to the Revolution of 1917. There are no specific prerequisites as such although the course is dominated by history majors (generally seniors) and graduate students. The course fulfils the departmental requirement for a modern European history course.

PRESENTATION: The presentation is decidedly in the old tradition of lecture-notes and consequent regurgitation for tests. What little discussion may exist is invariably dominated by the graduate students. There is little relation of nonlecture material to examinations.

READINGS: The text used is Forinski's *History,* a work of some 800 pages. The student is responsible for this and other specifically assigned readings which are, however, minimal in quantity. The best of the assigned paperbacks is Venturi's *Roots to Revolution,* 600 pages.
ORGANIZATION: Forty percent of the final grade is determined by a term paper, with the final exam counting for 60%. The term paper must be of approximately 15 pages in length, and Dr. Szczesniak demands that it be of quality. The final exam is very reasonable consisting of from five to eight essays.

COMMENTS: For those history majors who are not particularly interested in European history, this course is a good way of fulfilling departmental requirements. It is also a good course for dilettantes interested in Russian history but not serious enough to want to do much work. There is little pressure, a good term paper and a cursory knowledge of the period will suffice to get a student through the course. Top grades are not promiscuously distributed, but low grades are nonexistent.

HISTORY 140
JAPANESE HISTORY
BOLESLAW SZCZESNIAK

CONTENT: This course is a survey of all of Japanese History. It is an attempt to acquaint the student with the broad picture of Japanese culture, with a few of the recurring historical problems of the Japanese, and with Japan's place in the modern world. The emphasis of the course is equally divided. The first half of the course traces the development of Buddhism and Shintoism, of the Japanese nation-state (with special emphasis on the Mikado cult, the consolidation of the Archipelago under the Yedo regime and the emergence and decline of feudalism), and of Japanese literature and philosophy. The second half of the course is devoted to Japan since the Meiji Decoration (1868). The major problems discussed are the Westernization of Japan, her attempts at establishing a Far Eastern empire, and Japanese-U.S. relations. There are no prerequisites.

PRESENTATION: Dr. Szczesniak reads his lectures and places heavy emphasis on this teaching method. However, he schedules one period in the architecture library in which illustrated Japanese books (art, architecture, and ceramics) are viewed, and one in which the class examines his collection of woodcut prints. His lecture style is clear, to the point, pleasant and interesting. Discussion centers on the two library days mentioned above and on the last week of the semester during which the term papers are read and criticized. He is very patient with questions. The lectures tend to supplement and explain the reading. He tends to lecture chronologically rather than topically, though sometimes he departs from this rule to cover a topic like religion or literature. The lectures are certainly represented in the test. The questions can almost be divided as is his lecture plan.

READINGS: In quality the authors are pertinent and easy to read. However, there is a problem: The text (Sansom) ends with the Meiji restoration. While he uses a book of readings for the modern part (as he does for the earlier half of the course), there is no regular text for the modern period. One should plan on reading some sort of text on modern Japan besides the required list. As far as quantity is concerned there is one standard text (800 pp.), and three books of readings (1,000 pp.). At midsemester the students turn in a report of what they have read, which is then graded. The only exam is the final.

ORGANIZATION: Assignments consist of one 15-20-page paper on a topic suggested in a list of subjects. There is one examination which requires a good knowledge of the material, but is not overly demanding. The course is considered to be one of "moderate difficulty" (by Dr. Szczesniak). The final grade is divided into 15% report, 35% paper and 50% exam. The average final grade is B.

COMMENTS: The course is definitely worth taking. The material is foreign to most students and Dr. Szczesniak realizes this. He attempts to acquaint the students with another culture and with the historical basis of its modern problems. The only skill required is the ability to write a good, accurate paper; it matters little what the student's major is. The course would be of particular interest to a history, government, or literature major. The only obvious need for improvement is the textbook problem. There should be a clear, concise outline history of Japan since 1868 available.

JAMES CORBETT

PROFESSOR James Corbett of the history department is one of Notre Dame's old-timers—he's been here for over 30 years. Coming here just as the nation was beginning to crawl out of the Depression and first serving as a prefect in Walsh Hall, Dr. Corbett has seen more of Notre Dame than most students or faculty members suspect existed. He has seen Notre Dame and its students as they struggled against the Depression, observed President O'Hara lay the groundwork for the "new Notre Dame," put up with the crowded inconvenience of the old library, and watched thousands of Notre Dame men march off to war in the 40's.

One expects to find the office of a medieval historian piled high with crumbling manuscripts and filled with clouds of choking dust. Microfilming and other modern conveniences have deprived the study of medieval history of many of these romantic adjuncts, but the patient scholarship which goes into reconstructing a Latin manuscript from scattered fragments is still there.

Professor Corbett is currently editing the manuscripts of a 12th-century liturgist whose writings were standard works in their day. Dr. Corbett maintains that this type of research is very important for the liturgical studies and reform currently under way in the Church. Since Dr. Corbett does not have a particularly flamboyant personality and has never disagreed publicly with important persons, he has not become the Notre Dame institution which some of the old-time professors have become; but his careful, painstaking scholarship is one of the main supports on which the Academy rests.

In class, Professor Corbett stands behind the lectern and tranquilly reviews the development of over 1000 years of Western history. His serene blue eyes peer through a pair of gold-rimmed glasses and into the follies and greatnesses of ages of men. He brings a similar calm and perspicacious insight to the history of the University. He remembers Notre Dame when it was still possible to know the entire faculty. He traces the development of the "new Notre Dame" all the way back to the 30's and the presidency of Father—later Cardinal—O'Hara. According to Dr. Corbett, O'Hara and his associates made the decision to turn what had been primarily a football college into a university. Fr. O'Hara tried to attract good people to the faculty—primarily the science and engineering faculty—and went as far as the shoestring budget would allow. However, lack of money hindered Fr. O'Hara, and for this reason Dr. Corbett places great emphasis on Fr. John Cavanaugh and the beginning of the Notre Dame Foundation for the development of the University. He assigns great importance to the decision to let Fr. Hesburgh stay on past the traditional six-year term. Dr. Corbett makes no judgment on the new Student Life Council, Faculty Senate or reorganization of the Board of Trustees saying that it is too early to say anything about them. He is sympathetic to student aspirations and even to their impatience, but reminds them that it all takes time and money.

HISTORY 142, II
IRISH EXODUS
HIST. OF WEST. EUROPE
EDMUND MURRAY, C.S.C.

CONTENT: Fr. Murray will teach two courses next semester, *Irish Exodus in Modern Times* and *History of Western Europe I.* The first of these is a study of leading Irish figures of world history from the Reformation to Modern Times, and of the influence of outstanding Irish émigrés and exiles and their roles in the cultural, political and economic development of modern European and New World history. The second course concerns the history of Western Europe from the fall of the Roman Empire until the Reformation.

PRESENTATION: Fr. Murray's style has undoubtedly been influenced by his days in the United States Army. Indeed, reminiscences about the Army or other trivial remembrances comprise many lectures. When this source of banality has been exhausted, clippings from Irish papers or magazines serve to provide the subject matter for Fr. Murray's one-man Kaffeeklatsch sans café. Indeed, his lectures—if that is the appropriate term—have little to do with the history of anything, Irish or medieval, as commonly conceived in the Academy.

READINGS: The text for Fr. Murray's course in Medieval history is the standard freshman text by Strayer and Munro. Few buy it.

ORGANIZATION: Although it seems that not enough preparation goes into either of these two courses to assign them any organizational structure, past experience has shown that Fr. Murray generally gives ten quizzes of ten points each. This, of course, makes grading easy; insofar as there is any planning in this course it seems to be to make things easy. Before each quiz Fr. Murray issues either a synopsis of the quiz material or a list of possible questions. The quiz questions, mostly fill-in-the-blanks, multiple choice or true-false, are drawn exclusively from these nonlecture notes.

COMMENTS: Fr. Murray's courses are definitely not recommended. They are academic abominations—the quintessential jock courses. The Irish Exodus course,

insofar as it is to be taken seriously, is simply an exercise in Irish nationalism of interest to few outside the IRA. European history is a valid enough subject; however, any lecturer who can teach a course in European history without mentioning the French Revolution cannot be regarded as even remotely worthwhile.

When Fr. Murray shows up for class, he seems to fill the hour with trivia. Few who were exposed to it will ever forget the time when Fr. Murray, in an especially Irish and antiroyal mood, regaled the class with stories about the toilet seat used by Queen Victoria on the train she rode from London to Windsor. There seems to be only one reason to justify courses such as these: they provide students who are in academic trouble with an easy A and an easy three credits. But for the serious student, genuinely concerned with historical matters, they are utterly worthless.

HISTORY 146 INTERNATIONAL RELATIONS IN CONTEMPORARY EUROPE JAMES WARD

CONTENT: The course is a consideration of the development of international diplomacy in the modern period (1914 to present). Major emphasis is placed on the personalities and policies which shaped the critical events of the twentieth century, with causes and effects of the two world wars.

PRESENTATIONS: Lectures form the greater part of the course, with occasional discussions—generally attempting to evaluate particular historical theories and stimulate thinking about them. In order to actively participate in the discussions, it is necessary to be familiar with the assigned readings and with the material covered in the lectures.

READINGS: The readings are particularly important since the greater part of the required basic factual knowledge of events and personalities must be obtained therein. The readings are fairly extensive, but not overly so, and sufficient time is allowed to satisfactorily complete them.

ORGANIZATION: There are three examinations. Each is somewhat comprehensive in that great emphasis is placed on the ability of the student to relate specific facts and theories to those previously considered. Essays form the greater part of these examinations with a minimal number of identifications.

COMMENTS: The course would be of definite value to those interested in a theoretical and historiographical rather than the so-called "survey course" approach to the period. It would serve as an excellent introduction to those nonhistory majors, having some familiarity with the period, who would be interested in the further implications of the events of the modern era of diplomacy.

HISTORY 164 THE AMER. REVOLUTION MARSHALL SMELSER

CONTENT: The course is a thorough study of the causes of the Revolution and a complete description of the war itself. The first semester emphasizes the former, while the second emphasizes the latter.

PRESENTATION: The course consists of a series of lectures. Transparencies and other visual aids are often an integral part of these lectures.

READINGS: The readings for the first semester are: Smelser, *American Colonial and Revolutionary History.* Colbourn (ed.), *The Colonial Experience: Readings in Early American History.* Kallich & MacLeish (eds.), *The American Revolution Through British Eyes.* Hawke (ed.), *U.S. Colonial History, Readings and Documents.* Morison (ed.), *Sources & Documents Illustrating the American Revolution.* Alden, *The American Revolution, 1775-1783.* Gipson, *The Coming of the Revolution, 1763-75.*

ORGANIZATION: There are two tests per semester: a midterm and a final. Each tests covers the lectures and readings. Questions on historical geography are always included in tests. A term paper is written each semester on a book of assigned reading.

COMMENTS: Any history course, on any topic covering any time period which Dr. Smelser would teach, could not fail to be both interesting and informative. Dr. Smelser is a scholar in the truest sense of the word. The organization of the course is brilliant. The student is not forced to accept any one interpretation of the matter at hand, but he is encouraged to develop his own from the various required collections of documents. Dr. Smelser expects each and every one of his students to formulate his own theories based upon the historical evidence at hand. The student, therefore, must be prepared to be somewhat of a historiographer as well as interested in the topic under consideration.

HISTORY 169 NEGROES IN AMER. HIST. JAMES SILVER

CONTENT: The student can make of this course whatever he desires. He has great latitude in selection of readings and the teacher is very well versed in his subject.

PRESENTATION: The actual study of Afro-American *history* is done by the student on his own through reading and consultation with the teacher. The student can have, in effect, a directed reading if he desires. He can pursue any avenue within the realm of the subject that interests him. The teacher is open, willing, and competent to discuss the subject.

ORGANIZATION: The class meeting is generally devoted to one of three activities:

1. Open discussion of current racial problems and conditions;
2. Oral reports by students on books or research projects;
3. Addresses by guest speakers on any aspect of the racial situation of the United States today (from the genetics of race to open housing).

READINGS: The student is supplied with an extensive book list from which he may choose what he wishes. The teacher recommends a number of works which give an overview of Afro-American history. It is from

the book list that the student selects the book or books (generally not more than three), the written reports on which are the basis for his final grade.

COMMENTS: There is a final exam in the course. It is necessarily *not* extremely difficult because of the latitude allowed each student. Perhaps best of all, because of the assumption that the student is interested in the subject, the teacher puts little emphasis on grades. The course is an excellent one for the student who is truly interested in Afro-American history. It is open to non-majors.

HISTORY 172
AMER. HIST. SINCE WW I
VINCENT DeSANTIS

CONTENT: The course is the sequel to Dr. DeSantis' American Political History, 1865-1917 and continues the study of the subject matter up to the present time. As the title of the course signifies, the emphasis is heavily upon politics with discussion of social, cultural and intellectual aspects of history largely ignored except as they intrude themselves upon political issues. The subject matter will be considered in three major divisions 1) the politics of the 1920's, 2) the New Deal, 3) 1945 to the present. The role of political personalities will be stressed with particular emphasis on the Presidents.

PRESENTATION: The factor dominating Professor DeSantis's lecture style and presentation of the material is that he is a very professional historian. His command of facts is impressive and his performance on the podium exudes the mystique of the calm and judicious appraiser of facts and evidence. However, there are times when his caution seems to lead to an annoying inconclusiveness.

READINGS: Dr. DeSantis' approach to teaching history stresses historiography. The beginning lectures on each of the three major portions of the course are given on the various schools of interpretation of the period. Readings are taken from a bibliography which includes the major representatives of each interpretive school. No specific books are required.

ORGANIZATION: Since Dr. SeSantis was away last summer, his first semester tended to be a bit disorganized and he is considering changing some of the requirements with respect to tests, papers, etc. However, the fall semester's written work consisted of five book reports of about 1,000 words each and a midterm and final examination. In view of the emphasis that Dr. DeSantis places upon historiography as well as history, it is safe to assume that book reports will comprise the major part of the spring semester's work. The tests are essay type, with a minimum of identification; the questions generally ask the students to evaluate a particular thesis or statement about a historical event. This sort of test often has the unfortunate effect of encouraging marathon writing binges on the part of the student, but a bit more work in framing the questions would enable Dr. DeSantis to test the student's knowledge of the interpretive side of history while at the same time damming up the flood of factual narrative which issues forth from the student's attempt to cover all the possible avenues for the escape of the elusive A.

COMMENTS: Most of the students taking the course for the fall semester thought it worthwhile, and although the material itself was not new, the manner in which it was interpreted allowed for a deeper insight into American politics. Not only does the course offer the student an opportunity to become familiar with facts but also an opportunity to develop a critical historical perspicacity. The potential in this latter regard is not as fully developed as it perhaps might be, requiring as it does a personal dialogue between student and professor for which Dr. DeSantis, the department head, does not have time.

HISTORY 175
AMERICAN SOCIAL, INTELLECTUAL AND CULTURAL HISTORY II
J. PHILIP GLEASON

CONTENT: The course is a general survey of the men and ideas that have contributed to the development of American culture.

PRESENTATION: The chief text used in the course, Merle Curti's *The Growth of American Thought* presents the facts of the major American movements in thought and culture precisely, coherently and orderly. The adequacy of the text and the scope of the subject matter have led Professor Gleason to lecture mainly in supplementary areas. The lectures are well prepared and the lecturer's style is adequate even if somewhat monotonous at times.

READINGS: Besides the text mentioned, Dr. Gleason required Grab and Beck's *American Ideas: Source Readings in the Intellectual History of the United States* last semester, although he may drop it this time around. He also encourages outside reading and requires one book report on these books.

ORGANIZATION: Last semester's grades were based on four marks: a midterm examination, a pre-Christmas exam, a pre-Christmas book report, and the final. He will add a fifth grade determinant this semester in the form of an additional test or book report. The tests cover adequately the material, demanding knowledge of the social movements in the history and the ideas that make them up. Both lecture and text material are included in the tests.

COMMENTS: The course is a very adequate survey of a very large area. It presents the students with some very provocative insights into the shaping of the presently held American cultural ideas. It is recommended by the reviewer to anyone who wishes to competently criticize the present American scene.

HISTORY 187
REPUBLICAN HISTORY OF LATIN AMERICA
MEXICAN HISTORY
SAMUEL SHAPIRO

CONTENT: Professor Shapiro will teach two courses in the major sequence in the spring term,; Republican History of Latin America and Mexican History. Republican History of Latin America (1825 to present) is the sequel to this Colonial History, but the Mexican History course is something entirely new. The latter course cannot be really evaluated, therefore, but it is hoped that those interested in the subject matter will be able to surmise what the course will be like from the evaluation of the courses which have been taught.

PRESENTATION: Since outside reading is quite extensive, Dr. Shapiro's lectures just give a general picture of the subject matter. He relies on the books for general details. He keeps the lectures interesting by drawing parallels between Latin America and the United States and by telling anecdotes of his experiences in Latin America.

READINGS: The course demands a great deal of reading (as many as 12 books per course), but the books are well chosen and usually quite interesting. Realizing that the course may be the only experience with Latin America which a student may have, the books are not all rigorous history.

ORGANIZATION: The written work is restricted to two or three book reports (three to four pages each), but a great deal of emphasis is placed on them. Dr. Shapiro demands high quality in these papers and does not tolerate poorly written or poorly developed reports. However, he is very lenient in giving extra time to the students for handing in their book reports. There are also a few short quizzes and a final included in the determination of the final grade.

COMMENTS: Professor Shapiro's courses are worthwhile and enjoyable for both the serious history major and those merely curious about Latin America. They demand a lot of reading and the written work must be of high quality rather than voluminous.

HISTORY 192
AMERICAN CITY HISTORY
JOHN WILLIAMS

CONTENT: This is the second half of an urban history course, which places the American city in the context of its physical, social, political and economic evolution. This portion of the course focuses specifically on the industrial city: its physical expansion and planning, its politics, and its social conditions and problems. The development of a national urban culture will also be discussed. Throughout the course, there is a recurrent theme—the concept of community and how it relates to the various institutions of the city. Community and its implications may in fact be the foundation of the course.

PRESENTATION: Professor Williams' personal interest in the city is well reflected in the content of his lectures. They are well organized and overflowing with information, which at times may seem somewhat detailed. His selection of topics reflects a considerable insight into the basic urban problems. His enthusiasm and vigor in speaking compensate for the speed in which the lecture is presented. The student must always remain alert and follow the developments closely so as to appreciate the interrelationship of the readings and various citations made as well as the various aspects of the lecture topic itself. The lectures closely parallel the information presented in the readings without being a simple summary of the book. At times, specific questions are directed either from the professor to the students or vice versa, but in general the class period is devoted to the lecture.

READINGS: A basic text is employed as a form of framework for the progression of the course. *A History of Urban America* by Charles N. Glaab and A. Theodore Brown is a very thorough summary of the major issues considered in the course. Special readings will be assigned to individual students covering certain specific cities as well as special aspects of the city.

ORGANIZATION: There is one term paper per semester. The topic is broadly defined by Professor Williams, but the individual can develop specific points which are of particular interest to him. Two examinations are given during the semester consisting of essay and objective-type questions. The final examination is comprehensive.

COMMENTS: Anyone interested in sociology, government, history, economics or urban physical design would find this course extremely interesting. But, there is definitely a good deal of work involved and it is suggested that those who desire an easy semester should look elsewhere. The effort put into the course though proves extremely valuable to any one of the disciplines mentioned above. Its interdisciplinary nature is a refreshing turn from the one-directional courses normally offered.

HISTORY 196
DIPLOMATIC HISTORY OF THE U.S. II
JULIUS PRATT

CONTENT: This course is the second semester sequel in the yearly series on American diplomacy taught by Dr. Pratt. The spring semester will begin with the close of the Spanish-American War and continue up to the present. The period is dominated by America's involvement in the two World Wars and so is the subject matter of the course. The international relations of the United States are treated historically and not systemically or structurally as in the government department. Professor Pratt propounds no great theories of how the world is to be run, but merely accounts for how it has been run in the past.

PRESENTATION: Professor Pratt's lectures are essentially a narrative history of the subject matter. However, his very thorough lecture notes have been published in book form and are the chief text for the course. This makes the lectures somewhat repetitive. However, Professor Pratt does comment on bibliography in class and discusses current problems in American diplomacy. His many years of scholarly study of the subject have made him capable of very

mature and wise reflection on these problems, and his comments in these regards make the lectures and course worthwhile.

READINGS: Beside Professor Pratt's text, three other readings per semester are required. They include Robert Shaplen's *The Lost Revolution,* a book about Vietnam; George Kennan's *American Diplomacy: 1900-1950;* and a third work dealing with postcolonial Africa. The readings are well chosen and do not place an unbearable burden on the student.

ORGANIZATION: There are no papers for the undergraduates in the course. The grades are based on three tests, of which one is given at the end of the year in the regular examination period. The tests generally cover one of the assigned books plus the history of the three periods into which the course is divided. The tests combine identifications with essay questions in which the student must discursively deal with some topic covered in the course. The tests rather accurately measure a student's mastery of the material for the course and the amount of time and effort a student has put into the course. A's are given to but a few, but a moderate effort will assure a B.

COMMENTS: Dr. Pratt is professor emeritus of the University of Buffalo and it is indeed fortunate for Notre Dame that he has agreed to teach here. Professor Pratt is the dean of American diplomatic historians both in point of age and in point of accomplishment. His course gives the student an insight into both diplomatic history itself and the problems involved in the study of history. Scholarship sort of rubs off onto the student. The course could perhaps be improved if less time were spent in narrating events and a bit more were spent on interpretation. For instance, the course would be improved by giving a bit more time to evaluating the various theses respecting America's involvement in World War I or in tracing the coming of the conflict with Japan instead of dealing with them simply chronologically.

CELTIC 250
OLD IRISH
ROBERT NUNER

CONTENT: This course comprises an attempt to learn the principles of Old Irish grammar through the translation and analysis of simple texts. Obviously the course requires no special background, although a lively and inquisitive interest in linguistics and a certain familiarity with linguistic terminology are, if not essential, at least helpful.

PRESENTATION: This is a "directed readings" course. that means that, while the director, Mr. Robert Nuner, selects the texts to be studied, the burden of the responsibility lies with the student. The latter works at his own pace and may go in to see Mr. Nuner for correction and commentary as often as he deems necessary.

READINGS: Books for the course include R. Thurneysen's *A Grammar of Old Irish,* a book of Old Irish paradigms and any number of annotated glosses and texts; all can be found in the library or simply borrowed from Mr. Nuner himself. Since, however, there is a noticeable dearth of a few of these books and since the intense and fruitful investigation of the rather unusual material of this course demands a certain amount of intimacy, enrollment in the course must be limited to two, perhaps three, students. The interest of the Old Irish texts studied, which are often fragmentary and wholly devoid of context, is purely linguistic, and this in itself tends to hold enrollment in the course at a minimum. Yet as no volume exists in which Old Irish grammar receives a traditional systematic presentation (Thurneysen's is a *reference* grammar), these texts provide the most painless manner for the student to work with and hopefully in time to learn something about an extremely complex language.

ORGANIZATION: The eager student can cover as much

material as he likes; perhaps the key to such a formidable and frankly difficult undertaking (this commentator has followed the course for two semesters now and can report no great progress) is quantity which never allows itself to ignore quality. The final grade in this course is probably, in fact, based upon just such a consideration. For progress here will be apparent only through exactitude and gradual refinement in the translations and these latter qualities are possible (at least with Old Irish) only through the student's daily application and significant *quantitative* leaps. The *average* final grade given in the course is impossible to calculate, since only one student has studied Old Irish in the past few semesters. He received a "B" and assumes full responsibility for what must be considered a mediocre grade in a directed readings course, where interest and maturity are presumed.

COMMENTS: Mr. Nuner, chairman of the Department of Classics and Modern Languages, is an excellent mentor who possesses a disarmingly broad foundation in linguistics. We might add that he is a charming, witty and very helpful person; for this reason the form of the course—i.e., contact with Mr. Nuner—is at least as important as its content. Aside from this, however, immersion into eighth century texts can be a fascinating and self-forgetting experience for the student who is gifted with any linguistic insight whatsoever and who chooses to utilize this insight assiduously.

CLASSICS 12
ELEMENTARY LATIN II
JOHN HRITZU

CONTENT: This is a two-semester introductory course in Latin language fulfilling the language requirement for students in the College of Arts and Letters. The second semester consists of a continuation of the study of Latin grammar begun the first semester and readings in Latin authors. The prerequisite for the second semester is either the first or its equivalent.

PRESENTATION: Mr. Hritzu follows the textbook very closely. Alternate days are devoted to a lecture explaining the chapter at hand and to correction of homework assignments. Assignments are drawn from the textbook and consist principally of sentence exercises, usually between 20 and 25.

READINGS: The readings are used primarily for linguistic exposition and study.

ORGANIZATION: Tests are given after five chapters; they consist of three English-Latin and Latin-English translations and finding errors in prepared Latin sentences. Grades given are based on homework and examinations; the instructor emphasizes, however, that the student who gets off to a bad start, can catch up. The final examination is counted as heavily as the instructor deems necessary in order to accurately represent the student's overall work through the semester.

COMMENTS: The course serves the function of providing an introduction to Latin language, although by no means a rigorous one. Mr. Hritzu is an open-minded teacher who manifests concern for students' problems in the course; he is, in addition, a very fair grader, aware of the difficulties of elementary language study.

CLASSICS 34
READING GREEK II
JAMES SIMONSON, C.S.C.

CONTENT: This course is a small program in reading classical Greek; each semester one genre is studied closely. The fall semester this year concentrated on the historians Herodotus and Thucydides; the spring semester will continue with Thucydides and also include the Attic Orators. The course demands a high level of fluency in classical Greek.

PRESENTATION: The style of the course is informal; the meetings are about one hour in length and consist of reading, with some comment, prepared texts. Simonson serves the function of a guide through the reading; his comments tend to focus on the grammatical problems encountered in the reading and are consequently very useful in this sort of undergraduate course.

READINGS: The texts at hand will be Book II of Thucydides' *History* and selections from the Attic Orators, including Antiphon, Andosides, Isaeus, and Isocrates.

ORGANIZATION: The only work required in the course is class recitation and the grade is naturally drawn from that. The size of the course—the average number of students is three—permits, of course, close scrutiny of the student's knowledge on Simonson's part.

COMMENTS: This course is obviously of interest only to students who have a rather rigorous background in Greek and are interested in participating in what is simply a very enjoyable experience. This course has much in common with the study of classics everywhere; it does not excuse or apologize for itself or boast of its importance. There are no awkward attempts at synthesizing all of Western culture, attracting the shapes of the Greek mind. It is simply there and those who realize its importance will take it.

CLASSICS 65
ROMAN EPISTOLOGRAPHY
JOHN HRITZU

CONTENT: Roman epistolography surveys the tradition of the Latin letter from the close of the Republic to the second century after Christ. The student is expected to have at least an adequate reading ability of the Latin language; his ability is subject to scrutiny by the classics group.

PRESENTATION: The course is conducted on a seminar basis. The student is required to prepare translations for each class and be prepared to discuss intelligently certain literary aspects of the authors. There is a certain amount of outside research expected of the student. Discussion in class centers around rhetorical devices used by individual authors, comparison of the authors, and a history of the authors and their style. A paper is required of each student. Subjects are chosen with the approval of the teacher. These papers are also to be presented in class.

READINGS: Major emphasis in the course is placed upon the epitomes of the art, Cicero and Pliny. Other readings include Quintilian, Fronto and St. Jerome.

ORGANIZATION: There are two exams, midterm and final. These consist of sight translations, explanations of rhetorical devices used, and several essays concerning the influence of the writers. The average grade for the course is B+. Exams count for 40% of the mark, class participation 60%.

COMMENTS: This course is recommended only for classics majors since it is an intensive study of one aspect of the Roman literary tradition and not a survey course.

CLASSICS 102
NEW TESTAMENT GREEK II
LEONARD BANAS, C.S.C.

CONTENT: The course aims at a minimal understanding of the grammar of *koiné* Greek, but the emphasis is on putting the student in direct contact with the texts as soon as possible, on the theory that he will learn more quickly from seeing the grammar and vocabulary in context, rather than studying it in isolation. There are no prerequisites.

PRESENTATION: As a man, Fr. Banas is friendly, unassuming, and likable. As a teacher, he is woefully inadequate. His classes are dull, unprepared, and ineffective in presentation of material. Classroom procedure consisted of daily quizzes and expositions of grammar during the first semester and in-class translation by one or more students of material prepared the night before, with appropriate commentary by the teacher. On the whole, not very satisfying.

READINGS: In the first semester Payne's *New Testament Greek* is used, and actual translation of the texts begins during the second semester, although token translation is done from the very beginning of the course.

ORGANIZATION: There are no papers and only one exam, the final, of medium difficulty. However, especially in the first semester when grammar is studied, quizzes are given almost daily on the preceding class's material. Vocabulary sheets and exercises are assigned occasionally. Grades are for the most part quite high.

COMMENTS: Dissatisfaction with the course was extreme. Many felt it to be a waste of time. Common complaints: Fr. Banas' lackadaisical and unimaginative attitude, the quizzes (which wasted class time and involved simplistic memorization that was quickly forgotten), lack of basic grammar, lack of a systematic approach to the translating which might lead to less haphazard and more efficient learning, and a feeling that if one did happen to learn any Greek, it was purely incidental to the workings of the course.

Short of changing teachers, improvement could be brought about only by a general reappraisal of the structures with regard to their general effectiveness, and a *metanoia* on the part of the teacher with regard to his responsibilities.

CLASSICS 150
GREEK AND ROMAN MYTHOLOGY
FRANCIS LAZENBY

CONTENT: A general survey course which covers the most important aspects of the Greco-Roman literary and religious traditions. The major emphasis is placed upon the more important Greek and Roman cults. Also, emphasis is placed upon the oriental origin of the Greek cult. There are no prerequisites.

PRESENTATION: The structure of the course is lecture based. There are some slide lectures when the student comes to the Roman traditions. Occasionally relevant side matter will be interspersed when needed to clarify a position. Most lectures are structured according to the required reading material.

READINGS: The student is required to read Gustav Schwab's *Gods and Heroes,* an excellent cross-section of all the major Greek myths. Also, for the latter half of the semester, the student is required to read Ovid's *Metamorphoses.*

ORGANIZATION: Each student is required to give a presentation on some relevant subject to be selected by both the student and the teacher. There are no required papers. There are two exams: midterm and final. Material will be drawn mostly from the lectures and secondarily from the reading material. The average grade is a B+.

COMMENTS: The course is especially recommended for students planning to major in English or classical literature. It is an excellent introduction to literary traditions which will appear frequently throughout the history of literature.

CLASSICS 156
CLASSICAL ARCHAEOLOGY II
FRANCIS LAZENBY

CONTENT: This is a two-semester course designed to introduce the student to the history of Roman and Greek archaeology and to familiarize him with major archaeological sites. The second semester focuses on Roman archaeology. There are no prerequisites and the semesters may be taken nonsequentially.

PRESENTATION: The course's structure is on slide-lecture basis. The lectures follow the chronological order set up by McKendrick's study; in addition, most of the slides are taken from that book. Each student is expected to present a written article to the class. The material for that student lecture is selected jointly by the student and teacher. These lectures usually lend emphasis to some particular area which needs clarification.

READINGS: The reading for the course is Paul McKendrick's *The Mute Stones Speak,* an excellent introduction to the science and history of classical Italian archaeology. Outside readings are used as necessary and are usually treated in student lectures.

ORGANIZATION: There are two examinations: a midterm and a final. The content of these exams is drawn mostly from the slide-lectures and the reading texts, although there are questions concerning required reading material outside the class and the students' lectures. Exams count for 60% of the grade, student lectures for 40%. The average grade is B+.

COMMENTS: This course is recommended especially for Classics majors. It is an excellent introduction to Classical culture with allusions to literature and its development.

FRENCH 36
FRENCH LIT. II
BERNARD DOERING

CONTENT: This course is a survey of French literature of the nineteenth and twentieth centuries. It will be structured as a follow-up to a first-semester course which surveys French literature from its origins to the nineteenth century. Though the first semester is generally considered a prerequisite, students may take the second semester by itself. The emphasis of the course is reading. "Explications de texte" are then made in the class period. A course in intermediate French or equivalent experience in the French language is necessary for admission, as the readings and class discussions are conducted in French.

PRESENTATION: The class itself includes some lectures but consists primarily of discussion and analysis of the works studied. This format results in continuous questioning of students by Dr. Doering. There is little discussion among students themselves. This is a drawback to the course, but one which is almost inevitable. The students are usually quite unfamiliar with the authors and the French method of studying literature. Thus, Dr. Doering must take the initiative and firmly lead the class. All the readings are discussed, though only the more important are emphasized. Testing concerns only those areas covered in class.

READINGS: The authors studied include the greats of the nineteenth- and twentieth-century France, with emphasis on the twentieth century. No in-depth study of any one is possible as the course is a survey. Provided with a general familiarity with all the authors, the student will then be able to return to those he prefers. Again, because the course is a survey not all the authors are interesting, and it is often impossible to have a stimulating discussion. The number of readings required is not prohibitive, and adequate time is provided for preparation. However, the student will have to keep up with the class or he will find it difficult to catch up.

ORGANIZATION: Assignments are given on a class-to class basis and almost all classes require specific preparation. Two or three papers of moderate length are required. There are also two or three examinations. Neither the papers nor tests should divert the prospective student away from the class, since they require no more than reasonable effort. Conscientious participation in class is the key to success on papers and tests. The grading is neither easy nor severe. It is an indication of the effort made.

COMMENTS: This course is neither exciting nor dynamic. It is tedious and often dull. However, this is due to the nature of the course rather than the teacher. Being a survey, the course should be considered as a necessary passing stage for those interested in the literature of France. Therefore, it is recommended for only those desiring a general background in the subject. Nonmajors with sufficient knowledge of the language will have no trouble. In addition all students will find the course a means for improving their reading, writing, and speaking skills in French.

FRENCH 97
PROUST
CHARLES PARNELL

CONTENT: As projected, this course will attempt to cover in considerable detail the works of Marcel Proust. As a change of pace Pascal and Montaigne will be discussed from time to time. Only students with a rather strong background in written and spoken French should consider taking the course; it is one which should entail a great deal of preparation.

PRESENTATION: Doctor Parnell's upper level literature courses have long been known for their informality and enjoyability. His course on Gide and Claudel this past semester was conducted in his office. Although he is an authority on Proust and could easily give a documentary course on the writer, he would prefer to study him on a seminar basis. The student will be surprised by Doctor Parnell's open-mindedness and willingness to discuss and consider any intelligent opinion. He encourages creativity in the student and dislikes being dogmatic regarding a writer.

READINGS: Readings will include all fifteen volumes of Proust's *A la Recherche du Temps Perdu* which from a stylistic point of view can be difficult to follow. Student will also be expected to read a passage from either Montaigne or Pascal each day because their ideas will occasionally be discussed and contrasted in class.

ORGANIZATION: The student should expect two term papers and a final examination during the course of the semester. A large part of the student's grade shall also be based upon class participation. Because of the normal quality of students in a class of this nature, Dr. Parnell would project the final grade at a B+. However, should a student fail to keep up with the reading assignments or other requirements of the course, even a failing grade might be given.

COMMENTS: It should be mentioned that Doctor Parnell is giving this course entirely on his own time and out of no necessity to do so. This is a subject which genuinely interests him and that he enjoys teaching. The student should be able to sense this. Interest should be even further strengthened by the Doctor's anecdotes and high regard for students. Any qualified student genuinely interested in this facet of French literature should consider taking this course. Doctor Parnell's knowledge and understanding of both Proust and students assure its being a rewarding experience.

FRENCH 166
MOLIERE, RACINE AND CORNEILLE
PAUL DUET

CONTENT: As projected, this course will consist of a rather detailed study of the three main French dramatists of the 17th Century — Corneille, Racine and Moliere. The minor dramatists of the same period will be studied also, but in less detail. This course will

RANDOLPH KLAWITER

YOU'VE probably seen him before. He spends part of every afternoon in the pay caf drawing meditatively on his pipe and working on some scholarly project. Students (generally his) visit him in the caf; they come to ask questions about German verbs and Hermann Hesse (and, of course, about exams), to seek advice, or just simply to bull around. One of the few professors hereabouts who make themselves available to students, he seems to believe that he can learn from them, too—at least as much as they can from him.

Randolph Klawiter (the girls in the caf just call him Randy) was born and reared in Grand Rapids, Michigan. It was there that he attended Aquinas College, from which he graduated in 1953 with a degree in European history. During his graduate studies at the University of Michigan, however, Mr. Klawiter became interested in the works of the noted Austrian author Stefan Zweig and later did his doctoral dissertation on this writer. After teaching at Aquinas for two years, Mr. Klawiter came to Notre Dame in 1961, and here he has taught German language and literature ever since.

Mr. Klawiter's interests are diverse and unusual, ranging from Renaissance Humanism to Western Americana (i.e., cowboys and Indians). But his main interest lies in the teaching of foreign language. For him, the study of German has not been a purely theoretical or academic thing; rather, he views foreign language as a "human discipline," quite necessary to one's development beyond cultural isolationism. For this reason he believes languages should be more greatly emphasized here at Notre Dame. As for majors, they should have at least one year abroad under their belt.

But, as Mr. Klawiter is quick to point out, for nonmajors there is a problem: Notre Dame's department of modern languages is by no means the University's largest. There are few professors; therefore the number of courses is small and the variety slight. Furthermore, courses are either too elementary for majors (especially those returning from, say, Innsbruck or Angers) or too advanced for interested students who are not fluent in a foreign language.

For these problems Mr. Klawiter offers a variety of possible solutions. The student who has no interest whatsoever in learning a foreign language should certainly not be forced to do so; in his case language requirements could be dropped altogether. Yet Mr. Klawiter believes languages are more interesting, broadening and therefore important than most students think; many students, for example, are unaware of the great emphasis which graduate schools place on a knowledge of foreign languages. Thus, he suggests, the requirements should perhaps be extended to include, beyond the traditional year of grammar, another year or two of composition and practical readings. The language department might also sponsor courses in comparative literature; these could be conducted in English but would enable students to be introduced to works of foreign literature that would ordinarily remain unknown.

As for language majors and their more specialized complaints of "not enough courses," Mr. Klawiter offers a remedy that would certainly be agreeable to all those involved: more co-ex courses. In this way courses not available at Notre Dame would be taught at Saint Mary's and vice versa, and majors would be encouraged to take advantage of this arrangement.

Such are but a few of the observations and suggestions of this professor, whose concern is certainly with the spirit, at the expense of the letter, of language requirements. He is a wise and witty man. Go to see him sometime. He spends his afternoons in the pay caf, smoking his pipe and working assiduously away.

attempt to enlighten the student regarding these writers and at the same time show their extreme relevance and influence on future writers. This is a course suggested only for advanced students of French literature.

PRESENTATION: This course will be conducted normally on a seminar basis. Before beginning discussion on any particular author, however, Mr. Duet will lecture on him for one or two classes. Otherwise, the discussion will be handled by the students themselves with the professor serving as moderator. Mr. Duet has concentrated on this phase of French literature during his eight years at Notre Dame and certainly should prove more than capable to explicate this period in light of its writers.

READINGS: Readings shall include three plays by each of the major dramatists: Corneille, Racine and Moliere. In addition, each student will be required at least one play by a minor dramatist of the 17th Century.

ORGANIZATION: During the semester, the student will have a final examination and at least one paper which he will be required to present orally before the class. A large part of the grade shall also be based upon class participation. Because of the normal quality of the students in such a class, the average grade can be projected as B+.

COMMENTS: Mr. Duet has not given this course for over two years, so this may cause some difficulties at

first. However, it would not seem that this should discourage students from taking it. He certainly appears to be the type of person who has a definite understanding of students and an ability to hold their interest. This course should prove most worthwhile for any student interested in this phase of French literature.

FRENCH 170
18th CENTURY LIT.
CHARLES ROEDIG

CONTENT: This course will examine the Age of Enlightenment in France. Interest will, therefore, center around the various *philosophes* and their celebrated *lumières*. This includes such men as Voltaire, Rousseau, Montesquieu and Diderot. Ability to read, write, and speak French are the only prerequisites.

PRESENTATION: Mr. Roedig likes to run his courses on a seminar basis, and this format would probably lend itself well to his course on the 18th Century, considering the wealth of philosophic material to be covered. In the past, however, students have tended to be unresponsive in Mr. Roedig's classes. The reason is partly that students were simply not keeping up in their readings, partly that class discussions were sketchy and indecisive, never quite covering the whole scope of the material read. It might be helpful if Mr. Roedig began each class by lecturing a few moments, after which he would hand the reins over to his students and enter the discussion only to guide it down useful and appropriate paths.

READINGS: Mr. Roedig will work mainly with an anthology. He also intends to read three plays—by Voltaire, Marivaux, and Beaumarchais—which will be available in inexpensive editions of the *Classiques Larousse*. As the course has not been taught in the past three semesters, one can only conjecture as to how good the readings will be. If they are as well chosen as they have been in other of Mr. Roedig's courses, then the possible value of the course—especially for majors who hope to pass the GREs—is incontestable. The problem will undoubtedly remain the length of the reading list. Last semester, in Mr. Roedig's 20th Century Drama course, for example, students read upwards of thirty plays in addition to three critical works; consequently, as we have mentioned, students were often behind in their readings and class discussion tended to lag a great deal.

ORGANIZATION: Mr. Roedig usually assigns three 5-10-page papers and gives a final exam. This test will probably be, at least in part, take-home. Papers and exams are very fairly graded and determine, together with class participation, the final grade. The average final grade is "B," although "A's" are not out of sight.

COMMENTS: It must be said that the problem in this course could remain the same as in Mr. Roedig's past courses: there is simply too much material perused for there to be any in-depth coverage; nor is there usually any attempt made to synthesize the material. Either the amount of material covered should be cut down or Mr. Roedig should call into his service the traditional French method of textual analysis, the "explication de texte," which allows the student to appreciate the ideas, the style, etc., of an author through careful examination of key passages. Otherwise the course might foster little more than careless eclecticism. The course is recommended only to majors who have a great capacity for doing outside reading.

GERMAN 12, 22
ELEMENTARY AND
INTERMEDIATE GERMAN
STAFF

The Notre Dame German Department presently offers seven Elementary German courses (one of which will be starting with this second semester). There is also an Intermediate German course which is offered by the department.

CONTENT: The Elementary German is for students with little or no knowledge of German. Those with a year or two of German may wish to start with the second semester of this course. Basics of grammar are stressed, along with ability to speak and comprehend basic German. The Intermediate German begins with a basic review of grammar but places a greater emphasis on readings and discussions.

PRESENTATION: Mr. Rubly, a former Innsbruck student, presents a fast-moving, but worthwhile course. Mr. Wimmer, a native of Germany, likewise teaches a good course. Sr. Kovacs' native speaking ability compensates for a lack of teaching experience. Mr. Klawiter's course is also a good bet. Mr. Morrow is a graduate student who also teaches one of the elementary sections. Fr. Broestl, former director of the Innsbruck Program, teaches the second semester course.

READINGS: For the elementary course, there is a grammar text and one reader which is used during the second semester. The Intermediate course uses two readers during the year. Discussions center on these readers. The goal is a good reading knowledge of German.

ORGANIZATION: No papers are assigned in these courses. Homework consists of vocabulary and grammar exercises, and some writing in the intermediate section. Two departmentals and one final are given per semester along with various quizzes. The departmental rule for marking is as follows: final—25%; departmental and quizzes—25%; homework and class 50%.

COMMENTS: The purpose of these courses is to give the students a basic understanding of the fundamentals of German grammar and a comprehension of spoken and written German. Several hours of each week is set for work in the language laboratories. It might be noted that German is generally considered as one of the more difficult languages and is recommended to those whose major requires it, or who have a special interest in German.

ITALIAN 12
ELEMENTARY ITALIAN
I. SCHUSSL

CONTENT: As an elementary language course, Miss Schussl's Elementary Italian seeks to develop a basic

grasp of the language and its workings in the first semester's work. Therefore, the major emphasis of the course is on comprehension of the grammar system, intensive vocabulary building through reading selections, and finally, personification of accent and oral facility through frequent lab sessions (2 per week). There are no prerequisites for this course. Although very little English is used in class, no previous knowledge of Italian on the part of the student is assumed.

PRESENTATION: Naturally, there is no strict lecture in this course. The teacher has chosen a very good text, and supplements it with further explanatory notes of her own when she feels that a lesson inadequately covers its subject. Grammar drilling is a frequently practiced method in this class; it is very helpful, but could be accomplished in more varied forms in order that it be made palatable to the students. It is noteworthy that material is always covered sufficiently before the students are tested on it

ORGANIZATION: There are no papers or projects for this course. The assignments are quite reasonable and consist chiefly of comprehensive exercises in grammar or in writing short compositions based on the cumulative vocabulary. There are bi-weekly tests, occasional short dictations, and a final examination in the course. The tests are always announced in advance, but the dictations are not. The material being tested is always fairly well restricted to that which has been covered in the past two weeks. This being a language course, however, the tests are in effect cumulative.

COMMENTS: It's difficult to judge a course of this nature objectively. A great number of students are taking it to fulfill a language requirement and therefore lack enthusiasm for the course. Other students are language majors, and have picked up Elementary Italian in order to round out a field of three or four languages. As language majors, they are naturally more enthusiastic, and lend themselves more easily to studying the course material. However, there is the danger of boredom, or of a lack of challenge for these students. While the teacher is quite competent, the one very large section (38 students) should be divided into at least two sections, perhaps placing the requirement-fulfilling students in one section and the majors in the other. In this way, the more advanced group could be offered more challenging work, while the others could work on the basic elements of the language. It is, however, a very valuable course, especially for language majors.

JAPANESE 12
ELEMENTARY JAPANESE
GEORGE MINAMIKI, S.J.

CONTENT: The elementary Japanese course meets six hours per week through two semesters. Two of the hours are in the language laboratory. The teacher handles the four classes each week; the lab is handled by a Japanese graduate student in Engineering. The course is designed for candidates for the Sophomore Year of Studies in Tokyo and is open to students of St. Mary's College and Notre Dame. There are no other prerequisites. The emphasis of the course is the teaching of basic conversational patterns and vocabulary and an introduction to the extremely complicated writing system.

PRESENTATION: There are no lectures in this course, since it is primarily a language skill course. There are frequent brief, interesting talks by the teacher about Japanese culture, customs and history. The presentation of the language material is of superior quality.

READINGS: During the first semester class readings have consisted solely of dialogues illustrating the elementary points of grammar. In the second semester additional reading material of a more varied and extensive type will be presented. At the moment the class is reading in English, as outside material, issues of the *Japan Times,* books on Japanese history, Japanese-American relations and Japanese literature.

ORGANIZATION: The course is highly organized with constant review materials incorporated in the daily written assignments. There are brief quizzes at least three times weekly and in some weeks in every class including the lab. These quizzes, although not difficult, require very specific knowledge of the materials under consideration. The daily assignments include Japanese writing and grammar exercises. The grading for the course is based on a combination of grades for these quizzes, grades for exercises in writing Japanese script, class performance, grades on daily homework and, of course, the final examination.

COMMENTS: It is my opinion that this course is one of the best *language* courses I have observed or taken part in. The teacher has had years of experience in this field, brings to the class tremendous enthusiasm and a keenly organized body of material. He obviously spends many hours in preparation for each unit of work. Although very demanding, he is also understanding and makes sensible allowance for student faults. The students cannot help but obtain a good introduction to the language and writing of Japan as well as a sound introductory knowledge of Japanese history and culture. Whether or not they spend a year in the country, they will have gained insight into the area. The course should certainly be required of anyone planning to go to Japan in the Notre Dame program. It would also be valuable for anyone interested in Far Eastern history. The only criticism one could make, and it does not concern a basic problem, is that, in order to reach the standard expected by the teacher, students would have to spend an inordinate amount of time on the course. Fortunately he relaxes his standards as necessary.

PORTUGUESE 12
ELEMENTARY PORTUGUESE
HENRY H. CARTER

CONTENT: This course is an introduction to the Portuguese language and the culture of Brasil. The major emphasis is on conversation with little insistence on rigid grammar rules. Doctor Carter served as our Brasilian Cultural Ambassador for five years, thus making him very competent in his field. There are no prerequisites for the course but a prior knowledge of any romance language will aid the student.

PRESENTATION: There is no formal note-read lecturing by Dr. Carter. The material is covered day-by-day through discussion between student and teacher. There is daily oral translation into English and some writing

and translating into Portuguese as the class advances. Portuguese is used as much as possible, but since this is an elementary course there often is need for English explanation. Because the class is usually small in number there is opportunity for valuable give-and-take between student and professor.

READINGS: The Official News Bulletin from the Brasilian Embassy is used for the daily Portuguese English translations. These help the student to keep abreast of the political and social activity in current day Brasil. *Contemporary Portuguese,* edited by Georgetown Press is the official text accompanied by a corresponding series of tapes for the laboratory. There are some excellent Brasilian novels read each semester such as *Dom Casmurro* by Machado de Assis. Supplementary cultural information is provided by Douglas Garman's translation of *Brasil,* an illustrated fact-filled guidebook.

ORGANIZATION: There are small quizzes approximately every two weeks. Two exams are given: a midterm and a final. The exams are comprehensive. Short assigned translations into Portuguese are demanded sporadically throughout the semester, but these are not difficult. Final grade is based upon the test grades, class improvement and class participation.

COMMENTS: The class is stimulating and enjoyable. The informal atmosphere encourages a good student-teacher relationship. The student is neither pressed nor burdened by Dr. Carter and progress is steady. The evaluator recommends this course to any Arts and Letters candidates especially those with previous romance language training.

RUSSIAN 12
ELEMENTARY RUSSIAN
STAFF

CONTENT: This is the introductory Russian course. For this reason there are no prerequisites. As in any introductory course, the emphasis is placed upon forming a solid base in grammar, introducing the vocabulary, and attempting correct pronunciation.

ORGANIZATION AND READINGS: All the teachers do extensive oral work involving drills and question-and-answer sessions. This is in addition to lab. Quizzes and tests are a regular part of the procedure. Only the semester final is administered departmentally. Outside reading from newspapers and stories for beginners are used as supplementary material during the second semester. The department sets minimum standards in regard to the amount of text covered each semester. Otherwise the teachers are free to determine their speed and their own personal grading systems.

PRESENTATION AND COMMENTS: In the department there are four teachers offering this basic course. Mr. Weston has been highly recommended for those sincerely interested in the Russian language. As he also teaches the intermediate course there is good continuity. The intermediate is primarily an extension of first-year work with more emphasis upon details and more required readings. Sister Cariveau has been noted as a very personable teacher who relates well to the students and who *genuinely* likes to teach. This was characterized as a very lively course. Mr. Columbus is finishing his first semester at Notre Dame and has shown himself to be a good teacher with a solid command of the Russian language. Finally there is Sister Carey, very adept at explaining the fundamentals. Her pace might well accommodate a student interested in advancing a little slower.

RUSSIAN 36, 136
RUSSIAN LIT. SURVEY II
BRUCE WESTON

CONTENT: This course covers the whole spectrum of Russian literature. The second semester will concentrate on the period from Chekhov on through the 20th century. Since this is a survey course, it does not cover any authors in great depth, nor can it be expected to do so.

PRESENTATION: This course is presented in the form of lectures. These are usually tight and informative and invite the students' participation in class discussions. Tests are based exclusively on lectures and reading materials.

READINGS: The student should be well prepared for the fairly large amount of readings required, although ample time is always given for this work.

ORGANIZATION: Undergraduates will have no papers to write, and their final grade will be determined by three thorough tests made up of both objective and essay questions.

COMMENTS: This course does not provide as potent an educational experience as one in which a particular author, school or literary trend is presented. Nonetheless, under Mr. Weston's guidance it rates quite high as a survey course. Naturally the course presents quite a challenge, since the readings are many and the tests difficult. The course's greatest lure is the authors whom it studies: Gogol, Tolstoi, Dostoevsky, Jurgener, Chekhov, Pasternak, and several minor writers who are just as interesting by their expression, theme, and comments.

RUSSIAN 46, 146
READINGS IN RUSSIAN LIT.
ALEKSIS RUBULIS

CONTENT: This course is a chronological survey of Russian literature. It emphasizes reading comprehension and oral proficiency, both demonstrated through class participation. It would, therefore, be difficult to succeed in this course without at least three years of Russian under one's belt.

PRESENTATION: All materials for the class are carefully mimeographed by Mr. Rubulis. A class usually consists of preliminary discussion, class reading and perhaps an informal presentation of the biography of an author. Mr. Rubulis also likes to use available films to illustrate the work under study.

READINGS: Readings are limited in number. The reasons are simple: some are very difficult and others deserve more attention due to the magnitude of their authors. Mr. Rubulis has a decided liking for Pushkin, and that particular author is therefore stressed.

ORGANIZATION: There are three tests. They consist of simple essays which seek to demonstrate the student's ability to handle the material in the language itself. Grades are based on the student's interest as well as his linguistic ability; improvement of any kind counts for a great deal.

COMMENTS: This course is required in the Department for all aspiring Russian majors, but nonmajors who have considerable background in the language should also examine the possibility of the course. Mr. Rubulis conducts his classes in an enthusiastic and informal manner.

RUSSIAN 193
TOLSTOY
BRUCE WESTON

CONTENT: This course places primary emphasis on an understanding of Tolstoy as author, religious thinker, and social critic, through careful reading of all of his major and some of his minor works. Literary features of the works are directly examined in chronological fashion, from work to work, as are surveys of critical views of the author.

PRESENTATION: Mr. Weston has previously taught this same course at the University of Michigan, and his experience shows forth in his almost invariably careful preparation and presentation of the lecture material. A typical class might include a tight, informative lecture by the instructor, punctuated by discussion and student comment.

READINGS: As stated above, the texts include the more important works of Tolstoy — a rather formidable work load. Sufficient time is generally given, however, to complete these long reading assignments.

ORGANIZATION: Three tests are normally given, with both objective and subjective portions. The objective portion demands a knowledge of some not-so-obvious details, while the subjective section (which is by far the most important) consists of essays based on the lecture and reading material. Last year only about six people took the course for credit, and the average final grade was B+.

COMMENTS: One of this course's most salient features is the way in which the instructor is able to trace one facet of this literary genius' development (for example, his desperate search for spiritual relief) from his early life through to his religious conversion. The evaluator would take this course again without reservation, if only because of the penetrating visions one gains into this complex author's mind.

SPANISH 12
ELEM. SPANISH
STAFF

CONTENT: Spanish is a five-credit-hour course with emphasis on class participation and lab. Since this is a beginner's program, constant drilling is necessary while written work is at minimum. The text *Contemporary Spanish* (Lado and Blansitt) presents a somewhat accelerated approach, but is clear and well-organized.

PRESENTATION: The course is divided into approximately eight sections, each comprising 15-30 students. Mr. O'Dea supervises the department which is highly centralized and smoothly run. For those students who appreciate language and expect to continue it in the future, it is best to choose Mr. O'Dea or the witty Asst. Prof. William Richardson. Both of these men try to break up the "scientific mechanism" of a language course with their interesting sidelights. . . . On the other hand, the three teaching assistants tend to be a little disorganized, although their students are progressing favorably. Father Sendoya, a visiting assoc. prof. has had some trouble communicating and adjusting to American university norms; his course will require a bit of patience on the student's part. On the whole, the professors and assistants make an attempt at speaking Spanish as much as possible in class and will do so more as time passes.

READING: During the first semester, assigned reading was done in *Panorama de las Americas* (Crow and Crow), a concise introduction to Latin American history and culture. The average student experienced no difficulty in understanding the grammar and vocabulary within; but several students were disappointed that no attempt was made to discuss the book in class. This coming semester emphasis will be put on the Spanish influence in continental Europe. Students will be required to read *Panorama de la Civilisación Española* (Francisco Ugante, Odyssey Press); prepared quizzes accompany this edition, and all reading assignments will be due on Mondays.

ORGANIZATION: Grades are based on several departmentals which take place at two- to three-week intervals. Forty percent of the final mark rests on written exams, 20% on listening comprehension quizzes, 5% on the midterm interview, 25% on the final Written and Speaking Proficiency exam; class participation and teacher evaluation count only one-tenth.

There exists no curve as few students are really "lost." Tests are relatively straightforward and present no problem for the student who keeps up day by day. This year the department is proceeding at twice last year's pace. Three hundred pages of grammar have already been covered!

This coming semester in class there will be sixteen short films in color covering from fairy tales to travelogue-like close-ups of Spain and Latin America. There is a strong possibility the full-length movie success *Marcelino Pan y Vino* will also be shown.

COMMENTS: Many of the students will be sophomores just fulfilling Arts and Letters college requirements, yet sections are open to all interested. Mr. O'Dea runs a "tight ship" in his department but he feels a centralized yet broad introduction now will better prepare students planning on advanced courses in Spanish.

A note in passing: There exist two sections of elementary Spanish II taught by Mr. Botet. . . . This course is for students who failed first-semester Spanish and for transfer students. Its structure is quite different from Spanish I in that its purposes are for the most part remedial.

SPANISH 34
CONVERSATIONAL SPANISH
FRANCISCO MORENO

CONTENT: The purpose of Conversational Spanish is to develop the student's knowledge of the language into an effective conversational tool. The course will have three levels of emphasis: developing the ability to converse, studying assigned topics related to Spanish language and culture, and individual research to allow the student to express his own ideas in Spanish.

ORGANIZATION: Students will be expected to present individual written and oral reports and take an active part in all class discussions.

COMMENTS: The course will be taught by Professor Francisco Moreno, who has lived in both Spain and Venezuela and possesses a vast knowledge of the regional expressions of both these areas, as well as an extremely clear and pleasant speaking voice.

SPANISH 36
SURVEY OF SPANISH LIT.
WILLIAM RICHARDSON

CONTENT: This course, as the title denotes, is designed to acquaint the student with the major Spanish writers and their works from the literary period of 1861 to the 20th century. It must be realized that this course is only a survey and therefore will not handle

CHARLES PARNELL

To WALK into Professor Charles E. Parnell's office in the department of modern languages is an introduction to a life spent among the liberal arts and the students. On the desk, high piles of recording tapes, French plays, *Saturday Review,* the poetry of several languages, and letters from around the world; on the wall, a bright European street scene; in the corner, a volleyball and a tired, old double bass; around the desk, several chairs to accommodate seminar classes or students just dropping in for a chat; and on the bookcase, photos of the Université Catholique de L'Ouest in Angers, France, a painting of Angers' feudal fortress, and two group photos of two unusually large families: in this case, a total of 80 Notre Dame and Saint Mary's students for whom Dr. Parnell was resident director in Angers from 1966 to 1968. A conversation with Doctor Parnell often ranges from the American basketball team in Angers (for which he was manager, chauffeur, coach, trainer, and public relations man), to Proust's ideas of time, to Gothic cathedrals, to an anecdote about the experiences of his students in Angers, to his days at Yale while working for his Ph.D., to driving a tractor in Kansas wheatlands, to a de la Tour painting, to good recipes for *pâté de campagne* ("The secret is a cup of Cointreau and a cup of Madeira"), to Europe during World War II, or even to his evenings with the Elkhart Symphony ("Mine is the back chair of the viola section").

As a professor of modern languages, Dr. Parnell has, since 1948, been bringing the language and literature of other nations into the scope of thousands of Notre Dame students. A great believer in the interaction of all arts and cultures, he has put close contact and communication with his students at the very heart of a vibrant, intense, and personal "learning experience" of value to professor and student alike.

"The best teachers," says Doctor Parnell, "are catalysts in the presence of which students can make their own discoveries about literature—not as objects of study, but as another human being's work—which the student must live with to understand fully." As such, Notre Dame's department of modern languages is currently examining new and better ways of offering to students the opportunity to live with languages and literature in the presence of catalytic teachers. One way, of course, is the continuation of the Sophomore Year Abroad programs in Austria, France, Japan, and Colombia, where Arts and Letters or Business majors can spend a year constantly submersed in a foreign culture, often far away from any familiar or distracting points of reference. So far, these programs have enjoyed considerable success, with substantial improvement being made every year in all the programs.

The major task of the department of modern languages, however, is to teach foreign language and literature to students at Notre Dame. Presently, the ten-credit language requirement affords little more than an introduction to the grammar and idiom of a language. Upper division literature courses demand a grasp of the language that few nonlanguage majors have. According to Doctor Parnell, a better format would be to offer courses in translation, in interpreting, or in literature as a whole (including English literature), to follow an initial year of pure linguistic study (including the present English rhetoric and composition courses). Thus the student would be working for the first year with language as a tool, and for subsequent years with languages as literature. The English department and the modern language department would blend into one department of literature, permitting cross-culture studies of literary movements, ages, or themes, in two or more languages simultaneously. A less rigid structure of courses, then, would free the student to pursue literature at his own pace, according to his own abilities, in the presence of such effective catalysts as Professor Parnell.

any of the works in great detail. The major emphasis is placed on literary trends and the authors who helped to establish them. The only prerequisite in Spanish 11 and Spanish 12, or their equivalent.

PRESENTATION: The lectures are well prepared and reveal intimate details of the lives of the authors that aid in the understanding of their works. The lectures have a definite connection with the outside reading; however, most class time is spent in discussion. Class conversation is in Spanish with occasional lapses into English.

READINGS: In regard to the readings, only the more important works and writers from each period are treated. It would be physically impossible to deal with all the writers or to remember anything but the name of the author. A more than sufficient amount of time is allowed to read the novels; the majority of the works being read in Spanish.

ORGANIZATION: The text is an anthology, *Panorama de la Literatura Española.* There is no more than one paper and three tests, since most of the emphasis is placed on class participation. In order to obtain a satisfactory grade, it is necessary to demonstrate that you are doing the work required. The tests that are given are fair and ask no more than you are expected to know.

COMMENTS: This course should be considered worthwhile for both majors and nonmajors: a great deal of work is not required, the atmosphere of the class is very informal, and the lectures are an experience. It is very definitely the type of class which a student enjoys. Moreover, if any problems should arise in regard to examinations, papers, or the like, the professor is more than willing to help. All things taken into consideration, Spanish Literature is well worth your time.

SPANISH 38
LATIN AMERICAN LIT. II
THOMAS O'DEA

CONTENT: This course is the second half of a two-semester survey of the literature of Latin America. The second semester's work consists in an examination of the major literary movements of the period from 1888 (beginning of Modernism) to the present, with particular emphasis on the novel as it developed in Brazil and Spanish America.

PRESENTATION: The class is to a large extent conducted on a discussion basis, with ample opportunity for the presentation of individual opinions and interpretation. Formal lectures are limited to a general introduction to each literary movement.

READINGS: Due to the fact that this course is designed for those students majoring in language or seriously interested in Latin America, much of the discussion and approximately half of the literary works considered will be in Spanish. Therefore, a knowledge of Spanish equivalent to Spanish 11-12 is required. The reading list is rather on the heavy side, and is necessary to make such a survey of an entire continent's literary production worthwhile. Approximately ten to twelve novels or novel-length works are covered in the course of the semester, making about a book a week the rule.

ORGANIZATION: Requirements for the course include three three-page book reports (written in Spanish), an eight- to ten-page term paper (also in Spanish), as well as a midterm examination and a final. The midterm examination generally takes the form of a number of objective questions and one or two short essays. The final is no longer than the one-hour midterm and is generally the same type of examination. For those who have read the required works, however, neither examination is especially difficult.

COMMENTS: Due to the small size of the class (ten to twelve students), grades are based to a large extent on a careful reading and understanding of the works measured by means of active class participation. Assuming a sincere effort on the part of the student, however, a final grade of *A* or *B* is not uncommon, with both grades occurring in equal numbers. Quite apart from the question of grades, however, this is an excellent course and can be considered essential to anyone interested in Latin America and its literature.

SPANISH 160
CERVANTES
WILLIAM RICHARDSON

CONTENT AND PRESENTATION: This course consists of an in-depth study of the work of Cervantes, centering around *Don Quixote.* If time permits, Cervantes' *Novelas Ejemplares* will also be considered. All of the readings and most of the lectures and discussions will be in Spanish. Therefore a knowledge of the language at least equivalent to Spanish 11-12 is a prerequisite. Concerning the style of the course, Professor Richardson's approach to literature is a blend of lecture and discussion periods with opportunity for the expression of opinions and individual student interpretations.

READINGS AND ORGANIZATION: The pace with which the literary works are covered will be geared to the abilities and desires of the class to some extent, as this is a course to study one author in depth rather than survey any period or *genre.* The requirements of the course will include a midterm examination and a final, both of essay type, as well as two four-page papers (to be written in Spanish).

COMMENTS: Professor Richardson is a highly qualified lecturer in all aspects of Spanish literature, but is a specialist on Cervantes, making this course extremely valuable to anyone interested in Spanish language and literature.

SPANISH 245
HIST. OF SPANISH LANG.
HENRY CARTER

CONTENT AND PRESENTATION: This advanced undergraduate and graduate course traces the development of the Spanish language from its Latin-Iberian origins through its present-day form. The course will cover the history of the language from a linguistic and cultural point of view. However, no prior knowledge

of linguistics is required. The class presentation will generally take the form of a lecture, although the small size of the class (limited to ten students) will permit an atmosphere conducive to free discussion when appropriate.

READINGS AND ORGANIZATION: Two texts will be used, one in English and one in Spanish: Spalding's *How Spanish Grew* and *Historia de la Lengua Española.* Course requirements will include several short papers (written in Spanish), a midterm examination, various smaller research assignments, and a final examination.

COMMENTS: Because of Dr. Carter's varied and extensive background in the Romance languages, the course will often consider not only the development of Spanish, but also that of the other Romance languages— French, Portuguese, and Italian — on a comparative basis. The material and its presentation are such that anyone interested in language in general, and Spanish in particular, will find the course quite fascinating.

SPANISH 300
SPANISH SEMINAR II
LUIS SENDOYA

CONTENT AND ORGANIZATION: Spanish Seminar II will involve a study of twentieth-century *Vanguard* poetry and prose in Latin American Literature. It will emphasize the historic, philosophical, and aesthetic aspects of *La Vanguardia* in Latin American literature. Since the course is a seminar and deals with Spanish American literature, a good reading and speaking ability in Spanish is a prerequisite.

READINGS: Among the various assigned readings are: the poetry of Pablo Neruda, César Vallejo, Eduardo Mallea, and Octavio Paz; the short stories of Julio Cortázar and Jorge Luis Borges; and the novels of Miguel Angel Asturias, Mario Vargar Losa, Augustin Yáñez, and Juan Rulfo.

COMMENTS: Father Luis Enrique Sendoya, visiting associate professor from La Universidad del Valle, Cali, Colombia, presents a philosophical lecture relating man's state of being to his artistic creation. His lectures always provide opportunity for discussion and are intellectually challenging, but the student who is not well versed in philosophy will find Fr. Sendoya's arguments irrefutable. Fr. Sendoya is an extremely animated lecturer, a liberal thinker, and a poet who consider literature not only as aesthetic expression, but also as a way of life.

MUSIC 12 AND 22
THEORY II AND IV
CHARLES BIONDO

These courses are follow-ups to Theory I and III, and hence would be of interest only to students now taking those courses.

MUSIC 25
BRASS AND WOODWIND TECHNIQUES
ROBERT O'BRIEN

Mr. O'Brien, director of University Bands, was a brass and orchestration specialist in college. Again, this course is worthwhile for music majors only, but of little interest to anyone else.

MUSIC 34
MUSIC HISTORY
EUGENE LEAHY

CONTENT: The second semester course will cover the history of Western music from the Renaissance to the present. The first semester treated music from the Greeks to the Renaissance, but it is not necessary to have taken the first semester in order to appreciate the second half of the course.

PRESENTATION: The lectures, though based on the subject matter currently being read, do not stress the details of the book. These the student must get on his own, and he will be tested on them. The lectures are mainly concerned with the interrelation of trends in music with trends in the other arts, as well as with life in general. It is in this area that Dr. Leahy's course has its greatest value. Dr. Leahy also encourages dissent and personal evaluation in the lectures.

READINGS: The text, for both semesters, is Grout's *History of Western Music.* It is probably the most scholarly and comprehensive, yet very readable, work ever written on the subject. It costs $8.50.

ORGANIZATION: The grading is based on two or three tests during the semester, plus the final. Part of the testing will include open-end subjective essays. There will also be from one to four short papers. Because of the amount of subjective work in the tests and papers, the grading is somewhat lenient. Average final grading is probably a little better than B.

COMMENTS: Typical comments: "Doctor Leahy is an experience." "They should call the course 'Philosophy of Music.'" "The man communicates his obvious enthusiasm for the subject."

There are no prerequisites for the course, and previous musical training will have little bearing on success in the course. It is really a course in appreciation of the historical impact of music, with, naturally, assimilation of a certain number of details.

MUSIC 36
MUSIC LITERATURE
CHARLES BIONDO

Dr. Biondo discusses and plays in class major compositions in the Baroque and Classical periods. This is a specialized course mainly for music majors and others who have taken Introduction to Music and wish to pursue their study in this area further.

MUSIC 38
CHORAL ARRANGING

Fr. Maloney's course for music majors planning to do choral work.

MUSIC 40
CONDUCTING
CHARLES BIONDO

Dr. Biondo has wide experience in conducting groups of students and professionals. This course is open to Arts and Letters students, but would be probably of interest to music majors only.

MUSIC 42
COMPOSITION

Fr. Hager's course for music majors who have taken four semesters of Music Theory and want to specialize in composition.

MUSIC 44
ENSEMBLE

Small group work in applied music, mainly for music majors who want to do work in chamber music. Mr. Robert O'Brien.

MUSIC 50
PIANO

Dr. Louis Artau is a well-known piano teacher and a full professor. He takes only advanced piano students.

MUSIC 51
ORGAN

Mr. Pedtke has a special degree as an organ virtuoso. There are two organs in the music department for students to practice on.

MUSIC 52
STRINGS

Dr. Biondo is a string specialist and plays viola with the South Bend Symphony. He gives lessons on violin, viola, cello, and string bass. Instruments are available through Fr. Hager.

MUSIC 53
BRASS

Mr. O'Brien was a trombone specialist and gives lessons on all brasses. Certain instruments are available from the band.

MUSIC 54
WOODWINDS

Mr. James Phillips, assistant band director, is a clarinet and saxophone specialist. He gives lessons on all woodwinds. Certain instruments are available from the band.

MUSIC 55
VOICE

Fr. Maloney is a tenor virtuoso and has studied with famous opera stars in Germany. Gives lessons to all voices.

MUSIC 60
MUSIC ORGANIZATION

If you haven't auditioned for the concert band by Nov. 26, you're not going to be in it this year.

MUSIC 60
MUSIC ORGANIZATION

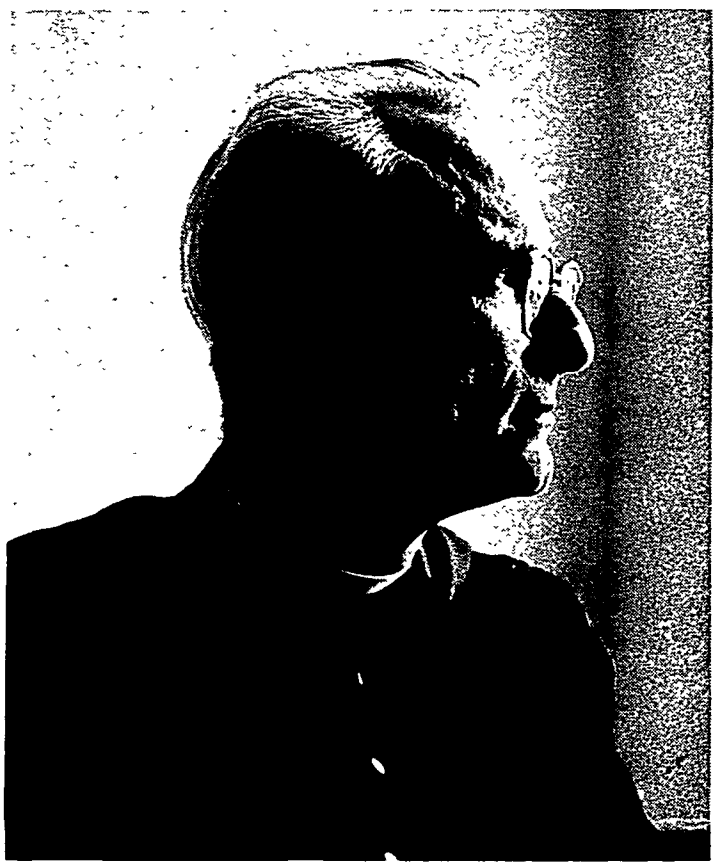
Again, auditions for Mr. Pedtke's famous traveling Glee Club are early in the fall semester.

MUSIC 60
MUSIC ORGANIZATION

Fr. Maloney's University Choir is open for additions for those interested in participation in the campus liturgy.

MUSIC 61
INTRODUCTION TO MUSIC
EUGENE LEAHY, CHARLES BIONDO

CONTENT: An aesthetics course in how to listen to music. The intent of the course is to teach the students what to listen for in "serious" music.



CARL HAGER

WHILE SOME professors write articles, Father Hager composes. His "Parish Mass in English" has been published by the World Library of Sacred Music, while the Gregorian Institute published his cantata "And Time Shall Be No Longer." Organist Berj Zamkochian premiered Father Hager's "Prelude and Counterpoint" in Portland, Maine in 1967 with the Boston Symphony.

Father Hager joined the faculty at Notre Dame in 1941, and has been head of the music department since 1955. He has both bachelor's and master's degrees from Notre Dame, as well as a master's from DePaul.

Father Hager directed the Moreau Choir in that favorite film of all the Subway Alumni, "Knute Rockne, All-American." At present he is working on initiating an undergraduate scholarship for music students at ND.

PRESENTATION: The lectures include the playing of pieces and commentary on them, plus general discussion of music aesthetics. The two sections are not very different, except that Dr. Leahy will tend to more abstract discussion of the principles of appreciation, and Dr. Biondo will put more emphasis on immersion in the music. Class discussion is encouraged by both professors.

READINGS: The texts used are *The Enjoyment of Music* (Joseph Machlis, $6.75) and *This Is Music* (David Randolph, $ .75). These are discussions of the aesthetic principles of music in terms understandable to the nonmusician.

ORGANIZATION: There will be one or more short papers and two or three tests, plus the final. Involved in the testing are a limited number of historical facts and familiarity with certain pieces, plus subjective evaluations. The average grade is B.

COMMENTS: The course does not pretend to be very specialized, but it will be of value to those students who have no idea of what goes into "serious" music, or who couldn't tell you within a century the difference between the Baroque and Classical periods. Since there is a great emphasis on listening to actual pieces in class, class attendance is important. There are no prerequisites, and the nonmusician will not find the work load very demanding. The result will be at least a minimal understanding of the elements of music that is heard and some awareness of the stylistic differences between Baroque, Classical, Romantic, and Twentieth Century music, plus familiarity with a few specific works and composers. Typical comments: "A good primer course." "All science students should take it." "Relatively painless."

MUSIC 63
CLASSICAL MASTERS
DEAN PEDTKE

CONTENT: Dean Pedtke's appreciation course, concentrating on Mozart, Haydn, Beethoven, and Brahms.

PRESENTATION: Approximately three works from each composer are discussed. There is general discussion on the formal structure of the piece (sonata, rondo, theme and variations, three-part song, etc.) and various genres are presented (symphony, concerto, etc.). The basic elements of these forms are made understandable to the nonmusician, so there are no prerequisites for the course. Besides general discussion of the forms, Dean plays the main themes on the piano before presenting the work on the record, and the student is expected to be able to remember these themes.

ORGANIZATION: During the tests, certain sections of the works are played, and the student is expected to identify the composer, the work, and, if possible, the specific place in the work. There is a midterm and a final, and the average grade is B.

COMMENTS: Dean Pedtke does a thorough job of presenting this limited area of music, and it is a valuable course for anyone who has taken the introductory course and wants to go into certain works more thoroughly, or to someone who is particularly interested in the music of this period.

MUSIC 64
INTRODUCTION TO OPERA
PATRICK MALONEY, C.S.C.

CONTENT: The course begins with a general discussion of the origins of opera, and with each shift to a different area or composer, there is a discussion of the peculiarities of that area. The rest of the course is total immersion in the operas of Purcell, Monteverdi, Mozart, Verdi, Strauss, Moussorgsky, Wagner, and others.

PRESENTATION: Opera is Fr. Maloney's specialty, and this course presents selections from the entire history of opera, from the 17th to the 20th centuries. The emphasis of the course is, above all else, on listening in class. Fr. Maloney stresses the importance of class attendance. There are no prerequisites.

READINGS: The texts are *Opera as Drama* by Joseph Kernan ($1.45), a discussion of the aesthetics of opera, plus two books of English translations of the libretti, *Opera Themes and Plots* (Rudolph Fellner, $1.75, 32 works by 15 composers) and *Mozart's Librettos* (Robert Pack, $2.25, 5 complete operas — Mozart is stressed heavily in the course).

ORGANIZATION: Grading is based on a few short papers and a final. Average grade is a little better than B.

COMMENTS: The value of the course lies in Fr. Maloney's peculiar ability to make an area that has the reputation of being very dry come alive. Typical comments: "Fr. Maloney obviously loves opera, and his enthusiasm is contagious." "I took the course mostly out of curiosity, since I knew nothing about opera and didn't even like it very much. I wanted to see what there was that people got excited about in opera, and I found out."

MUSIC 100
MEANING OF MUSIC
CARL HAGER, C.S.C.

CONTENT: This is the second presentation of Fr. Hager's experimental course, developed last summer, and it attempts to concretize the means by which music communicates.

PRESENTATION: The course is all lecture, and for examples it draws on pieces from all periods, but particularly from the 20th century.

ORGANIZATION: The testing (a midterm and a final) is based on the lectures with subjective evaluation.

COMMENTS: By focusing on new, 20th-century methods of composition, Fr. Hager tries to get down to the fundamental elements that distinguish art music from entertainment music in all periods. His approach is based on the success he had in this area in the course "Modern Trends," which has been dropped in favor of this new course.

PHILOSOPHY 31
PHILOSOPHY OF MAN
MARIO CORRADI

Problem: of the relationship between the individual and society in the post-Hegelian philosophy with particular attention to the Marxist thinkers.

Marx: early writings
Marcuse: *Reason and Revolution*
One-dimensional Man
Petrovic: *Marx in the Midtwentieth Century*
Ortega y Gasset: *The Revolt of the Masses*
Man and People

PHILOSOPHY 31
PHILOSOPHY OF MAN
JOHN McDERMOTT

Readings: B. F. Skinner, *Walden Two*
John Dewey, *Human Nature and Conduct*
Theory of Valuation
A Common Faith
Soren Kierkegaard, *Fear and Trembling*
Sickness unto Death
Viktor Frankl, *Man's Search for Meaning*

Organization: four tests plus final exam
one six-page paper

Problems: 1) freedom vs. determinism (morality)
2) theism vs. atheism (morality and religion)
3) value and meaning in human life

philosophy

PHILOSOPHY 42A
SYSTEMATIC METAPHYSICS
JOSEPH BOBIK

CONTENT: This is one section of a required philosophy course, which is usually taken in the junior year. The

course which is taught by Prof. Joseph Bobik is centered on the Metaphysical System of St. Thomas Aquinas. The first two-thirds of the course are spent explaining the meaning and relationship of such concepts as, "being" and "essence." The last part of the course attempts to correlate those concepts which have been discussed in order to establish a proof for the existence of God. No previous knowledge of Aquinas' ideas or metaphysical arguments is required for an understanding of the material which is presented in the course.

PRESENTATION: The class lectures are very well ordered and presented with a fair amount of clarity. However, it is often difficult to relate what is learned in one class to what is learned in another class. This difficulty probably stems from the fact that what is being presented has very little real meaning or importance to the student. Specific ideas are grasped, but relationships are not. There are weekly discussion groups, but these tend to have very little value except for a small minority of the class. As a result, attendance at these meetings is very poor. The tests allow the student a wide range of material to choose from and generally cover all information presented in the text and lectures.

READINGS: There are three required texts in the course. These texts are: *The Ontological Argument, Language, Truth and Logic,* and, *Aquinas: On Being and Essence.* The text on Aquinas was written by Prof. Bobik and is the central text for most of the course. There is always sufficient time given to read the material. The assignments are rather short and coincide with the material which is being covered in class.

ORGANIZATION: There are two tests and a final. These tests are carefully marked, however, so that the grade curve compensates for many scores which would be failures by other standards. There are no required papers or projects.

COMMENTS: In conclusion, it can be said that metaphysics has very little meaning to the average student, but, since it is a required course all students must take it. Generally speaking, Prof. Bobik is a good teacher. Although he tends to speak in a low monotone, he is obviously interested in his students, and is always willing to take the time to answer any questions that are asked. One more unusual aspect of his approach is that he has a very liberal testing policy. He often allows students to take exams at their own convenience, provided that they have some sort of excuse. Finally, Prof. Bobik never gives surprise quizzes nor does he take attendance.

PHILOSOPHY 42B METAPHYSICS AND GOD ROBERT CAPONIGRI

CONTENT: Metaphysics and God is one of three options offered to fulfill the normal junior year philosophy requirement. The entire semester is devoted essentially to studying various arguments about the existence and nature of God, but at the same time, an introductory treatment of basic metaphysical terminology and concepts is also given, so that the course might be worthwhile as an introduction to metaphysics.

PRESENTATION: At the outset, Dr. Caponigri gave regular lectures on the basic problems and terminology of metaphysics, and he distributed about fifty pages of mimeographed notes for reference. Even then, there was ample opportunity for the students to ask questions and discuss ideas. Afterwards, the students were asked to take turns preparing an analysis of a section of a metaphysical argument about God, as presented in an excerpt from the work of a major philosopher. Each student was subsequently to take one or two classes in which to present his thoughts before the class. Although the excerpts to be analyzed were all short (5-15 pages) the course has been proceeding very slowly since, when one student presents his ideas, the others can join in the discussion, and, most significantly, Dr. Caponigri himself never fails to enter at length into the discussion.

READINGS: The required readings for the course might well be called meager. The students are required to read approximately thirty pages per week. The readings center around the problem of God, and serve as the starting point for all class discussions, but during the latter many related subjects are touched upon, and a great deal of historical perspective is presented by the professor.

ORGANIZATION: The assigned work consists of the analysis of a selection from the required reading, and a paper (5-10 typed pages) which will replace any final exam. This course is one in which no one has been forced to learn anything, and, in fact, Dr. Caponigri does not seem to make any effort to get everyone involved in the class discussions. Those who are uninterested come to class (partly because roll is taken) but need not do anything, or even listen. Those who are interested can learn as much or as little as they want. Dr. Caponigri gives the impression of being a veritable storehouse of knowledge of his field, such that he has been characterized by students as a "walking encyclopedia" in the field of philosophy. He has great familiarity with the men and the ideas we have been covering. Nevertheless, discussions with him can be somewhat frustrating, since he is much more prone to comment on the historical perspectives of an idea than to seek out what is really true or important in our world and our time. One might say that he seems much more a "historian of philosophy" than a "philosopher." Finally, we have yet to see Dr. Caponigri in anything but a cheerful mood. He is always smiling and relaxed in class, such that his course has been, at least, an enjoyable experience.

PHILOSOPHY 42C READINGS IN METAPHYSICS CHARLES WEIHER, C.S.C.

CONTENT: "Metaphysics is thought by some to be the epitome of philosophical thought, by others to be its worst disgrace." These are the first words of Father Charles Weiher's book, *Metaphysical Conversations,* written by him for his course, Readings in Metaphysics. The quote indicates that he is aware of the frequent complaint that metaphysics is often a drudgery. Quotes such as "too confusing" or "so abstract" and finally "what's the use?" typify the attitudes of too many students towards the study of metaphysics. Father Weiher's presentation attempts to make the study more palpable to the college student while maintaining the interest and value of metaphysics.

READINGS: Rather than long readings, Father uses short excerpts edited from many philosophers. For each class the assignment is eight to ten pages on the average, this amount increasing near the end of the semester. Before each selection he offers helpful comments in the text.

The range of philosophers is wide, including Plato, Bergson, Husserl, Aristotle, Whitehead and Kant to name a few of the "Big Name" philosophers. But name droppers, beware. Fr. Weiher knows his stuff and refuses to sacrifice good material written by less renowned authors.

PRESENTATION: The subtle nature of the study may bog the class down a few times. A frequent criticism is that he often gets tied up in the introductory issues consequently shortchanging some of the more interesting discussions on God and Value, for example, at the end of the semester.

ORGANIZATION: His grading system varies with the quality of the class he teaches. Discussion is a major part of the lecture. If the assignments are read before class, dialogue will follow and grades are naturally higher. The tests are take-home. Don't let that fool you — they demand accurate thought. Four tests count 25% each, the last given on the day of the final.

COMMENTS: The department would like the freshman philosophy or logic and the 20 series as prerequisites. They aren't necessary however. Reading and rereading speed of about 180 words a minute matched with college boards no lower than 400 will suffice.

PHILOSOPHY 52
BUSINESS ETHICS
HERBERT JOHNSTON

CONTENT: Business ethics consists of recognizing the moral dimension of business situations. By analyzing actual cases which arise in the business world today, the student becomes aware of the ethical decisions which can and must be made in these areas. Anyone, business student or not, interested in ethical procedure from a business standpoint is encouraged to take this as a philosophy elective.

PRESENTATION: Lectures are intended to present quality material, but most meaning and attention is lost in presentation. Cases are conducted by both professor and student, but interest is only generated among those who are involved or who may have experienced a similar case. Tests are a resumé of chapters in the text along with a working knowledge of class lectures.

READINGS: There is an attempt to stimulate an involvement in the course, but most of the cases are obsolete and discourage participation. Reading is light and ample time is given for assignments, but students are completely passive unless the cases are related to present university life.

ORGANIZATION: A syllabus is presented at the outset, containing all text and outside readings. Three tests and a final exam are given with a final grade weighted on this criteria. Class participation is advisable and excessive absence is discouraged. Class attendance is taken daily.

COMMENTS: Although the course possesses many controversial aspects, a lack of student concern hampers its possible development. Only if topical subject matter is interjected will the course fulfill its intended purpose.

PHILOSOPHY 53
ANTHROPOLOGY AND ETHICS
WILLIAM HUND, C.S.C.

CONTENT: Father Hund's course is a directed inquiry into the nature and foundation of moral values considered primarily with reference to the conflicting theoretical claims of ethical relativism and a universally valid system of moral law. Course materials are drawn from the fields of anthropology, intellectual history and philosophy: Ruth Benedict, Ralph Linton, Clyde Cluckhohn, Louis Bredvold, as well as Aquinas, figure prominently among the thinkers covered. In terms of overall emphasis, there is a dominating concern with the natural law tradition. Lectures and class discussion are devoted to the critical analysis of assigned readings and the investigation of related topical questions. While there are no formal prerequisites, the course is listed as an upper division elementary elective and normally reserved for seniors.

PRESENTATION: Subject to minor qualifications, Father Hund may be credited with a presentation that is on the whole effective, articulate, and stimulating. The class lectures are informal and competently delivered; there is ample discussion. With regard to the lectures, Father Hund's basic aim is to focus the attention of the students upon questions of key importance drawn from the assigned readings. This approach, as utilized in this course, has its weaknesses. The student is likely to observe that the major points of a given lecture are not tied together well. Transitions between subtopics tend not to occur smoothly. The same considerations apply to the discussions. There does seem to be room for improvement in the general design of the lectures.

READINGS: The readings assigned in this course are good. In the field of anthropology, Benedict's *Patterns of Culture* and articles by Linton, Herskovitz, and Cluckhohn are read. Bredvold's *Brave New World of the Enlightenment* and Aquinas' *Treatise on Law* hold up the philosophical end of the course. Altogether there is not a great deal of reading.

ORGANIZATION: One or two short papers may be required. There are two regular exams plus a final. Aside from tests there is not a whole lot of work required of the student. The ease may be deceptive . . . Father Hund is not a lenient grader. C's may be more common than usual. It may be of interest that Father Hund takes attendance on a regular basis. He seems to believe in the practice.

COMMENTS: Differences of opinion exist concerning the educational value of Anthropology and Ethics. On balance, however, Father Hund's carefully articulated conservative approach to the study of moral values can be seen to stimulate thought. Although few students enrolled in the course are wildly enthusiastic about Father Hund's teaching or opinions, the majority would probably admit that the experience was worthwhile. Keeping in mind the vastness of this man's undertaking: to bring anthropology and moral theory together,

this writer would yet go farther and recommend the course be taken as a valuable opportunity for self-enrichment.

PHILOSOPHY 54 INTRODUCTION TO ETHICS WILLIAM SOLOMON

CONTEXT: Since the precise details of this course were not available at the time of evaluation, this description is based on the Ethics course which Mr. Solomon taught to the philosophy majors this fall. That course attempted to examine major developments in the history of moral philosophy from chronological and thematic perspectives. The basic problem considered was, of course, the nature of the moral act and the elements that constitute it. There will be no prerequisites for the Intro. to Ethics, and it will not be comprised of philosophy majors, but rather students from all majors.

PRESENTATION: The course this fall consisted mainly of lectures which functioned in different ways. Lectures served to introduce new material, including relevant historical and critical remarks. During most of the classes, however, lectures served to introduce specific problems that were considered at greater length in discussion. The lectures generally were worthwhile, Mr. Solomon demonstrating a very adequate, critical understanding of the material and an ability to articulate himself clearly.

The discussions generally were not so productive for a number of reasons. Primarily, the familiar problem arose of the inability of some students at Notre Dame (except experienced philosophy majors) to discuss philosophical texts critically and to maintain direction in their discussions. The course might very well have been improved if Mr. Solomon had stayed closer to his lectures, which were quite valuable, and permitted less student-directed discussion.

READINGS: The readings will probably consist of Plato's *Republic* and *Gorgias,* Kant's *Foundations of the Metaphysics of Morals,* Mill's *Utilitarianism,* Nietzsche's *Genealogy of Morals,* G. E. Moore's *Principia Ethica* and Aristotle's *Nichomachean Ethics.* The readings are all "classics" of moral philosophy and represent major positions in its history. They are all very worthwhile texts for any serious Liberal Arts student.

ORGANIZATION: The organizations of the course this past semester consisted of three brief papers (five to seven pages) and a final. The papers are graded fairly although critical thought is valued more highly than "personal reflections" of the student. Personal, creative contributions are by no means unimportant: they must, however, be articulated with rigor and precision. They must be philosophical essays and not mere literary criticism.

COMMENTS: This course should be considered by any student seeking a critical introduction to the history of moral philosophy. Both the readings and the papers are worthwhile and can be quite fruitful for the student interested in understanding the nature and achievements of moral philosophy. The classes (when Mr. Solomon directs them carefully) and lectures are also good. This course would not be recommended for the student with a broad background in philosophy or one

JOSEPH EVANS

EVERY STUDENT should take the opportunity to experience Professor Joseph W. Evans. One way of doing this is by taking his Political Philosophy course which is offered under the departments of philosophy and government at Notre Dame. Another way, equally enjoyable, is to just drop in at the Maritain Center on the seventh floor of the Memorial library and visit with the man.

Every so often, a student encounters a teacher whose efforts in the classroom lose a vital quality and meaning if they are referred to by the word "course." This is the way it is with Joseph Evans. Once you have encountered the teaching and the mind of this man, you look back upon it as an "experience," a wonderful, engaging, intellectual and spiritual experience.

For Joseph Evans doesn't merely lecture. If you are in the same room when he is talking about "the philosophical act" and "being," you immediately realize that each word he utters comes from the depth of his mind and soul. Professor Evans does not waste words. He does not waste anything. He appreciates being, living and philosophizing to the fullest, and he communicates that appreciation to his students.

The "Joseph Evans Experience" — otherwise called Political Philosophy — should be taken by all serious government and philosophy majors. The experience revolves around the basic nature of philosophy, the fundamental realities of Man, and how both of these are synthesized within the ideal political reality.

Some students complain that the teacher is too methodical and precise in his lectures. One must remember that the aim of the class and of Joseph Evans in general is to inspect the basic realities of Man and political society and that such inspections can never be exhausted. The teacher's seeming obsession with simple objects such as a piece of chalk or a tree is his own way of relating to the student the ultimate goal of life — as William Blake put it:

> "To see the world in a grain of sand
> and heaven in a wildflower."

interested in a highly rigorous examination of the texts. For although the criticism is rigorous and precise, the abilities and backgrounds of the various students dictate that the class be conducted on a level that might prove unsatisfactory for the more passionate students of philosophy.

PHILOSOPHY 56
BASIC CONCEPTS OF POLITICAL PHILOSOPHY
JOSEPH EVANS

CONTENT: This course concerns itself with the basic concepts of man and his society. The course revolves around the conception of man as being at once indigent and superabundant being. The discussions of man's relationships to other men, to the state, and to the universe form the core of the course.

PRESENTATION: The classroom technique used by the teacher is based mainly on the informal lecture approach, with a liberal opportunity for the student to ask questions and generate a dialogue and discussion on significant points. The teacher is generous with his time both within and outside of class, welcoming students to either talk with him after the class period or visit him in the Maritain Center on the seventh floor of the library.

The teacher's method is thorough and deliberate, because he often emphasizes the main points of the course by means of repetition. However, each repetition gives added insight to both the student and teacher, especially when the two engage in some type of dialogue concerning the ideas. In spite of the seemingly deliberate tempo of the lectures, the student will find that he has covered a tremendous amount of material within the course. The teacher certainly achieves the purpose of the course: to introduce the student to the fundamental realities of political philosophy.

READINGS: The basic readings of the course include reasonable quantities of Maritain, Pieper, Simon, McIver, Mounier, Huxley and John XXIII. The readings are general, and the good student can easily relate the concepts set down in the books to the basic approach which is being taken in the classroom.

ORGANIZATION: There are two term tests and a final examination. The tests usually include specific questions concerning the main ideas set forth in the assigned readings and one or two general questions in which the student is expected to display a thorough understanding of the course material by combining the thoughts of the readings and the lectures with his own originality and creativity. There are no assigned term papers.

COMMENTS: It would be a mistake if any evaluation of the course did not mention something about the teacher himself. Dr. Evans is a world renowned scholar in his field, having edited several translations of the philosophical writings of Jacques Maritain. He is certainly one of the most respected teachers at this university. Because he is so totally involved with his scholarship and teaching in the area of political philosophy, his course contains much of his own character and style, and it would thus be unfair to consider the course without at least equal mention of the teacher.

It is hoped that the reader of this evaluation will also read the faculty profile of Dr. Evans which is contained in this booklet. The prospective student should have an equal preview of both the structure and technique of the course and the character and personality of the teacher. If the student is sincerely interested not only in learning about political philosophy but also in meeting and becoming friends with a truly unique man and teacher, he should definitely take Political Philosophy, taught by Joseph W. Evans.

PHILOSOPHY 72
THEORY OF KNOWLEDGE
KENNETH SAYRE

CONTENT: In Theory of Knowledge, Sayre's essential service, in many cases, is to increase a student's philosophical *savoir faire* (or perhaps *savoir comprendre)* by exposing him to a series of some of the most important analyses of the process of knowing in the history of philosophy. Each of the texts considered (Kant, as always, being excepted) presented minimal difficulties on a purely stylistic level, and each, moreover, was read carefully, with strict adherence to the text (in contrast to the libertine handling they received at the hands of certain nonprofessors of the "liberal" arts).

PRESENTATION: Sayre is an interesting lecturer in his own right. There is a certain solidity and commonsense Midwestern grain to his personality and an agreeable geniality (accompanied by a continual alertness and incisive—if always benevolent—irony) that he has most happily preserved in the course of his primarily Eastern education (Ph.D. at Harvard; he has taught at Princeton).

READINGS: Plato's *Theatetus,* Berkeley's *Dialogues Between Hylas and Philanous,* Kant's *Prolegomena.* Hansar's *Patterns of Discovery* was included at the end of the course as being of interest to the goodly percentage of scientists and mathematicians in the class.

ORGANIZATION: Tests are fair, occur two or three times during the semester, are carefully constructed (Sayre spent part of one class puzzling out loud why his recent test hadn't yielded a Gaussian distribution) and for the most part quite intelligent.

COMMENTS: The course is recommended for anyone who has never had a taste of philosophy done well. The gourmet, however, may find the fare a bit plain.

PHILOSOPHY 93
PHIL. OF LANGUAGE
VAUGHN McKIM

CONTENT: The course, taught in fall of 1967, was a survey of various systems and approaches to the philosophy of language. It traced the history and development of linguistic analysis from Plato to the present, covering the field in both breadth and depth, though concentrating on the former. It consisted of readings from various language philosophers and an evaluation of the adequacy of their accounts of language, its use and meaning. There were no specific courses required prior to this class, but a relative familiarity with philosophy and its methods was almost essential.

PRESENTATION: The classes were conducted on a seminar basis. Each student was expected to prepare to lead the class on one or another of the readings. Dr. McKim guided the discussions and, when occasion called for it, presented additional explanations of the ideas. It was difficult material, so that his explanations were often necessary. The readings themselves were varied and extensive. We read material from ten authors, including five books and a number of articles from periodicals and anthologies.

READINGS: In addition to the writing up and presentation of the one seminar, each student was required to write one or two short critiques of articles, and one book report. We had no midterm exam; the final was quite comprehensive. The grade was based on our written work, final exam, and our participation in the seminars.

ORGANIZATION: Dr. McKim teaches as one who has not only a great deal of competence in his field, but also a real interest in it. However, his explanations and presentations were often difficult to understand. This may have been due to a large extent to the difficulty of the material itself. At any rate, his course is not one for a student who is not too interested in philosophy in general, or in this field in particular. As I noted above, some background in philosophy is essential.

COMMENTS: While he was not at all strict about attendance or cuts, he expected that each student learn the material well and that the seminars would serve to facilitate this, which for the most part they did. As an overall commentary on this course, I must say that Dr. McKim is a good teacher, and his course was a very good opportunity to learn much about the Philosophy of Language.

PHILOSOPHY 102
MODERN PHILOSOPHY
CORNELIUS DELANEY

CONTENT: As implied in the title, this course on modern philosophy is structured to familiarize the student with a few of the major figures in the empiricist, rationalist, and Kantian traditions. In particular, the philosophers to be studied are: Descartes, Hume, Kant, Spinoza, Leibnitz, Berkley, and Hegel.

PRESENTATION: Of the philosophers, the first three will be treated substantially in a series of lectures; the last four will be approached through student-led seminars. Though this is an upper division course it is open to nonmajors without prerequisites. In the past about half the students enrolled have been, in fact, from outside the philosophy department.

READINGS: Readings, though not particularly long, are difficult and must be read very closely. Preparation for each class is necessary since the readings are the focus of the seminars and the subject of the lectures. The lectures function as a vehicle for explaining and underlining the important passages in the texts. Thorough understanding of the texts, therefore, with the aid of the lectures and discussions, will insure a good grasp of the test materials.

ORGANIZATION: The grading is rather difficult, a fact that keeps the class size down to about seven students. A grade of C is considered average. A B is reflective of consistently good work in the semester. Daily preparation and attendance will generally be sufficient to do B work. Few A's are given. The tests themselves consist of five to eight short essays to be answered in 75 minutes. There is, in addition, one paper of perhaps 15 pages. The third test of the semester is given the last day of class; there is, therefore, no comprehensive final. The tests and the paper are weighed equally.

COMMENTS: Though this is the first time this course has been offered, in the past Mr. Delaney has conducted lively and interesting classes, somewhat informal yet never devoid of valuable content and expression. It is recommended highly not only for philosophy majors but also for nonmajors interested in understanding the main trends in contemporary philosophy at a very understandable and exciting level.

PHILOSOPHY 110
KIERKEGAARD
RALPH McINERNY

CONTENT: The course will stress the dialectic thought of Kierkegaard concerning several themes: the notion of indirect communication; the spheres of existence; thought and existence; the status of philosophy; and faith as absurd. The course is recommended for anyone, major or nonmajor, who is interested in existentialism and particularly for one who wishes to obtain a better understanding of the multifaceted man, Kierkegaard.

PRESENTATION: Professor McInerny's lecture style is informal. It is not a course in which one is constantly taking notes with very few pauses. It is a lecture in which discussion occurs frequently—questions from students are urged and quite necessary if one wishes to grasp the material.

READINGS: Philosophical Fragments and *The Concluding Unscientific Postscript.* Extensive reading is not required for the lectures; the readings are more supplementary to the lecture-discussions. The reading is, however, directly applicable to the lectures and the course. Adequate time is given for whatever reading is necessary to prepare one for the lectures.

ORGANIZATION: This course does not consist of any tests, midterm or final. Three papers will be required. A bibliography of primary and secondary sources will be furnished in the beginning of the course. The first paper is a book report on a work of the student's choosing, selected from the bibliography. The second paper will consist of analyzing a brief passage from Kierkegaard. The third paper will be a term paper. It is hoped that the students will have formulated a question that is pertinent to them that arose from their encounter with Kierkegaard in the course. In the term paper the student can spell out this question and express his thoughts and ideas on the subject. There is a great amount of flexibility in this paper. No philosophical training is necessary to do well.

COMMENTS: The course may take some effort on the part of the student but if the student is interested the effort will be easy. Let it be repeated: the course does not exclude nonmajors; it is open to all. Mr. Mc-

Inerny is not a difficult teacher; he is very understanding, witty, enjoyable, and capable. The course can be a fruitful and practical experience.

PHILOSOPHY 143
PHENOMENOLOGY
RUDOLPH GERBER

CONTENT: The course will study developments in phenomenological thought since Husserl. There will not be much emphasis on Husserl, but rather a good deal of emphasis on the early Heidegger and his book *Being and Time*, detailed work in Merleau-Ponty, and some coverage of Sartre. It is not recommended that a student enroll if he has no familiarity with the figures involved.

PRESENTATION: Since this is a new course, the writer can only offer a few words on the manner in which Dr. Gerber conducted his former course in Existentialism. His familiarity with the sources, especially as they appear in the native languages, can be safely assumed. He is also at home in the secondary literature, though perhaps he tends to lean on it a bit too much. The lectures will be characterized notably by tight organization, clarity, a certain academic detachment, and a critical sympathy for the topic.

ORGANIZATION: A paper of approximately twelve pages will be required. Testing policy will be determined by the teacher and the class; Mr. Gerber has on occasion used open-book, take-home exams.

COMMENTS: Mr. Gerber himself has inspired a respect among students in his three semesters at Notre Dame which deserves some comment. His appeal is not limited to a coterie of specialized academicians, but includes a wide variety of students. It is quite possible that his existentialism course was the most popular elective in the department, due only in part to the relevancy of the course itself. Students appreciate his capacity for work and his availability to those who were interested in talking. His manner is soft-spoken and never sensationalist — a failing of so many commentators of existentialism, who are prone to adulation or diatribe. He brings with him a tinge of the scholastic obsession for precise and dispassionate analysis.

When he was criticized, it was usually for this dispassionate attitude, since some felt that this could not do justice to a philosophy like existentialism. Another student said the highly schematized structure of the course was too artificial. It has also been suggested that he is not overly receptive to independent ideas in papers or exams.

PSYCHOLOGY 32
EXPERIMENTAL PSYCHOLOGY
JOHN BORKOWSKI

CONTENT: Experimental psychology, a five credit course, is the most important course for any psychology major who plans on entering graduate school in *any* field of psychology. Because of its importance, it is a required course for all majors in psychology. Emphasis is on the development of skills in research design and research evaluation.

PRESENTATION: To achieve this goal, the course concentrates on the procedures that are involved in both human and animal experimentation. The course involves two aspects: Extensive reading (two textbooks and outside readings) and application (four minor experiments and a major term project of the student's own choice).

READINGS: The textbook, *Experimental Psychology* by Underwood and *A Primer of Operant Conditioning* by Reynolds, are excellent and the outside readings are also good.

ORGANIZATION: There are four exams on the readings, but the student's term project is an important element of the final grade. The term project, usually done by pairs of students, may be supervised by any teacher in the department, and all involved are quite helpful to the student.

COMMENTS: There is no question that this is a very difficult course, requiring much time, but it is very

necessary and important, and the department has chosen one of its best teachers for it. Dr. Borkowski is an excellent lecturer who knows and presents the course material quite thoroughly. He has the rare ability of making students think by asking questions that make them apply their past knowledge to new situations. His tests are usually difficult but they are also quite fair, for any student who has a firm grasp of the material will do well on them.

PSYCHOLOGY 103 ABNORMAL PSYCHOLOGY THOMAS WHITMAN

CONTENT: Since being revamped last year, abnormal psychology has become an in-depth study of the underlying causes of contemporary mental illnesses. Dr. Whitman does not stress the psycho-physical characteristics of the vast amount of sicknesses studied but concentrates on the precipitating causes and modern diagnostic techniques employed in evaluating the disease. There is a strong emphasis on mental retardation and operant conditioning modes of behavior and therapy. A background in general psychology is necessary to fully comprehend the course material.

PRESENTATION: The lectures are a most important aspect of the course. Conducted in a seminar-like atmosphere, the lectures cover topics not in the texts and branch into many different areas of both behavior and treatment. These lectures are based on articles and books, supplemented with movies, tapes and the teacher's experiences in the field. Intraclass discussion is encouraged.

READINGS: The texts used are extremely well written but somewhat long due to the great amount of material that must be covered. These texts present excellent pictures of the illnesses, but the therapy techniques are dated in many cases. Dr. Whitman's lectures do not cover the texts at all but present the newer forms of treatment. There is a moderate amount of outside readings, mainly journal articles, which supplement the lectures and texts. The overall work load is not heavy, but it is consistent.

ORGANIZATION: The final grade is based upon three tests and a paper. The tests are not extremely difficult but are quite extensive, with multiple choice on the texts and essays on the lectures and outside readings. The term paper is an in-depth study of a particular mental illness or maladaptive behavior that requires some extensive research into that phase of behavior and its treatment. The overall grading is quite fair with most students receiving B.

COMMENTS: While some sections of the course are less than fully covered many areas are thoroughly fascinating. A great amount of general knowledge is available and the course serves as an excellent supplement to most of the other psychology and sociology courses. Anyone intending to continue in psychology or medicine, as well as anyone who has an interest in the behavior of their fellow humans, should consider the course a worthwhile addition to their schedule. Dr. Whitman is young enough to present a modern view of the course material, but has the experience that is required by the very nature of the course.

PSYCHOLOGY 104 PHYSIOLOGICAL PSYCHOLOGY GERALD GIANTONIO

CONTENT: This will be Dr. Giantonio's first appointment as instructor in the Physiological Psychology course. Since this is an introductory course, there will be no major emphasis on any one area, but rather neuroanatomy, neurophysiology, and endocrinology will be equally exposed. There will be a focus on the problem areas of physiological psychology with respect to research, e.g., the physiological bases of hunger, sex, learning. General Psychology will be a prerequisite; any courses in biology will be helpful. The course is open to psychology majors and prospective psychology majors.

ORGANIZATION: Three examinations will be given, and one paper will be required of each student.

READINGS: The text will probably be Morgan's *Physiological Psychology.*

COMMENTS: Dr. Giantonio is currently teaching a course in *Special Topics of Physiological Psychology,* his primary interest being sexual activity in rat behavior. He is a young Ph.D. with a firm, confident grasp of the material in his area. His lectures are dynamic and provocative. A large amount of material is presented, and primary concern is directed at flaws in past studies, subsequent research, and the implications that arise from these considerations. There is definitely a consensus of opinion among those taking Dr. Giantonio's present course that his ability and intense involvement in his work provide the student with an excellent opportunity for a significant educational experience. There is no reason to believe that the proposed course in *Physiological Psychology* will be any less superlative.

PSYCHOLOGY 112 SEMINAR: LEARNING D. ANDERSON

CONTENT: The organization of this course calls for extensive readings and discussions in the area of instrumental, classical, and operant conditioning procedures as sources of learning. Dr. Anderson also plans to investigate the apparent interactions between these conditioning procedures. The course will culminate in an attempted application of learning principles to the ontogeny of behavior disorders. The only prerequisite to the course is General Psychology (30EX).

ORGANIZATION: Assignments include the required readings and at least one presentation of a selected topic to the class. The main source of testing is an oral final, which, along with class participation and the topic presentation, constitutes the basis of the final grade. The average grade in the course is a B.

PRESENTATION: The lectures are interesting, well prepared, and provoke open discussion. Although the presentation of lectures has an admittedly radical-behaviorist bias, all approaches enter into the discussion and logical viewpoints are well taken.

COMMENTS: This course is a valuable and educational experience to anyone, whether majoring in psychology or not, who is seriously interested in gaining background and critical evaluation skills in the principles of learning. The average grade, which is due to the seriousness and interest of past students, may be misleading to those who do not possess those interests. Class size, which increases due to popularity of the course, can limit the feasibility and effectiveness of discussion. However, most students feel that this course is very worthwhile for any serious student of learning principles.

PSYCHOLOGY 115B, 116A DATA PROCESSING HUMAN LEARNING PAUL JENNINGS

Since Dr. Jennings has taught neither of these courses before, it is impossible to evaluate them as such. Instead both courses will be described as Dr.

SUSAN TAUB

THE interior of Notre Dame's Psychology Building doesn't say much for architectural style or designer consistency. It has the looks of the zoology rat bin, some door-lined corridor of the library basement, a numberless O'Shaughnessy classroom perhaps, a seismograph observatory, the computer center, a corner of the student center among others. The ghosts of Sigmund Freud and C. G. Jung would find the scene *unbekannt,* not to say *ungemütlich.* But in the midst of it all stands the pioneering faculty: nine stalwart male Ph.D.'s and one tall brunette, Dr. Susan Taub.

Dr. Sue Taub is fresh out of the prestigious University of Illinois Graduate School. Her specialty is experimental child psychology, but departmental allotments have put her in charge of the personality course as well. She is fascinated by children's problem solving abilities, by "how the heck they manage to do it." At the moment she is directing and conducting research on the relation of learning to punishment. Studies she conducted during her graduate training lead her to believe that the relation between the two is more complex than current thinking assumes. Watch for the monograph at the end of next semester.

Raised in St. Louis, she finds South Bend a bit small and cool. Her undergraduate years, spent at Knox College in Galesburg, Illinois, provided her with a model for the efficient, closely knit undergraduate community—she refers to it sometimes in conversation. The multiversity where she earned her doctorate makes a convenient contrast.

Her psychological orientation is behavioristic and experimental, she'll tell you that the first day of class. She adds a note of apology for the neo-Freudians and the radical humanists, but in the same breath she invites them to challenge her theoretical stand with any forensic methods short of heckling during lectures. If philosophical confrontations arise, she is always willing to explain technical presuppositions. "Difference," she feels, "is always worth discussing." She is a scientist and she knows her field, she is concerned with professionalism, but even more concerned with students aspiring to it.

By and large, she finds the Notre Dame student body "extremely conservative." Having observed campus activities since September, she is struck by the relative political calm, and the passivity in the classroom. She doesn't claim to know what is behind it all, but she believes that the dearth of coeds may lie near the root of the problem. "Girls at the college level," she says, "are more aggressive than men." Though not an ardent feminist, she can quote verbatim the statistics on the number of females who enter college and the number who finish.

Dr. Taub, as one can easily imagine, is quite a sportswoman. Before the temporal exigencies of graduate school intervened, she used to work at a girls' camp where water skiing, canoeing, swimming, rifling, hiking and camping were all in a day's work. This year's vacation will include a unique tour through Europe, "no museums, no cathedrals, just beaches, from Portugal to the Greek Riviera." In her quieter moments, leaving rats and children, she is an avid reader of science fiction, detective stories and other contemporary adventure novels.

Notre Dame's psychology department is just emerging from swaddling clothes. Next semester will see 12 major courses offered, more than ever before. Next year, programs leading to advanced degrees will be inaugurated. The psychology building still has several unstaked niches. Undoubtedly Dr. Taub will plant her roots in one of them, and who can say what sort of flowers will appear.

Jennings intends to teach them and a comment section based upon the opinions students formed of him in his statistics course will be inserted at the end.

CONTENT: (a) The course in data processing is designed for psychology, sociology, biology, education and behavioral sciences majors. The aim of the course is to teach techniques of data processing applicable to the behavioral sciences. (b) The course in human learning will be especially interested in paired associate learning transfer, associative symmetry and serial learning; some background in the material is expected. Admission to either course is by permission of the instructor.

PRESENTATION AND ORGANIZATION: (a) The material for the computing course will be presented in a manner resembling the case study technique. The class will study examples of experimentation in the behavioral sciences to which the computer has previously been applied. The course will make use of programs previously installed in the computer by Dr. Jennings. The student will also do a project in which a data processing technique is chosen by the student himself or assigned by the instructor and applied to the data of a particular behavioral experiment. There will also be a seminar aspect to the course: each student will explain both his experiment and his processing technique to the class.

(b) The lab course will be a seminar-oriented class; there will be a minimum of lecturing. Students will be required to deliver reports from psychological journals. There will possibly be a student experiment based on assigned readings.

READINGS: Dr. Jennings has made no final decision about readings for either course. The possibilities for the data processing course, however, are: *Digital Computing: Fortran IV and its application in Behavioral Sciences,* (author unknown to evaluator); or *Fortran Programming for the Behavioral Sciences* by Donald J. Veldman.

COMMENTS: Many students felt that Dr. Jennings' conduct of his statistics class lacked orientation and direction. Specifically, several students felt that they did not understand where some of the material fit in when it was presented or how they were to apply it. Others felt that Dr. Jennings at times assumed that the students were comprehending more than they were, and that he covered the material too quickly for the students' ability to cope with it. However, in addition to these negative remarks, some students praised Dr. Jennings—opinion was not one-sided. He was credited with making effective use of examples during his lectures to illustrate the application of new material. He answers all questions thoroughly and tries to make sure that the students understand his answers. His lectures are well organized and he frequently reviews the material from previous lectures to keep the students familiar with it.

PSYCHOLOGY 121A INSTRUMENTATION IN PSYCH. RESEARCH CHARLES SNYDER

CONTENT: This course is designed to investigate the principles and applications of equipment in Psychological Research. The course will be divided between lecture and lab sessions. In order to benefit from this course a prospective student should have some knowledge of experimental methodology and technique.

PRESENTATION: The course will meet twice a week and at least half of the classtime will be devoted to laboratory sessions in which the student has an opportunity to apply textbook material. Lecture sessions will be devoted, primarily, to discussion sessions in which the student has ample opportunity to talk about relevant material and applications. The atmosphere will be entirely informal in that Prof. Snyder's intention is to maximize student participation in both lab and lecture sessions. Discussion and lecture material should be well related to the purpose of the course.

READINGS: The text for the course will be a book by T. N. Cornsweet entitled *The Design of Electrical Circuits in the Behavioral Sciences.* This book is designed for a laboratory course and provides a good presentation of the fundamental notions of electrical principles and circuitry. Supplementary reading will be provided but will be optional.

ORGANIZATION: Periodic readings and lab exercises will be assigned and examinations will be decided and scheduled at the beginning of the course. Final grades will reflect performance in lab and lecture sessions as well as test performance.

COMMENTS: This is a course most worthwhile for those who aspire to do graduate work in psychology and especially experimental psychology. However, the aims of the course are specific and will most probably benefit only majors in psychology.

PSYCHOLOGY 121B PERSONALITY ASSESSMENT EUGENE LOVELESS

CONTENT: Personality assessment is a course that is concerned with the general methodology employed in the experimental and quantitative approach to personality. The course will give a survey of personality assessment acquainting the student with the literature in this field. The major emphasis of the course will be psychological tests and measurements, as well as research, as it is applied to the area of personality. Prerequisites for the course are general or introductory psychology and psychology of personality or psychological testing.

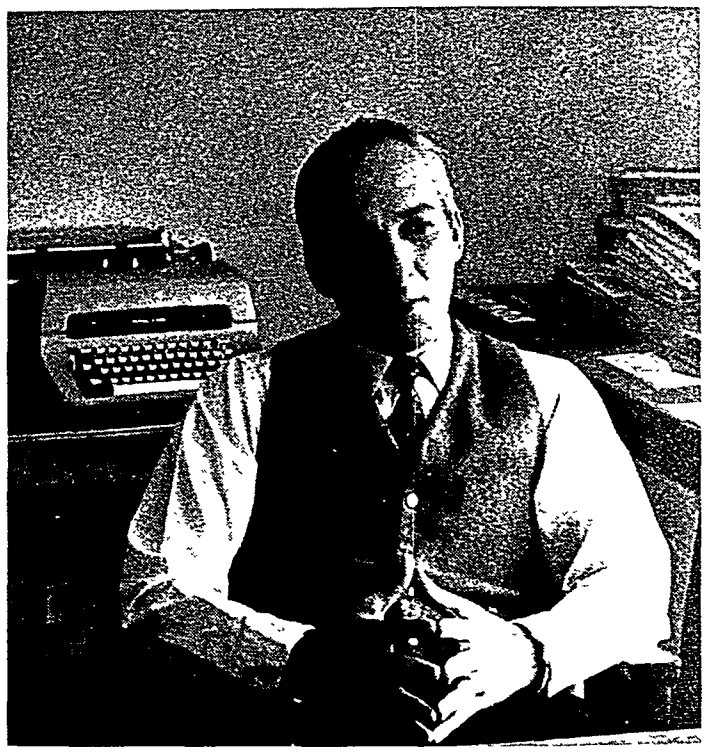
PRESENTATION: Dr. Loveless's lectures usually contain only material that is pertinent to the topic at hand, and very little trivial material. He prepares a lecture for a full period, although he is always open for discussion. Discussion is encouraged, although it just doesn't happen that often. His main fault is that he tends to ramble on a topic. One student says, "He is interesting, funny, and hard to follow." Sometimes he is talking of something and you don't know how he gets there. His lectures and discussions relate very well to the text and his tests.

READINGS: Most of his readings do pertain to the course work. One text will probably be given, maybe more. Outside readings will be assigned. There is usually plenty of time to do the readings.

ORGANIZATION: One research project will be assigned in the course. Each student will have to construct a personality scale and probably validate it by active research. Dr. Loveless will give two or three examinations of moderate to high difficulty. All the tests are fair and cover the material well. They do so because that is the instructor's business—the construction of tests. The final grade will be based on tests (50%) and the research project and review of literature (50%). The average final grade is a B.

COMMENTS: Personality Assessment is a course that covers a significant area of psychology. Many psychologists who work with people must have some idea of the assessment of individual personalities, how people are assessed and what the assessment means. The evaluator would take the course over again if he had to, and also recommend it to nonmajors who intend on doing counseling, social work, or any work that would entail a knowledge of the measurement of personality.

An improvement in this course would entail a reduction in Dr. Loveless's tendency to ramble. One would like to see more continuity between the ideas he presents. His rambling probably isn't due to lack of preparation, but rather to natural mannerisms, so it may be hard to correct. Many of the students in the first half of the course seem to be pleased with it. Some however regard it as "jock." (If you're lucky to have no girls in the class you'll hear a few good jokes.) Dr. Loveless is not a pressure teacher, and class is easygoing and interesting.



WILLIAM D'ANTONIO

CHAIRMAN of the sociology department, Dr. William D'Antonio can often be distinguished by his turtleneck shirts or brightly colored ties and by a sense of humor which rarely fails to come to the surface. He received his B.A. degree from Yale University in 1949 and went on to earn his M.A. from the University of Wisconsin. After a few years apart from the pursuit of "academic excellence," he returned to obtain his Ph.D. degree from Michigan State in 1958. He came to Notre Dame as a faculty member the following year and has been here ever since.

Dr. D'Antonio teaches both undergraduate and graduate courses as well as moderating a Free

University seminar. His undergraduate course, *The Family,* has become one of the most popular courses on campus as witnessed by the number of students taking it.

Along with his administrative and teaching tasks, Dr. D'Antonio has also been engaged in a vast variety of research projects. He has done work in U.S.-Mexican border relations emphasizing comparative studies in power structures. Presently he is co-director of a national study of the Christian Family Movement which studies the CFM from the aspect of both a social movement and a voluntary organization.

Dr. D'Antonio has also shown an active interest in Notre Dame-South Bend relations. In 1964 he analyzed the departure of the Studebaker Corporation from South Bend from the standpoint of community leaders in a crisis situation.

Dr. D'Antonio is also active outside the academic realm. He stays in shape with the help of frequent handball games with his sociology colleagues. He also schedules a few interdisciplinary matches with the psychology department to keep up his competitive edge. In addition he boasts a fine record as a prep school wrestling coach in Connecticut having only lost two matches in his three years as coach.

Dr. D'Antonio's main, long-run interest is in the area of power, authority, and individual freedom within the society. In commenting on these issues he says, "A key issue involves the factors which will enable the individual to make personal choices in all areas of his life." In discussing the area of marriage and the family, Dr. D'Antonio comments, "There have been great changes in the role of women, with subsequent changes in the role of men."

In summary, therefore, one can say that whether teaching in the classroom, working on a research project, or playing on the handball court, Dr. D'Antonio is characterized by his enthusiasm, effectiveness, and dedication to the task at hand.

DAVID DODGE

WHEN A PERSON encounters Professor David L. Dodge on the first day of class, one is impressed by what appears to be a hard-driving, objective man telling you that there are three exams plus a cumulative final and a 20-page term paper. His appearance is similarly well-ordered from the distinct outline of his horn-rimmed glasses to his occasional turtleneck. As the newness of making his acquaintance becomes familiarity, these externalities become manifestations of a straightforward person. This person is surprisingly interested in the students. Over the course of a semester, he makes it his business to know the first names of everyone in his class. He came to Notre Dame in 1967 and after one year he has become director of the Undergraduate Program in Sociology. He is readily available in his office for consultation or general conversation, and he considers this an important aspect of his role as teacher. His job here as an educated man is his life.

He was born in New England but did his undergraduate work at San Diego State University and completed the requirements in 1963 for his Ph.D. at the University of Oregon. He is spurred on and encouraged by a wife and five children.

His areas of special interest in sociology include deviant behavior and medical sociology. When asked about his reasons for these interests, his replies are simple and coherent. The study of deviancy gives a different but no less valuable perspective on the study of the behavior of man. Medical sociology is concerned with human adaptation to illness on both the professional and patient levels. His concern in these fields stems from a desire to help everyone excel in his own way, so that a person does not have to slip into the degree of frustration where he may hurt himself or someone else.

For class, he presents a moderate amount of material without trying to overload the student. He expects what he presents to be learned well so that the student can apply it in the future. He sees the students at Notre Dame as making genuine inroads with the Administration. Notre Dame has a balance between tradition and innovation which is lacking on either the East or West coast. There is more of an openness to the exposure of diverse points of view whereas either coast tends to be one-sided. As he puts it himself, "This has been a different experience for me, and I have really gotten something out of being here."

SPEECH AND DRAMA 35
INTRODUCTION TO THEATRE
MARY VRANCKEN
WILLIAM BYRD
REGINALD BAIN

CONTENT: This course is a general introduction to all aspects of the theatre, including history, technical theatre, costuming, directing, acting, architecture, theory and criticism. Because of the scope of the material, certain aspects are skimmed over and others emphasized. The majority of classroom lectures are on the history of the theatre, complemented in Mr. Bain's course by the individual student's compilation of a history notebook. Actual plays are not read. There are no prerequisites for the course. It is a requirement for all drama majors, but the majority of students are non-majors.

PRESENTATION: Lectures are given from the professor's notes. There is very little actual discussion. Much material is covered and many lectures touch only high points of the material. Reading assignments are from the text. The chapters in the text are necessary for the student to have a good understanding of the overall material, since the professor does not cover everything in class. The lectures often take place in the theatre itself, so the students can see its particular parts. Slides are often used to show the development of the physical stage.

ORGANIZATION: There are two major projects in the course. In Mr. Bain's course, the students are required to complete a history notebook. They are given a "check list" of identifications, consisting of plays, playwrights, theories, parts of the stage, for each of the major periods of history. The student completes the notebook according to the amount of information he wishes to include. This is a major part of the grade. The other

project is a requirement for all classes of 30 hours working on productions of the University Theatre. Although the required number of hours seems too much for nonmajors, the students agree that practical work is the best introduction to the theatre. Exams are based on lectures, reading assignments in the test, and the notebook. They are completely objective in Mr. Bain's class, both objective and essay in the other two. Major emphasis is on the history of the period.

COMMENTS: The course is a very broad introduction. Many of the nonmajors taking the course complain it is not what they expected. Students are forced to memorize in detail which they claim is useless. They would like to see the course changed into a more practical and relevant guide to an appreciation of theatre as a medium for expression. General opinion is that much of the historical detail could be eliminated.

SPEECH AND DRAMA 51
SPEECH EDUCATION
STAFF

CONTENT: This course concerns the vocal process and the development, normal and abnormal, of speech in the child from birth on. Major emphasis is put on the student's ability to recognize speech problems and know where to go with them. There are no prerequisites for the course.

PRESENTATION AND ORGANIZATION: The lectures were obviously prepared. Some were much more stimulating than others. Discussion consisted of not much more than questions and short answers. General opinion was that tests were more difficult than the material presented. There were no outside readings. One text was used and ample time was given for reading assignments. There were no papers or projects. There were three to five exams given, which were considered fair to hard. The final grade was based on tests and voice evaluation. Some students felt these were not the only bases for the grade and that some grades were questionable. The average final grade was C+.

COMMENTS: Students thought the course consisted of necessary information for any elementary teacher but felt that the experience could have been better. They do not especially recommend the course to those outside of the elementary education major. Suggestions for improvement include case studies, current studies, and some field observations.

SPEECH AND DRAMA 57
ORAL INTERPRETATION
FRED SYBURG
MARY VRANCKEN
EVANGELINE PERMENTER

CONTENT: This course is focused on the development of the student's ability to give an oral presentation of poetry, the short story, and the drama. The majority of classes consist of the student's prepared presentation followed by the professor's criticism.

PRESENTATION: The few lectures that are given are generally about the basic steps the student should take in preparing his presentation. There is some discussion of evaluation, plot, character, theme, situation, role, the voice, and breathing control. The amount of discussion varies in each of the different sections, but always takes the form of a critique on a student's presentation.

ORGANIZATION: Assignments are mainly given from the text. The student is to prepare the assigned piece of literature for an oral presentation in class. The number of preparations per student varies from 4 to 12, depending on the professor. There are no required papers in Mr. Syburg's section; two or three literary analyses are required in Miss Vranken's. There are no tests in any of the sections. The final grade is based on a final half-hour presentation by each member of the class.

COMMENTS: Most students are satisfied with the course. However, several insist on the importance of getting into the right section, according to what you personally want to get out of the class. The larger the class, the sketchier the personal reactions to your work, for time must be evenly distributed among the students. Many would also like "more than just criticism" for guidelines.

SPEECH AND DRAMA 73
ACTING
EVANGELINE PERMENTER

CONTENT: The course is concerned with developing the fundamental skill of acting through creative exercise of the tools of the actor, the voice, the body and the imagination, and through a concentrated study of the creative process of acting. The course is designed for majors in the sequence of the department, thus Voice and Body Movement is a prerequisite; however, the department policy has been flexible enough to allow nonmajors to take the course upon approval from the department.

PRESENTATION: In order to allow maximum benefit for the student, the course remains small enough to allow flexibility in its presentation. The class begins with several minutes of vocal and physical exercise in order to relax the mechanisms for the best control, followed by exercises requiring imaginative stimulation (mime, memory, etc.) in order to free the actor through concentration. After the opening period, the program for the class varies — perhaps a lecture on a particular approach to acting (e.g., Stanislavski) or a phase of the creative process (e.g., emotion recall and expansion). The lecture is often followed by exercises demonstrating the points of the lesson. Often the class treats a particular assignment brought to class for further development (e.g., given a role, Shylock) and a particular speech to be developed according to specific suggestions for emphasis. Miss Permenter has excellent training in the field of theatre and acting in particular, and emanates a genuine enthusiasm that invariably leads the student to a sincere effort in his work. Discussion is encouraged and becomes a vital line of communication.

READINGS: There are many suggested readings in the course, few required, but the student is assumed to have an interest in his work that transcends the required readings. The readings concern theories and styles of acting.

REGINALD BAIN

"In its essence, a theatre is only an arrangement of seats so grouped and spaced that the actor . . . can reach and touch and hold each member of his audience."—Jones

PROF. BAIN uses this quotation from Robert Edmond Jones' *The Dramatic Imagination* as a starting point for a discussion of his view, his philosophy of theatre, and theatre education. To Mr. Bain the word "relationship" is of utmost importance, for in his view, the theatre is a relationship to an audience, established in time and space where an actor, through oral and visual means, by enacting a play, moves a group of people emotionally, psychologically, and intellectually. This relationship is the theatrical thing. The rehearsals, the classes, the exercises, and the discussions are merely preparations to the theatrical event. To Mr. Bain, "the Theatre" is something that happens in the physical theatre, that which happens emotionally and psychologically *in* the theatre. It is in the actual moment that theatre really exists.

Bain's classes are designed to help students to understand the processes involved in creating a theatrical experience. Theatre education is a formal preparation for students who want to help create the theatrical experience. It is a preparation for those ready to be involved in that process, for the theatre, says Prof. Bain, is indeed a process and not a product. The finished production can indeed be called a product, but the product only exists in each performance, and the theatrical experience ceases to exist after the run of a particular production has ended. There is no permanent product, such as a painting, which can be displayed and experienced for years to come. No, the theatrical experience is quite different, in that each performance of a play is different. Because each group, each audience differs, the basic and important relationship between actor and audience differs. It is because of this relationship that the theatre is a deep and complex human relationship.

In his directing course, Prof. Bain tries to open the student up creatively. Mr. Bain defines directing as a long series of creative problems; it is the process of solving these problems creatively, and the director is judged on the artistry of his decisions. In directing class the student learns how to work with actors. He learns how to utilize the stage and his audiences to the best advantage.

The word "open" is key to directing. The student must open his mind, his ideas. He must be able to see many different possibilities. Mr. Bain asks his students to think metaphorically. For Mr. Bain, the real fabric of art is the ability of a director to see both the literal and the metaphorical. Directing is individual and subjective, but it is very important that the students open their minds to new things. After first learning the conventions and various techniques of directing throughout the history of theatre, the students are called upon to use these techniques in new ways. Prof. Bain helps his students to exercise their originality, to try different methods, and not to be satisfied with merely one approach.

ORGANIZATION: The course requires few, if any, written assignments, except perhaps for a description of the progress of a role or observation of a character. The assignments from class to class are concerned with the development of the resources of the actor through specific suggestion. For example, the student might be asked to give the same prepared speech in the next class from a different emotional emphasis or interpretation (e.g., Shylock as sarcastic rather than angry). The professor is extremely apprehensive about the use of the terms "examination" and "test" and prefers to view the course as a deepening exploration of the inner resources of the actor. Every class is an examination; there are no examinations. The final grade is based upon the sincere effort of the student to expand his resources with the help of the teacher. There is a general feeling that "grading" in art and creativity is ludicrous and must of necessity be somewhat subjective, but the criteria of the professor are those of a responsible artist devoted to her art.

COMMENTS: There is a unanimous feeling among the students in the course that they are receiving a sincerely enthusiastic training in their art from an artist who can communicate beautifully in a classroom situation.

SPEECH AND DRAMA 77 PLAYWRITING FRED SYBURG

CONTENT: Probably the best idea of the general nature and purpose of this course can be gained from the title itself. All of the work in the course is directed toward aiding each student in writing a well-made, fairly workable, one-act play during the course of the semester. Emphasis is given to writing a play of literary merit, but there is also a concern to see that these will be plays which could be produced and be an effective vehicle on stage.

There are no formal prerequisites for the course, but anyone interested in taking the course should have better than a passing familiarity with the theatre. A person should have had some previous experience with the theatre as theatre, that is, he should either have attended a number of plays or worked on the production of several plays. Such experience is practically indispensable.

PRESENTATION: Mr. Syburg has structured the course in such a way as to allow for and even demand the greatest amount of student creativity. The final grade is based not only on how well the student develops his play, but on how he can discuss and constructively criticize the plays of the other students in the class. There is really very little formal lecture involved. Mr. Syburg works from the basic text, *Playwriting,* by Bernard Grebanier. This is a very mechanical book, and Mr. Grebanier's arrogance and doctrinaire presentation are at times overbearing, but Mr. Syburg is able to take the basic principles presented and relate them concretely to the plays of the individual students.

ORGANIZATION: The assignment on the first day of class is to write out five "seeds" or basic ideas for plays. Gradually these are developed and soon four are eliminated. By midsemester each student is required to have the first draft of his play completed, and from then on each student is assigned a day on which to read his play and have it discussed in class. After each student has read, the cycle starts over. The final exam is simply the final revision of his play.

COMMENTS: Most of the students were quite satisfied with the course and recommend it highly to anyone interested in writing for the theatre or television, or in writing professionally in any capacity. Mr. Syburg is regarded as a gifted man and an excellent teacher, and the students consider the discipline they learned in developing artistic expression very valuable.

SPEECH AND DRAMA 79
MAKE-UP
MARY VRANCKEN

CONTENT: The course aims to teach the student the proper use of stage make-up.

PRESENTATION: The student learns by "doing" and is given such assignments as learning to do "old-age make-up," placing frozen lines, stylized make-up, etc.

ORGANIZATION: There are no lectures as such and no discussions or readings. This is a laboratory course. The final exam is a practical test in which the student makes up as some character and explains in an essay his rationale.

COMMENTS: This could be a valuable course, indeed a necessary one for a student interested in theatre. Some students have criticized it, however, for being disorganized and even "chaotic at times."

SPEECH AND DRAMA 86
HISTORY OF THE MODERN THEATRE
REGINALD BAIN

This course is being offered for the first time next semester as a continuation of History I, offered first semester. It will be a comprehensive study of theatre from the last quarter of the 19th century to the present day. It will be primarily a lecture course and major emphasis will be placed on the different theories of theatre. Students will read the dramatic authors themselves, such as Stanislavski and Brecht, instead of a textbook. It is possible that the students will be required to work on a major project in addition to the assigned readings from the different periods of history. The physical stage will not be emphasized as much as it was in History I. Tests will be essay in nature. The course is required for all drama majors and is open to any nonmajors.

DRAMA 172
DEVELOPMENT OF DRAMA
FRED SYBURG

CONTENT: The course is a major requirement, but is often elected by students in other departments. The purpose of the course is to read and study representative works of the major playwrights from early times (Aeschylus) to modern day (Ostrovsky). The student is thereby encouraged to gain an understanding of the authors themselves, the readers they wrote for, their individual plays, and main trends and directions in the development of the drama.

PRESENTATION: Mr. Syburg's approach to the material and the class is at all times extremely well organized and delightfully presented. The balance between lecture and discussion is well proportioned. Lectures are intellectually refreshing, well aimed, carefully thought-out, and up-to-date. In a course of this nature it is important to remember that the works studied were meant to be seen in production on-stage. Mr. Syburg keeps the major emphasis of the course on drama as a theatrical experience, while at the same time respectfully considering the plays as literature — that is, artistic examples of the written word. Discussions are generally issued out of material proposed, rather than imposed, by the teacher. Student opinions are freely and often vehemently offered, and differing points of view are allowed time for stimulating debate.

ORGANIZATION: Mr. Syburg treats the students fairly in regard to assignments and examinations. Short papers are assigned at regular intervals, usually offering the student a choice in subject matter and calling upon him to attend worthwhile productions in the South Bend area. For the first semester, examinations are given at sensible breaks in the material being covered. They are fair to the student and are scheduled well in advance. During the second semester there is only a final examination which is averaged in with frequent spot-quizzes, papers and participation, to reach the final grade.

COMMENTS: I highly recommend Development of the Drama to anyone with an interest in the theatre—either practical or intellectual. It is invaluable to the drama and English major, and very worthwhile to others.

SPEECH AND DRAMA 174 SCENE DESIGN WILLIAM BYRD, JR.

CONTENT: This course consists of a basic introduction to the use of color and perspective. Emphasis is put on the student's ability to translate a mental image into a concrete design on paper. There are no listed prerequisites, but a background in theatre is almost a *necessity.*

PRESENTATION: In the beginning of the course, the professor did lecture on the basics. Later, however, it became more of a studio course. Sketches done in and out of class were submitted to the teacher for criticism. A text was used for reference in the case of technical difficulties.

ORGANIZATION: Assignments consisted of a series of designs and mechanical perspectives, one for each period of theatre history. The final was a similar project: each student was to select a play and prepare for it a floor plan, a mechanical perspective, a colored rendering, a lighting plot, and a model. Also due at final time was a sketch book. The final grade was based on all assignments.

Like all studio courses, Scene Design requires more time and work outside of class than in class. The professor was always available for help and advice.

COMMENTS: The course was significant since it forced the student to conceive ideas and recreate them on paper. Most students would not recommend the course to nonmajors who don't have a knowledge of the theatre. One suggested improvement would be more scheduled consultations on projects.

FREDERICK SYBURG

"HE REMINDS me of my Uncle Ed, who's not really my Uncle Ed, but we call him Uncle Ed . . . he's a dentist and he talks about Teilhard de Chardin while he's filling your teeth . . . the only thing is, Uncle Ed is Lithuanian, and I'm sure Syburg isn't a Lithuanian name . . . I think it used to be Von Syburg, that's German —and that makes him German nobility because of the *von,* and because *burg* means castle or *fortress or something, doesn't it . . . anyway,* I'm trying to tell you about Mr. Syburg, which isn't easy. One special thing I've noticed about him is that, while you're talking to him or listening to him, you feel the force of the respect due him as instructor, or director, or just man—but it doesn't impart any false sense of obligation, do you know what I mean? It's like you don't have to always be carrying on a conversation or thinking of things to say . . . you can be sitting with him in his office, neither of you speaking at all, and feel perfectly at ease. Silence, somehow, is never embarrassing in his presence. He's a lot like my father in that respect.

This may sound strange, but he also reminds me of the Cheshire cat in *Alice in Wonderland.* Do you remember how, when Alice first saw the cat, she asked if the cat came before the smile or the smile came before the cat? . . . well, I've often wondered that about Mr. Syburg. Sometimes he appears with that wry smile on his face (or is it the smile that appears with him?) and I wonder what it is that he's enjoying so much. He is, in a very real sense, part little boy . . . really. I hope that doesn't sound irreverent or out of place, because I think it's true . . . it's so simple and natural—the way and the extent to which he enjoys things—like performing himself . . . or growing sideburns . . . or the real and human things he finds in the performances of others. That's what makes him so great to work under.

When you think about it, that's strange too, because he always appears to me to be Sobriety itself, and I feel like if I had an important decision to make, I'd want his opinion . . . which, for some reason, makes me think of Merlin, whom I'm sure Mr. Syburg would have been had he been chosen instead to live in the time of Arthur.

I guess maybe I really can't tell you very much about Mr. Syburg, expect that I like and respect him over and above his dedication to what theatre is and what it can do. Once, I remember, he said with obvious tongue in cheek:

> *"On one side of the administration building*
> *is the temple of god*
> *on the other the temple of man."*

But I know he believes it's true, and it is because of this belief that the theatre and theatre study at Notre Dame and St. Mary's are the experiences that they are."

SPEECH AND DRAMA 178
THEATRE PRACTICUM
STAFF

CONTENT: The Theatre Practicum is a practical course in theatre designed to give the student an opportunity to pursue his or her interest independently and under the guidance of a faculty member. There are no prerequisites. Practicum credit may be obtained in such things as acting, directing, technical theatre or a paper.

ORGANIZATION: The readings have depended on the individual student, professor and the nature of the program, designed by the two of them. The exam many times was the execution of the project itself, such as a recital, scale model of the set, etc. The grade depended upon the final project.

COMMENTS: The course is definitely a good educational experience, for it provides the student with the opportunity to explore his interests on his own. While the reviewer would recommend the course to any major or minor, the nature of this course has changed, and it is not clear what is included in it under the present policy.

SPEECH AND DRAMA 184
ADVANCED DIRECTING
REGINALD BAIN

CONTENT: Students should have had either Directing I or a very good background in practical theatre. The course consists of some lecture and many class exercises, prepared by students. They work with each other in directing scenes for proficiency in blocking, staging, characterization, etc. Emphasis this semester will be placed on directing for a nonproscenium stage with special concentration on movement and use of the stage.

PRESENTATION: Lectures are based on the book, but with many examples and specific problems drawn from Mr. Bain's past experiences as a director. Discussion and analysis of the class exercises is most important.

ORGANIZATION: Aside from the class exercises, the only project is the final exam, which consists of directing a one-act play or special evening of theatre. There are generally no tests during the semester. The grade is based on the exercises and on the final play.

COMMENTS: The main value of this course is the combination of technical knowledge and practical experience achieved. The course is basically designed for theatre majors, although it can be a very valuable course for interested nonmajors with the necessary prerequisites. Nonmajors should consult with Mr. Bain before registering for this course.

SPEECH AND DRAMA 185
CREATIVE DRAMATICS
STAFF

This course is being offered for the first time this semester. It will concern the principles and practice of informal drama for young children. Different theories will be studied and there probably will be some practical work applying these principles with children. Observations may also be required. There will also be some discussion of the place of creative dramatics in today's world, such as in youth programs, community programs, work with mentally retarded, and general education.

SPEECH AND DRAMA 190
AESTHETICS
STAFF

This course, revised this semester, will no longer be a study of the philosophy of art, but rather a survey of dramatic theory and criticism from Aristotle up to the present day. There are no prerequisites for the course. It is a requirement for all majors and open to nonmajors with permission. Students will be required to read the actual theories instead of a textbook, and class will consist mainly of group discussions.

SPEECH AND DRAMA 198
THEATRE SEMINAR
STAFF

CONTENT AND PRESENTATION: This is a noncredit course, required of all majors. It functions as a forum during which the faculty and students may exchange views on a variety of topics concerning both the department and the theatre in general. Topics discussed include curriculum change, senior comprehensive exams, graduate school, and trends in American theatre. There are no formal lectures. Mr. Bain or another faculty member will come with a specific topic and present it and his thoughts. The students may express their opinions and all new ideas. Emphasis is on informed discussion.

ORGANIZATION: The "text" for this course is a special issue of the *Educational Theatre Journal.* Included in it are some topics discussed in seminar. However, the discussions in no way follow the *Journal* which provides additional information and opinions.

COMMENTS: The significance of this seminar is that it provides a time and place for both honest communication and the presentation of the information. The course suffers in its emphasis on the Notre Dame-St. Mary's theatre rather than the theatre scene at large; it should also be noted that the staff of the department, rather than its students, leads the seminar.

THEOLOGY 20
GOD AND MAN
GEORGE COULON, C.S.C.

CONTENT: Theology 20, God and Man, as taught by Fr. George Coulon, tries to raise as frankly and honestly as possible the problem of radical change confronting traditional Catholic faith. By examining the problems of God and of atheism in our times it will pursue the following question: does not our openness to a truly transcendent God provide a basis for a theology of radical change and even of secularization? There are no academic prerequisites for the course, only a faith that is not afraid to ask questions and a love for truth and people.

PRESENTATION: This past semester, the lectures were rather poor in quality, due to the monotonic style of presentation, which tended to lose the class's interest. Due to the lack of interest in what unfortunately remained abstract principles, there was little discussion. The tests are based almost entirely on the lecture material, to the point that one can pass them easily and simply with good lecture notes, rather than depending on the outside readings.

READINGS: The readings, including *The Problem of God, Honest to God,* and *The Secular City* (all popular contemporary theological literature), are above average in interest to the student. There are two other works of deeper content, but all in all, an extreme burden is not placed on the student as to outside reading assignments.

ORGANIZATION: There is only one paper (three-five pages) required during the semester, and four quizzes interspaced throughout that time. The final grade, which is usually C or B — A's are scarce — is an average of these four tests and the paper. The examinations are essay, and not of undue difficulty, if

the student is familiar with the lecture material (which is unlikely, because he probably will have fallen asleep by this time).

COMMENTS: Fr. Coulon's first semester students have registered no little dismay over the doubtful pertinence of the course. However, Fr. Coulon realizes that he has not been student-oriented in his first semester teaching undergraduates after ten years on the graduate level and intends to mend his ways, making Theology 20 more concrete and down to earth.

THEOLOGY 21
THEOLOGY OF MAN
JEAN LaPORTE, C.S.C.

CONTENT: Fr. LaPorte examines various ancient and modern theories of man in an attempt to reach a critical understanding of the nature of man from a theological perspective. The course is more thematic in its development than historical. That is, it attempts to consider some basic problems in the works of different men rather than pursue a chronological teaching of any particular "school," or period. Major considerations of the course center around such problems as the nature of human freedom, the problem of death and the nature of society.

PRESENTATION: The course is conducted primarily as lecture, with discussion pursued whenever need or interest merits it. The lectures tended to be less than exciting and this can be attributed both to the difficulty of the material as well as to Fr. LaPorte's style. The combination of a rather heavy French accent and a very deliberate, careful presentation of subject matter make the lectures difficult to understand and appreciate.

READINGS: The lectures, the discussions and the tests all deal with reading material that is assigned regularly. The readings are taken from notes that Fr. LaPorte distributes to the class. They are his own considerations of: anthropological and paleontological studies of man, of Egyptian religion, of Plato, of the Bible (especially the Old Testament), of Feuerbach, of Maxism and of Teilhard de Chardin. Fr. LaPorte is a fine scholar and it must be stressed that his summaries of these doctrines are brief, clear and very worthwhile introductions. Attendance at the lectures is not taken and these carefully prepared readings form the core of the course.

ORGANIZATION: There are no papers required but there are three or four tests administered besides the midterm and final. The tests are examinations of certain areas of the readings and are not especially difficult. A simple, careful reading of the texts is quite sufficient preparation.

COMMENTS: Neither the lectures nor the readings could be considered "a lot of fun." In fact they are not selected with a view toward "the typical sophomore's problems." Fr. LaPorte's purpose in the class is to provide a careful and serious introduction to some of the most important philosophical and religious ideas of man. This course should be considered by a student interested in some intelligent, mature reflections on the nature of man and society; however it must be understood that the course is intended to be serious, academic work.

THEOLOGY 22
GOD AND THE MODERN WORLD
LUKE MIRANDA, C.S.C.

CONTENT: This course attempts to show the interaction of God and the modern world. God may be seen as acting in art, films, youth movements, and in all the other "human happenings" around us. While the thread which runs all through the course may be said to be the existentialism of Sartre and Camus, the major topics to be covered are "unpredictable" and "open, just open" to the developments which occur in the world. The only prerequisite for the course is sophomore standing.

PRESENTATION: The lectures in this course are usually very clear and cogent. This is sometimes achieved, however, by being redundant. Due to the size of the class, time for discussion is somewhat limited. But questions raised either during the lecture or in the time at the end are answered without attempts to force the student to come to a particular answer. The lectures are usually quite relevant in preparing for examinations.

READINGS: The number and nature of outside readings required for the course are usually determined by what track the course takes. These readings are usually suggested readings with no follow-up.

ORGANIZATION: One minor research paper is required (about 10 pages long) due near the end of the year. Choice of topics from a list of 15-20 themes or issues. There are two essay examinations at midterm and final time, one question, no choice. The final grade is determined thusly: 30% midterm, 30% final, and 40% paper. The average grade in the course is a B–.

COMMENTS: All of the students asked to evaluate this course replied that they thought the course was good. The relevance of the material presented and the open attitude of the teacher were often favorably commented upon. The only major criticism made was that the course occasionally seemed to be too amorphous. Perhaps some attempt could be made to provide copies of relevant articles, a more organized bibliography of suggested readings, etc.

THEOLOGY 32
EXISTENTIAL CHRIST
KENNETH GRABNER, C.S.C.

CONTENT: Father Grabner's course attempts to find a new language in which to express Christian truths. The truths are taken as given, and existential terminology is merely substituted for scholastic jargon in the expression of them. The categories which the course treats are carefully chosen so as not to sound too "old-fashioned," but they are basically traditional ones — e.g., "grace," "sacraments," etc., which Father Grabner insists, however, cannot simply be taken in their traditional sense, but in a sense which combines traditional values with more current terminology.

PRESENTATION: The course is presented in lecture form, although Father welcomes and encourages questions and discussion of his presentations. The lectures

are at times stimulating, though they tend to fall into repetitive patterns. They are essential to the knowledge the student is expected to demonstrate on examinations, although they are not closely connected with the readings which are assigned.

READINGS: The readings tend to concentrate on authors and ideas more Catholic than existentialist. An anthology of lesser-known writers and a book more literary than philosophical are assigned, and take about twelve hours to read through once. Students are expected to complete the readings generally on their own, and they are examined on them as well as on the lecture material.

ORGANIZATION: Three examinations and a term paper form the basis of the grade. The paper concentrates on one author selected from a list of literary existentialists provided by the teacher. It is not graded, but only approved or disapproved. The exams can be creative if the students choose to make them so, but Father Grabner is satisfied with a mere recapitulation of his lecture material and a few insights on the readings assigned. The exam may be taken orally if a student so desires. The grades tend to fall in the B range.

COMMENTS: Father Grabner has very high ideals for his course, but he is much too bound up with the "old" theology to appreciate the "new." He seems far too little versed on the existential philosophers to appreciate their insights, and his course is, if nothing else, poorly named. If he were able to break his inclination toward traditional Christian categories more, the course might be significantly improved. As it is, it is simply a decent course which promises more than it delivers, and as such it is recommended for those who are not particularly concerned about an in-depth appreciation of the modern school of thought with which it deals.

THEOLOGY 32
EXISTENIAL CHRIST
J. McQUADE, C.S.C.

CONTENT: The course is basically an explanation of Teilhard de Chardin's concept of Christ and an analysis of Christ in the modern world. Father makes many references to present-day problems in theology, comparing present solutions with those of the past. The basic emphasis, however, is on the teachings of Chardin on Christ. There are no prerequisites for the course.

PRESENTATION: The lectures are essentially on the book that the instructor assigns. The lectures are very flexible, however, and discussion is welcomed. Fr. McQuade is very open and manages quite well to maintain the interests of his students. The quality of the discussion depends on student interest — one section of the course at present is quite active while the other is rather dead.

READINGS: The readings are primarily from one book — *Teilhard de Chardin and the Mystery of Christ.* Fr. McQuade gives a selected reading list at the beginning of the session but rarely refers to it in the course. He does, however, assign readings from *Commonweal* and other theologically oriented contemporary magazines. The main reading is very interesting and wholly relevant to modern theological questions.

ORGANIZATION: There is only one test, a final. The instructor also assigns two papers which are of optional length.

COMMENTS: The course is very interesting and challenging in its theological questioning. It is for the most part a significant educational experience. Much of the profit of the course derives from student reaction — if the student responds actively then the course can be very interesting; if not, then it will be very dry. The course is recommended as one of the theology requirements if the student is at all interested in making theology relevant to himself.

THEOLOGY 34
THEOLOGY OF THE CHURCH
FRANCIS SULLIVAN, C.PP.S.

CONTENT: The course takes the documents of Vatican II and explains them and the reasons for their writing. The major emphasis in the course is on the context of the documents, which must be read in part. There are no prerequisites for the course; all the material is contained in the documents.

PRESENTATION: Father Sullivan makes the lectures interesting and holds the attention of the students. Father has a good grasp of the documents and is capable of explaining them to the students. He outlines the chapters and follows them section by section. The discussions are open but not too many questions are asked. The lectures are directly related to the readings; after outlining each chapter he explains them.

READINGS: The readings consist of parts of the documents of Vatican II. along with three books from a selected reading list which offers a wide range of topics. The reading load for the most part is not too demanding.

ORGANIZATION: There are three papers due on the three books which are only two pages long. There are also three exams which are true-false and multiple choice. The basis of the final grade is the average of the tests with the book reports given a little consideration.

COMMENTS: The course is well presented but the tests are entirely too minute in detail and picayune. The course is pretty good as far as theology requirements go. It is worthwhile if one is interested in the movement of the Church and in contemporary theology. As an improvement, more general tests with a few more excursions from the dry facts of the documents would be recommended. If Father keeps the tests, a more lenient curve would be in line. Also, another book besides documents of Vatican II should be used, adding a little variety to the course.

THEOLOGY 34
THEOLOGY OF THE CHURCH
J. QUINN, C.S.C.

Since Fr. Quinn has been teaching seminars we can offer no real evaluation of his teaching ability. He is an interesting and well-read man. The description of his course does promise a more extensive treatment of theology of the Church than is usually offered to undergraduates.

Expect a little more work, but this theology course should be a change from the dull routine of theology requirements.

CONTENT: The Church's spirituality of alienation and integration in American life.

READINGS: Selections from *Early Christian Writings,* Penguin; readings from *The Confessions* of Augustine; Origen, *On Prayer;* Fenelon's *Letters to People in the World;* basic text is *The Intellectual History of Europe* (the spiritual history of Christianity) 2 volumes, Penguin.

ORGANIZATION: Two essay type exams on the basic text and four short papers during the semester.

THEOLOGY 38
CHURCH DEVELOPMENT
WILLIAM STOREY

CONTENT: The course is a historical approach to the life of the Church. However, the emphasis is not factual but interpretive; Dr. Storey tries to present the Church as a live alternative as it was for those in the past, and what bearing this has on us now. Chief topics include the relation between Church and state, reform movements, and the development of liturgy.

PRESENTATION: Dr. Storey's lectures are markedly typical of his general personality: polemical to the core, albeit very good polemic. His classroom manner is exuberant, vastly entertaining and showing a convincing, almost awesome, command of his topic. Although he rambles occasionally, his digressions are nearly always rewarding. He possesses a talent for reducing a flux of events to an understandable concept, with a little tendency to oversimplify for the sake of clarity. He compensates for an occasional bit of confusion with an ability to vitalize the material. His lectures reveal strong, though rarely objectionable, bias, which is actually a mark of his passionate concern for his work.

READINGS: The reading load is substantial: approximately six or seven books each of the two semesters. Like the lectures, the books are chosen for their ability to treat the topic as a live possibility, rather than a dead fact. Consequently he uses primary sources, when available, to good effect.

ORGANIZATION: There are no long papers. Instead (in the 37 course) five-page reviews of each of the six books were required; the number for the second semester is as yet undetermined. Only one exam, the final, is given. The final counts as two papers, or one-fourth of the final grade. The average grade is B.

COMMENTS: The writer is happy to be able to recommend this course to anyone in the University who is interested in a truly radical (*rooted* as Dr. Storey's ideas are in a solid understanding of history) interpretation of the Church. The course cannot help but force the student to take a stand on the Church, either by examining his current commitment to it or by re-evaluating his alienation from it.

There are criticisms to be made; among those suggested were: use of a substantial, objective account of ecclesiastical history, in order to balance off occasional injudicious moments in the lectures; reduction in the amount of writing; reduction in the professor's free use of superlatives and absolutes; and more restraint in answering questions to avoid excessive digressions.

THEOLOGY 41
MORAL PROBLEMS
JOHN DUPUIS, C.S.C.

CONTENT: Father Dupuis tries to cover several major topics during the semester—such as revolution, war, etc.—and in doing so tries to perceive the morality or immorality of certain problems connected with these topics in terms of moral principles.

PRESENTATION: Father Dupuis generally lectures, but he welcomes discussion and would like to see more of it in his course.

READINGS: There are no particular readings. They depend in part on the topics covered, and this is certainly not a textbook course. Readings are never assigned but are encouraged, and during the past semester Father asked his students to read *Situation Ethics.*

ORGANIZATION: There will probably be two papers, three quizzes, and a final next semester, though this is not absolutely rigid. The final never counts more than 30 percent of the grade.

COMMENTS: Father Dupuis is a "nice guy" and has beautiful handwriting. He comes off as a liberal in certain areas—or certainly as a humanitarian. He does seem to display a great deal of vigor in reply to opinions not in line with his own, however. And he seems also disorganized, boring, and perhaps a little over his head. His course is definitely "jock" as far as work in general goes, but it is not a recommended way to get a "grade."

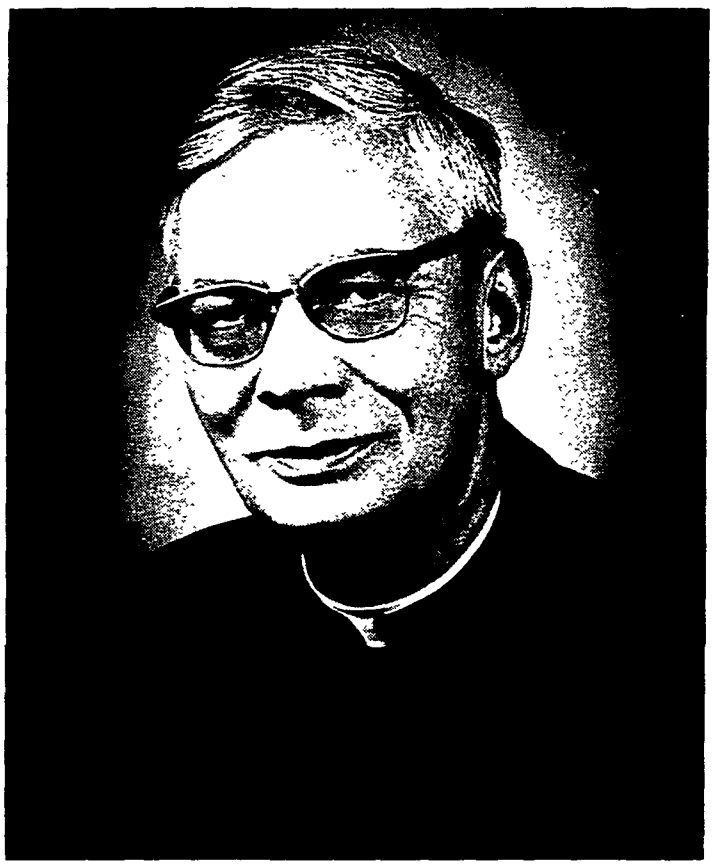
THEOLOGY 41
MORAL PROBLEMS
L. MERTENSOTTO, C.S.C.

CONTENT: This course consists of a critical analysis of situation ethics and a discussion of current moral problems in regard to such topics as the preservation of life, sexuality, marriage, and social issues. The course begins with a presentation of the basis for making ethical judgments. Then there follows a discussion of selected problems in the light of theology and other related disciplines. Prerequisites: seniors *only.*

PRESENTATION: The lectures in the course generally tend to be clear with frequent use made of examples. Questions may be asked at any time during the lecture.

READINGS: It is suggested that the students read Joseph Fletcher's book, *Situation Ethics.* (It is even more strongly suggested for reading if you intend to pass the midterm.)

ORGANIZATION: Each student will prepare a position paper on a subject taken from a list of 20 topics.



JOHN McKENZIE, S.J.

"MY CHILDHOOD was miserable. I had scads of problems mostly because I was precocious and had difficulty adjusting to my peer group. I was smart-alecky and thought that everyone else had total recall too."

Some bishops certainly feel that this precocious child — Father John McKenzie of the theology department — has grown up but not necessarily matured. For he has become a rather bright theologian who talks lightly of old Catholic doctrine and makes his voice all too clearly heard. He appears to many as a radical too easily critical of the Church. But to others he is a man whose judgments are eminently sound, one who criticizes but believes that to form groups apart from the institution is unrealistic.

"The future of the Church? I'm hopeful. I once said that as long as we have the Holy Spirit we don't need the pope. People think that Catholic doctrine is all sacred and untouchable. It's not. Criticism of the Church, the bishops, and the pope is not novel. In the Middle Ages people were quite freewheeling in their criticism of the pope and the hierarchy. But that attitude is not entirely wholesome. Neither is silence."

Recognizing that the experimental liturgy at Notre Dame is popular, he still feels that we have not solved all the problems. "From the time of Gregory the Great up to the last few years there has been no experimentation. So we've got 1500 years of experiments to do. But our liturgy requires a group small enough to *feel* unity. About the size of the last supper, perhaps 100 people." Father McKenzie welcomes a home liturgy and believes that requests for it will eventually force bishops to grant permission.

Despite his compulsive industry which has led him to publish several books including a *Dictionary of the Bible* and *Authority in the Church,* he feels that a moderate amount of laziness is necessary. "Everyone sets his own pace. Students today are no lazier than I was, and they lack no more humility. People need rest, but not too much."

Most of his time at Notre Dame has been spent writing. But he is impressed with the lectures and films. "If they show *Birth of a Nation* I'll go — but I don't suppose that has been scheduled this year."

When asked about his education and Catholic education in general, he commented, "Theology was formerly taught in terms of eternal verities, broad general terms in which there is no time." He feels that we are now moving toward a more historical approach. To rise out of a state of "Biblical illiteracy" requires time. "Modern theology is in a state of rapid change. I am accustomed to a slower pace."

Father McKenzie speaks of students at a sensitive, delicate age and looks with slight disfavor on a system where men are separated from women. "Students feel that women are more important than they really are. If they were around, you would find them less exciting. Remember, though, that I like women. I like them mostly because they are very different from men. But too much dreaming about them is bad. The best way to shatter these dreams is to meet a few."

Father McKenzie is concerned with writing, and the prime requisite for writing is to be alone. He stays in his office ("my cave") most of the time. As a professor his interest is in the performance of students. "They can lead their lives if they let me lead mine. However," he continues, "I realize that students can't spend the time on academics that the faculty think they should. Students need to grow in other ways. I meet my students strictly on an academic level. Others in the University deal with the students. I cultivate interest in their academic life. To the faculty, students just pass through. Like Heraclitus we can't put our foot in the same student twice."

Father McKenzie was born at Brazil, Indiana, October 9, 1910. He entered the Society of Jesus at Milford, Ohio, September 1, 1928, and was graduated from Xavier University, Cincinnati in 1932. He received a master's degree from St. Louis University in 1934. Father McKenzie took his theological studies and was ordained at St. Mary's College in Kansas June 21, 1939. Later he studied at Weston College in Massachusetts, receiving his doctorate in sacred theology there in 1946.

The paper will be 5-10 pages long. Two essay exams at the middle and end of the semester. At irregular intervals, class exercises are given which involve the solving of moral problems. These are not quizzes but ask the student to deal with certain moral problems from the material recently covered in class. Final grade: 30% on each of the two exams, 20% on the position paper and 20% on the class exercises.

COMMENTS: The opinions on this course are mixed, divided probably along the lines of how much work the people taking the course are doing. Some feel that the lecturer is rather flat and unexciting. They feel that the examples raised are irrelevant and situation ethics doesn't need to undergo such lengthy analysis. On the other hand others feel that the course has been a significant educational experience. They have learned how to formulate ethical questions and have made up their minds on them. Take your pick.

THEOLOGY 43
CHRISTIAN MARRIAGE
PIERO L. FRATTIN

CONTENT: Dr. Frattin's course attempts to present students with insights into the sociological, psychological, philosophical, and theological aspects of marriage. It divides itself into four parts: the social climate of our society and its attitude toward marriage; the concept of love — its demands and resources; the fulfillment of marriage and the reality of parenthood; and marriage and conjugal spirituality. As a totality the course is directed toward endowing traditional Catholic teachings on marriage with an air of respectability for modern people.

PRESENTATION: The course is presented in a series of lectures, which Dr. Frattin has very carefully worked out and virtually committed to memory. The lectures are not terribly boring, considering their aim, but generally the students taking the course are not interested enough to ask questions about them. Reference is made in the lectures to the books required for the course.

READINGS: Four readings are required: *Human Love* by Jean Guitton; *Sex, Love, and the Person* by Peter Bertocci; *Marriage and the Love of God* by J. Gosling; and *Humanae Vitae* by Paul VI and a host of Vatican theologians. The titles give some insight into the content of the works. If the student is interested in slightly glorified versions of the works on marriage he read in better high-school religion courses, they are quite adequate. The papal encyclical has gained wide acceptance among Catholic bishops and other traditionalists.

ORGANIZATION: There are no papers in the course. Two tests and a final — all based on both the lectures and the readings — form the basis of the final grade. The tests require one and only one thing — rigid orthodoxy. If the student disagrees with any of the teacher's ideas, he is strictly cautioned not to express this feeling on the examinations. The grades tend to fall into the B-C range, largely because those taking the course who care enough to think about the material find themselves opposed to the positions taken by Dr. Frattin.

COMMENTS: "Christian Marriage" is a testimony to everything that is wrong with the required theology curriculum at Notre Dame. Dr. Frattin is a canon lawyer, a man strictly versed in the "old school" of Catholic thought on marriage. He faces students who have frequently made up their minds already on the nature of marriage, and the more intelligent and concerned among them often disagree with the positions which have found their way into ecclesiastical thinking. Yet there are many students who want a course like Dr. Frattin's precisely because its lack of relevancy calls forth no challenge from them, and allows them to shove aside any serious theological considerations about marriage within the context of the college classroom. It is a great pity that a course on marriage taught in seminar-fashion is not offered in place of the present one. It is largely due to apathy on the part of the students, however, that such a course did not long ago supplant this one.

THEOLOGY 45
CHRISTIAN ETHICS
MAURICE AMEN, C.S.C.

CONTENT: This course in Christian Ethics is a general survey and analysis of contemporary moral problems in the Church, and treats the issues pertinent to the Christian truly involved in today's world.

PRESENTATION: Fr. Amen is not an articulate speaker, but does get his point across very well and interestingly. The first two classes of each week are lecture periods, and the final class is entirely group discussion of issues relative to the readings and lecture material. These discussions are completely voluntary, but are found to be extremely beneficial to the participants.

READINGS: This past semester the readings were three books by Tolstoy, Freud, and Bonhoeffer. Bonhoeffer's was the only one that was received poorly by the class, and it has since been deleted from next semester's curriculum. Since there are only three readings, spread throughout the semester, reading for the course is not overly time-consuming and generally enjoyable.

ORGANIZATION: The only assignments for the Christian Ethics course are five papers, based on some topic raised by the authors of the required readings. Writing the papers is a significant educational experience of the course, since it helps the student to probe more deeply the issues. In place of writing these papers, Dean's List students may take a 10-15 minute oral exam from Fr. Amen. There are no examinations, so the final grade is based entirely on the papers, grading of which is considered very reasonable. This is probably an "A" or "B" course.

THEOLOGY 45
CHRISTIAN ETHICS
JEROME ESPER, C.S.C.

CONTENT: Father Esper's course is a problem-oriented discussion of modern ethical values in light of traditional Catholic positions. He seems to assume that his students will primarily encounter ethical questions in

their readings of popular modern thinkers, and the course aims at providing a traditional framework for the evaluation of such thinkers.

PRESENTATION: The course is presented in a series of lectures, but questions and discussion are welcomed and take up about half the class time. Due to the nature of the material being presented, the lectures tend to be dull and repetitive, but most of the students find the discussions even more dull. Father Esper is by no means a dynamic lecturer, and his voice often fails to carry to the back of the classroom, where the majority of his students tend to congregate with their daily newspapers.

READINGS: The readings required for the course are extremely light. Father Esper seems to be aware of the diversity of modern ethical theorists, but he does not require his students to read them. Father suggests topical references to supplement his lectures, but he requires virtually no reading whatsoever, and few students are interested enough in the course-content to read on their own, even from the text they are required to purchase.

ORGANIZATION: Several tests, including a midterm and final exam, together with a term paper, form the basis of the grade. The tests require little or no creative thought on the students' part. Father is interested primarily in a recapitulation of traditional Catholic positions on moral issues, together with a rationale for those positions. The paper involves reading and evaluating one book from an extensive bibliography, which includes works by some very fine authors, but several works which are quite short and easy to read.

COMMENTS: The course, finally, is extremely easy and generally worthless. The course is attractive to the student who would prefer to take no theology at all, and considers an easy "B" in Christian Ethics as the next best alternative. A serious student could possibly benefit from the course only by working beyond the requirements and discussing his work with the teacher outside the classroom situation.

It is not that Father Esper does not have a range of material on his subject. If he only showed less pity for his students and required more of them, Christian Ethics might even become a stimulating course. But perhaps the problem of communication goes even beyond this; even if Father chose to toughen up his course, it remains to be seen whether he would be capable of generating interest and enthusiasm in his students.

THEOLOGY 62
PHENOMENOLOGY OF FAITH
EDWARD O'CONNOR, C.S.C.

CONTENT: This course will discuss faith as it is presented in five different sources—Scripture, St. Augustine, Aquinas, the Reformers, and modern authors.

PRESENTATION: Father O'Connor generally uses a straight lecture method, though he is not at all opposed to questions and discussion.

READINGS: The readings for the course have not yet been determined, but in the past Father has shown a great deal of care in choosing readings and giving his students plenty of time to read them.

ORGANIZATION: This has not been determined finally yet either. But it is safe to say that there will be one major paper and a final exam—perhaps more. Father O'Connor grades very fairly.

COMMENTS: This particular course has not been given recently, and comments must be based on student experiences in other courses. In general it can be said that Father O'Connor is a very scholarly teacher. His presentations may appear boring to those not interested in the subject matter he presents. And while he is open-minded, he is quite conservative theologically (he is, in fact, a Thomist and a Mariologist). Father would do well to leave more time for discussion than he has in previous courses, and the students who take his course should be prepared to be open-minded about (or even to accept) very conservative theology.

THEOLOGY 76
MEDICAL ETHICS
L. MERTENSOTTO, C.S.C.

CONTENT: This course consists of the discussion of the moral implications in medical problems and procedures. The course will be problem-oriented. Prerequisite: junior or senior premeds *only*. This course will probably not be taught in the academic year 1969-1970.

PRESENTATION: Class discussion will focus on selected problems in order to attempt to provide guidelines for solving medical problems.

READINGS: There are no assigned texts. Students will be asked to read journal articles and some selected reprints.

ORGANIZATION: Each student will prepare a short position paper on a medical problem (5-10 pages). Midterm and final examination. The final grade will be based one-third on midterm, one-third on final, and one-third on paper.

COMMENTS: When asked to explain the rationale for a course on medical ethics, Fr. Mertensotto said that ethical practices in the medical profession are not always discussed in the med schools. The ethical implications of such problems are being raised today which indicates the need of moral evaluation and decision making in that profession. Go to it, premeds.

THEOLOGY 81
PHILOSOPHY OF RELIGION
JOHN DUNNE, C.S.C.

CONTENT: The best description of this course is that of Fr. Dunne himself: a quest. The course is an attempt to examine the concepts of death, being and becoming, levels of personal existence, and the traditional Christian set of beliefs in the light of contemporary existentialist insights.

PRESENTATION: Fr. Dunne is certainly one of the best lecturers in the school, as evidenced by the class

attendance and number of auditors. The material is extremely well organized and presented in a nondogmatic style. Unfortunately, the large size of the class limits discussion.

READINGS: There are generally four readings, which vary from semester to semester. They may or may not be considered specifically in the course lectures, but they are always extremely interesting in their own right. Past readings have included Buber's *I and Thou,* Rahner's *Theology of Death,* and Rilke's *Stories of God.*

COMMENTS: This course is probably one of the best offered in any department at this University. However, due to its popularity, admission is often difficult. Auditors are common, and auditing is highly recommended. Two essay tests and a paper determine the grade.

THEOLOGY 102
NEW TESTAMENT FORM CRITICISM
FR. JOSEPH CAHILL, S.J.

CONTENT: This course will consist of an investigation of the prehistory of the Gospel traditions, a comparison of the Gospel materials with material outside the New Testament, and an evaluation of the Gospel tradition and its parallels. The only prerequisite for this course is an introductory course in biblical studies.

PRESENTATION: The lectures and discussions will be directed towards a close examination of the assigned reading material.

READINGS: Two books will be read for this course: *History of the Synoptic Tradition* by Rudolf Bultmann and *The History of the Gospel Tradition* by Vincent Taylor.

ORGANIZATION: There will be a final examination. No papers. The course grade will be based on the final examination and performance in class.

COMMENTS: While this course should be of inestimable value to anyone considering further study in theology, it is also open to those who are interested in seeing the Gospel as literature both in itself and in relation to other literature and who are interested in seeing how a first-rate scholar works.

THEOLOGY 106
HEBREW PROPHETS
JOHN L. McKENZIE, S.J.

Since Fr. McKenzie's graduate students are understandably reticent when asked to judge his ability to teach undergraduates, we can offer no evaluation. The man is a very good scholar, interesting and humorous. He will expect each student to keep a notebook (or two), so don't take his course if you dislike going to lectures.

Father McKenzie, when contacted, had not yet "organized" the course. He has taught the prophets 12 or 13 times in 25 years and has "never been satisfied with the results."

For the student who wishes to avoid one of the unbearable easy-grade-never-go-to-class courses offered by the theology department this could be an interesting change. But be ready to take good notes; you might even be required to ask a question.

Here's what Fr. McKenzie says:

CONTENT: The prophets are difficult to teach. Their patterns of speech and thought are quite new to all of us, the background and the situation is strange to the student, and in some cases has to be guessed from the content. The major emphasis will be the understanding of the text; what else? I am not trying to make the prophets "relevant"; they are relevant whether we think so or not. They have been studied for a long time, and no doubt the study will continue after all of us are dead and forgotten. They may have something to say to us; their problems are not totally different from ours, and once one grasps what they are saying they turn out at times to be too radical for most people, then and now.

The only prerequisite is good will. I may destroy it, but it is hard to move without it.

READINGS: The major reading will be the text of the prophets in the *Revised Standard Version* as published in *The Oxford Annotated Version.* The notes and introductions are brief and often useful. As to other readings, I have not found much to recommend for an introductory course, and probably will not impose very much. Anderson's *Understanding the Old Testament* is good for background and for interpretation,; and I will encourage its use. Much as I hate to say it, the book which probably has most information in a convenient form is McKenzie's *Dictionary of the Bible.*

ORGANIZATION: I believe in writing, and there will be papers. But it is generally unfair to ask students to write long papers on material to which they are being introduced. They do not yet have the fund of knowledge. I may ask for two short ones a month — no more, I would say. After all, reading them can be a pain too.

If I get well organized enough soon enough, I shall assign a body of text to be read for each class. This will be the subject of exposition and discussion. I believe in discussion, but it always ends up a monologue. The students should feel free to fight this as well as they can, but they are dealing with an experienced monologuist. We have to turn in a midterm mark for deficient students, you know. If there are no deficient students, it is not necessary. Basis of final grade? You must be kidding. I try to ascertain that the students know more about the material than they did when they began. The examination will be essay type, and I judge whether the student learned something by his ability to write a few pages on the prophets clearly and in order and without major blunders. The examination is weighted with the written work of the term.

THEOLOGY 112
JEWISH THEOLOGY
RABBI ELLIOT D. ROSENSTOCK

CONTENT: Rabbi Rosenstock's course in Jewish Theology is a survey of Jewish thought. The major emphasis of the course is placed upon the heritage of the Israeli people. However, there are constant ref-

erences to how the problems of the biblical Jew are in fact the problems of us all. Thus, the course does not degenerate into a boring account of the Old Testament Jews which we all suffered through in freshman biblical studies. There are no previous course requirements: any junior or senior may take the course.

PRESENTATION: The presentation of the course in the lectures is more valuable than the readings themselves. Rabbi Rosenstock uses a basic lecture presentation. However, the atmosphere of the class is very casual. Up until now there have been a small number of people in the class, a fact which greatly facilitates discussion.

READINGS: The readings include the Old Testament, *Understanding the Old Testament, Basic Judaism* and the recent novel, *The Chosen.* This is a fairly ambitious reading list, but the Rabbi is not out "to get you" if you have not read everything. One would probably get the main ideas out of reading about half of the assigned material.

ORGANIZATION: The course is set so that you have one paper (due approximately two-thirds of the way into the semester) and a final exam. The grading of these is not too stringent, but you must give it a decent effort. (In other words, Jewish Theology is not a jock course in the classical sense.)

COMMENTS: In evaluating this course it is most important to emphasize the personality of Rabbi Rosenstock himself. At first he appears to be a legalistic and conservative man. However, he soon demonstrates that he is extremely interested in his students and what they are thinking. There is a genuine, open dialogue between teacher and student, and each derives a tremendous benefit from this. In conclusion, then, this course is recommended for theology majors and nonmajors alike.

THEOLOGY 122
HISTORY OF RELIGIONS
FRANCIS DeGRAEVE, S.J.

CONTENT: The course is an introductory study in the history of religions, based on a thematic approach to religious phenomena, rather than a study of a particular religion. There is a strong emphasis on the development of methodology in the field which consumes a good one third of the course. Prof. DeGraeve draws heavily on the phenomenological school associated with Mircea Eliade.

PRESENTATION: The strength of Fr. DeGraeve's lectures is unfortunately also the root of their weakness: they are delivered from prepared notes based on articles which he has written, and therefore tend to be dry, too closely tied to the readings, and often repetitive. But his familiarity with the material allows a well-organized and careful, circumspective consideration which is indicative of his extreme proficiency in the field. He is at his best when he utilizes his obvious erudition to expand on the topic at hand with concrete examples. There are no discussions, but he welcomes questions.

READINGS: The readings are limited to his own articles and two books by Eliade and Wilfred Cantwell Smith. Like the course they are thematic studies of religion as such, rather than topical works on a particular religion. Their weakness is that of the course in general: the student is liable to finish them knowing no more about a particular religion than when he started.

ORGANIZATION: The course work is light: no papers and only a final exam (of no difficulty) which is based directly on the lectures and the readings, especially the articles. The average grade was a low B, based totally on the final.

COMMENTS: The student should be reminded that he will not be studying the structures or writings of a particular religion, though he will be much better prepared for such a study, having had the course. Therefore only in a qualified sense can it be said that the course was a worthwhile educational experience. Because of the sober, scholarly approach, the writer would take the course again, despite its uninspiring and limited character. Nonmajors need not worry about their backgrounds and might well profit from it, especially if they are in related areas.

Criticism from other students showed a general mild dissatisfaction with the course. Chief objections: Prof. DeGraeve stuck too much to the books and articles in his lectures; too strong an emphasis on the development of the methodology of the history of religions; and inadequate reading to supplement the lectures.

THEOLOGY 123
RELIGION OF ISLAM
STEPHEN KRITZECK

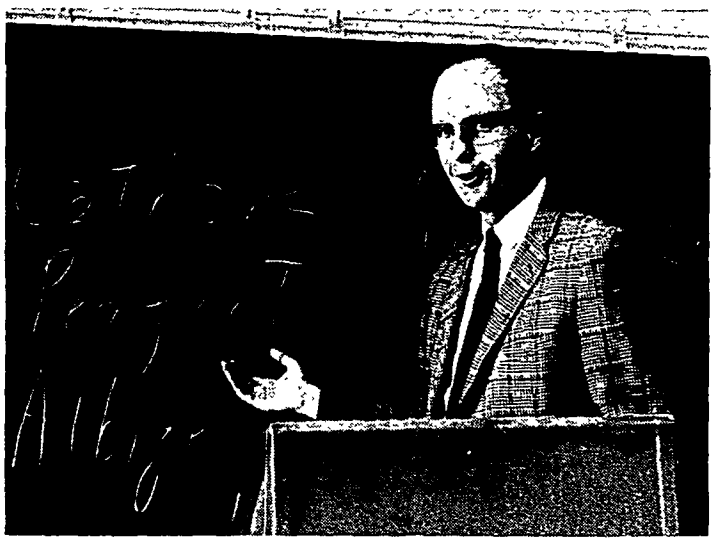
CONTENT: The course consists of a general introduction to Islamic art, history, culture, philosophy, literature, and theology. In addition, there is a magnificent series of colored slides of art and architecture in the Islamic world, including an exceedingly rare pictorial of the pilgrimage to Mecca. In addition, Dr. Kritzeck himself is a leading American authority on Islamic studies and has lectured at the University of Cairo.

PRESENTATION: The main fault of the course lies in the method of presentation. The lectures presented are very good, but there aren't enough of them. Dr. Kritzeck overestimates the foreknowledge of the class on the subject and often attempts to lead a discussion on a level far above the class.

READINGS: Readings are copious and consist of a wide selection of the best books on various Islamic subjects. One of the best is a paperback edition of an anthology of Islamic literature edited by Dr. Kritzeck himself.

ORGANIZATION: The course is basically well organized, mostly along the line of historical development. The option is given between a paper on a particular subject of the student's choice or an objective examination—needless to say, the students chose a paper last year which was in general liberally graded.

COMMENTS: With a reemphasis on lectures, the course could become one of the better ones in the department. The study of the Koran towards the end of the course is particularly interesting.



WILLIAM STOREY

ANYONE who believes theology died sometime between the Dark Ages and the Enlightenment should investigate the activity taking place during any of Dr. William Storey's theology classes. Dr. Storey, an associate professor of liturgy and Church history, joined the Notre Dame faculty only last year, but he is not a newcomer to the campus. A Canadian by birth and an Anglican by baptism, Dr. Storey was raised in Sarnia, Ontario, where he received his early education ("In public schools—stress that," he says). After converting to Roman Catholicism, Dr. Storey earned a B.A. in philosophy and an M.A. in Thomistic philosophy from the University of Windsor and then came to Notre Dame under a fellowship granted by the Medieval Institute. During his five years here he studied under a number of important philosophers, including the neo-Thomist Jacques Maritain, and he published a treatise on the moral didactic literature of the Middle Ages.

"I really went into philosophy," Dr. Storey explains, "looking for wisdom. But I never knew how to get from a logical level to the level of life." For this reason he became interested in the historical relativity of absolutely presented philosophical systems, and after earning his master's degree and doctorate in medieval studies here, he began teaching at Duquesne University in Pittsburgh as a historian. During his seven years as head of Duquesne's history department, Dr. Storey introduced studies in liturgical and ecclesiastical history into the curriculum, and he was invited back to Notre Dame to introduce similar studies in the theology department here.

With Dr. Storey's background, one might expect his courses to be dull or even pedantic. But they are some of the most exciting courses in the University. When asked what purpose he has in teaching, Dr. Storey, tongue-in-cheek, declares, "To corrupt youth." And in many ways this disarming man is Notre Dame's Socrates. His classroom presentations bring medieval controversies to life, and he does not hesitate to relate the conflicts to present-day problems.

"My students at least get the idea that I'm not dead, and that the things I'm talking about mean something to me," he comments. He insists that students cannot be satisfied with merely reading "moldy notes" on old texts, and he is disturbed by the thought that "people get out of this place still thinking books are something you skim through and get grades on."

Nothing of the sort will do for Dr. Storey. He proudly proclaims that nonconformity is characteristic of his family, and he likes to tell the story of his ancestor, Blessed John Storey—hanged, drawn, and quartered in 1570 at the express orders of Queen Elizabeth I of England for upholding the papal supremacy. In the present age the Storey rebellion takes a far different form. The successor to Blessed John has been a firm opponent of several recent papal pronouncements, particularly the birth-control encyclical, *Humanae Vitae,* and he does not scruple to encourage classroom debate on this and a host of other ecclesiastical and secular controversies.

As advisor to the undergraduate theology majors, too, Dr. Storey has opened up his home and hospitality to bimonthly meetings of the majors, who are encouraged to carry on discussions of current religious issues and to join in "experimental" liturgical celebrations in an extremely open spirit. Even those who find his ideas "too far out" are impressed with Dr. Storey's interest in, and concern for, his students.

But all of this does not negate the fact that Dr. Storey is a scholar and an intellectual. He has studied closely a great variety of religious insights —from Thomism to Pentecostalism to Christian atheism, and while his personal religious position is extremely liberal, he has a scholarly grasp of many different positions. "I really believe in the intellectual virtues," he says. "I don't like stupid pious people." For Dr. Storey "nice pious souls and nice loyal Americans" are bound up in their prejudices, and his ultimate goal in teaching is to "turn out people who aren't gullible," people able to approach ideas and opinions in a reasonable and critical manner.

For these reasons Dr. Storey is glad to be back at Notre Dame. "There's a real excitement about being here," he says. "The oppressive authoritarianism of the past is disappearing." With a faculty able to discuss and argue together, he believes, the spirit of critical consideration naturally carries down into faculty-student relations as well. And he sees a real future for the kind of private school Notre Dame is becoming—one in which "neither the Holy Office nor the state legislature is breathing down your neck"—a future which includes rapport among all the elements in the University and a spirit conducive to intellectual growth.

THEOLOGY 152
CHURCH AND STATE
WILLIAM STOREY

CONTENT: Church and State is a new course in the theology curriculum. It will concentrate on the problems raised and answers given regarding Church-State relations during the medieval period.

PRESENTATION: Dr. Storey intends to open discussion of each book treated during the course with a lecture on the historical backgrounds of the period treated in the book. Then the class will carry on seminar-style discussions about the content of the work under consideration, including its relevance to modern situations. Dr. Storey's lectures are fascinating. He has a tremendous grasp of medieval history, and his lectures are filled with anecdotes appropriate to the discussion. He can manage in a very short period to give his students a grasp of historical periods, from which they can then carry on discussion. The discussions, however, tend to be monopolized by the teacher unless the students are willing to offer significant comments and to carry on debate, for Dr. Storey does not hesitate to step in on discussions he finds lagging or insignificant.

READINGS: The readings will be chosen primarily from the more interesting original documents of the period under consideration. They tend to be reasonably short and often quite controversial and evocative of heated discussion.

ORGANIZATION: Every student is expected to write a fairly lengthy and significant paper discussing each of the books considered in the course. No readings beyond the books assigned are required for this paper, and Dr. Storey is amazingly tolerant — even too tolerant — of work which is not handed in on time. Students are also encouraged to prepare original presentations to the class of works under consideration and to conduct the discussions of the works. No exams are to be given. The grade will be determined on the basis of the papers and class participation.

COMMENTS: Any student fed up with conventional theological discussions and conventional theology teachers is highly encouraged to take a course from Dr. Storey. Even those who find themselves unable to agree with some of the bolder statements he makes during class will be impressed by his informality and openness to discussion. He is a warmhearted teacher who takes a personal interest in his students and listens enthusiastically to their opinions. It would be difficult to recommend this course — or any course taught by Dr. Storey — too highly.

THEOLOGY 162
NEW TESTAMENT ETHICS
ROBERT AUSTGEN, C.S.C.

Due to some difficulties concerning the schedule for next semester, we are unable to offer either description or evaluation of this course. We can say, however, that Fr. Austgen's previous courses have been something less than exciting. For the student interested in New Testament Ethics we would recommend that he think twice before taking this course. Or better yet, talk to the man and decide for yourself.

THEOLOGY 163
LAW IN THE CHURCH TODAY
PIERO FRATTIN

CONTENT: The course deals with the following themes: the function of law in the postconciliar Church; the problem of the justification of law; the question of authority and conscience; the theology of law and the role of theology in law; and the problem of the renewal of law in the Church today. No prerequisites.

PRESENTATION: Since this is the first time the course has been offered, subjective judgments must be suspended. Dr. Frattin's other course, Christian Marriage, is assessed elsewhere; see its evaluation for some idea of what to expect.

READINGS: The basic work will be James Biechler's *Law for Liberty*; it is a composite of several articles on: 1) the historical context of law; 2) the scriptural dimension of law; 3) the dynamism of law.

ORGANIZATION: One substantial paper will likely be assigned. The testing scheme will include a midterm and final. Grades in his Christian Marriage course have been between B and C.

COMMENTS: No evaluation can be offered, of course, but Dr. Frattin was one of the half dozen members of the theology department who signed a letter to the South Bend *Tribune* in support of the papal encyclical against birth control, *Humanae Vitae*. Dr. Frattin's stand on this vital issue should give the student some idea of his general orientation.

Saint Mary's

THIS IS NOW the second issue of the Student Teacher and Course Evaluation Publication of St. Mary's College. The same aim and purpose has directed our work this year as last. It is our wish and hope that through continuing assessment of the educational environment of the classroom, students will become more familiar with the courses offered and better able to choose electives, particularly those outside their major fields, and that faculty will become more aware of the teaching standards and styles deemed most valuable by and for our student body. We see the purpose of the publication being fulfilled by a joint student-faculty effort.

Stringent objectives have governed the formulation of the publication. We expanded our policies this year and agreed to publish an evaluation with or without a faculty synopsis. We explained to the faculty that if we did not have a synopsis we would publish the course description from the college catalogue. No course has been evaluated without a fifty percent student response on the questionnaires. It is then because of the insufficient student response that only nine courses have been evaluated. The faculty were most cooperative in giving us synopses for their courses. Therefore, in order to give the students some view of these courses we have published the synopses. There are several synopses and outlines given for courses which will be taught for the first time next semester. This should give the student a view as to the course content and, in some cases, what the instructor expects from the class. The courses with insufficient student response will be evaluated from the received questionnaires. These evaluations will be in our files and open to the faculty. The student evaluations have been summarized as accurately as possible; however, the fact does remain that these are opinions and must be weighed as such.

The Student Course and Teacher Evaluation of both Notre Dame and St. Mary's College has been published in one edition. However, the actual evaluation of courses has been done separately and governed by different policies altogether. We are grateful for being able to publish this edition through the SCHOLASTIC. This publication has allowed us more freedom, insured a wider distribution, and has given us a more attractive layout.

Though some of the problems of last year's issue have been solved, there are others which have plagued this issue. The poor student response is the result of some of these. Yet I feel that, for the most part, students just did not care about what we had hoped to accomplish. This publication is meant to be a service to the college—students and faculty. If we are not answering students' needs then we must reevaluate our aims and purposes. Now the students must tell us what they want.

I offer great thanks to all who have offered assistance, advice, criticism, and encouragement. I am grateful, particularly, to the faculty who have showed such interest in our efforts and who have been so encouraging.

Pamela M. Carey
General Chairman

ART 3
VISUAL ARTS SURVEY
SISTER M. ROSE ELLEN

INSTRUCTOR'S SYNOPSIS:

Art 3 varies from year to year. The texts used were either Erwin O. Christensen's *History of Art* or Eric Newton's *European Painting and Sculpture* (because both books were in short supply). For the 1968-1969 school year we will be using H. W. Janson's *History of Art.*

Five tests were given, counting quarterlies and finals.

No papers were assigned; however, people wrote on local exhibits, the Light Show, and the talk by Doctor Janson, as well as on standard topics. Some of these reports were oral. These reports were done by individuals as well as by groups.

The final grade was based primarily on test grades, colored by number or type of reports, and class participation (in that order).

BIOLOGY 2
PRINCIPLES OF BIOLOGY
CLARENCE DINEEN

INSTRUCTOR'S SYNOPSIS:

This course is a study of the major biological principles including cellular metabolism, maintenance of the individual, genetics, evolution, ecology, and the diversity of life. Three lectures and one two-hour laboratory are required per week. The laboratory manual constructed by Dr. Bick indicates the material included, examinations, etc. In my lecture section, I usually require three one-hour examinations and a final comprehensive examination. A few reading assignments may be included. My examinations are both objective and subjective. Discussion in class, when appropriate, is encouraged.

BIOLOGY 46
GENERAL BIOLOGY
CLARENCE DINEEN

INSTRUCTOR'S SYNOPSIS:

This course is an introduction to the principles and concepts of major biological disciplines. Three lectures and one three-hour laboratory is required per week. This course is for science majors.

In lecture I encourage questions, when appropriate. Several reading assignments are required. Some assignments are completed by taking achievement examinations. Also, I usually require three one-hour examinations and a final comprehensive examination. Exams include both objective and subjective questions. Every course I teach is modified each year, sometimes to a major degree, to meet the needs of students and to adjust to advancements in science and education in general.

CLARENCE DINEEN

DR. CLARENCE DINEEN of the biology department is a man of strong commitment to community service, with an optimistically oriented interest in the future of St. Mary's College and the development of its students' potential.

According to him the job of education is to provide the student with "the independence necessary to choose her own goals and formulate her own plans." The curriculum should provide the stepping-stones of this process, but the stepping-stones must be varied enough to avoid imposing a monolithic superstructure.

Education in his mind is a continual process; four years of college is simply not an adequate preparation for a lifelong career. Dr. Dineen believes that the present educational system is too structured around degrees: "We're still too committed to mass education which has mechanical restrictions by its very nature."

In his course, Contemporary Problems of Biology, Dr. Dineen attempts to stress the application of science and scientific method to the solutions of social problems such as water pollution. Dr. Dineen contends that "the student must learn the mechanisms of society in order to put into effect their own ideas." But Dr. Dineen's greatest contribution to the college probably lies in his careful classroom insistence upon the sterility of ideas in themselves when they are detached from specific applications to the surrounding society.

BIOLOGY 116
MORPHOLOGY AND TAXONOMY
ALIKI ANTONIS

INSTRUCTOR'S SYNOPSIS:

Morphology and Taxonomy 116 is a course designed as a part of the biology core program for biology majors. The major groups of plants are surveyed by studying in some detail various representative forms. Comparative studies in morphology and life cycles are made. Taxonomy and phylogeny are emphasized. The construction and use of keys is included. This course is taught in two lectures and one three-hour laboratory period per week. Examinations are given periodically — three written examinations, three laboratory practical examinations and a final comprehensive examination.

BIOLOGY 180
CONTEMPORARY BIOLOGY
CLARENCE DINEEN

INSTRUCTOR'S SYNOPSIS:

This course is a colloquium in which recent developments and trends in biology are studied and correlated through readings in current scientific journals and literature, through discussions, and through guest lectures. The topics selected will be taught jointly by the staff. It is to be offered both semesters. Open to seniors only. Prerequisites: Biology Core Program.

I teach a portion of this course this year. The above description gives an adequate basis for understanding. The exact nature of this course can be determined only after it has been taught. There are many variables.

CHEMISTRY 54
INTRODUCTORY ANALYTICAL CHEMISTRY

MARK BAMBENEK

INSTRUCTOR'S SYNOPSIS:

This course explores in some depth one facet of a subject introduced in general chemistry, namely solution equilibria. The topics covered are: slightly soluble species, acids and bases, and oxidation — reduction equilibria.

The purpose of this course is to consider the behavior of electrolytes, strong and weak, in aqueous solution. This behavior is considered from a quantitative viewpoint. This viewpoint is exemplified by emphasis on problems. While specific problems are not assigned, the student is responsible for problems at the ends of text chapters. Supplementary problems are also used.

The lecture schedule for the course is very flexible so that questions and extra study of difficult areas are the rule for this course. Examinations are given three times during the semester with an 80% emphasis on problems. Supplementary quizzes are employed when it seems desirable.

The laboratory work which accounts for 40% of the grade in this course consists of five or six experiments involving the quantitative analysis of an unknown substance for a single component. At present, only classical, wet methods are employed. The laboratory is supposed to develop an attention to detail and further develop laboratory technique. Exactitude in procedures is stressed.

STUDENT EVALUATION: (Enrollment 9, Response 8, Dean's List 4, Madeleva Scholar 1)

The class gave a generally excellent rating to both the teacher and the course. The lectures were always well prepared, organized, and geared to the students.

MARK BAMBENEK

DR. MARK BAMBENEK can easily be spotted from a distance walking across campus; he is the man wearing the longest raincoat and taking the longest strides of anyone in sight; he is also perhaps waving extravagantly to someone he knows.

A chemistry teacher who has been teaching for seven years, Dr. Bambenek attended the College of St. Thomas and did his graduate work at the State University of Iowa. He says Carlton is his favorite college because of its pervasive intellectual atmosphere. He feels that St. Mary's has the image of a "safe college" and that there are still some aspects of the "academy" atmosphere lingering here. He thinks that courses here are not too much different from those at any other college: quality varies from one to another. He is certain that St. Mary's can change, can rise to meet new educational demands though. He feels that the quality of education is improving here and adds, "I include both students and faculty in this improvement because I feel that education is a two-way process."

Dr. Bambenek has always been particularly interested in bringing about educational improvements by working with students; he has been faculty advisor to both the Executive and Judicial Boards of Student Government, and this year has continued to work with community government. He says, "My personal approach is to work through the students because they can exert more pressure than any other group. In concert with the faculty they can mold the style of any institution. We should all work to get students to demand better and better education, teachers, and courses."

Dr. Bambenek's own style of teaching exemplifies his belief in the need for constant reevaluation of courses; he destroys his notes for his course lectures every two years, "so I have to continually update my thinking and approach on something even so factual as science."

The lab work was mostly independent. The students could work at their own speed. Some thought that the lab was too independent, lacking guidance. Some didn't understand the purpose and relevancy of the lab work.

The tests were often too long and too difficult. One girl thought the definitions on the exams were "silly." The tests, three plus a final, were mostly problem solving.

The text, *Elementary Quantitative Analysis* by Bhaedelt and Meloche, was too detailed and unclear. The students felt it was too unrelated to the lectures.

The class did not know on what basis they were graded except that the lab counted 40% of the final grade.

CHEMISTRY 104
INTRODUCTORY ORGANIC CHEMISTRY
FRANCIS BENTON

INSTRUCTOR'S SYNOPSIS:

Introductory Organic Chemistry (lecture and laboratory) is designed to acquaint students majoring in the biological sciences with the fundamental principles of organic chemistry and the skills and techniques basic to the laboratory in this field. Lectures are concerned with the relationship of the molecular structures of the more important classes of organic compounds and the physical and chemical properties of such compounds. Operations in the laboratory, insofar as possible, emphasize and supplement the material covered in the lecture. The final examination and 60-70% of the average of four written quizzes are the basis for the lecture grade. The grade in the laboratory is based on the quality and quantity of the student's work as judged by the instructor in charge of the laboratory course.

Chemistry 104 is a continuation of Chemistry 103.

CHEMISTRY 106
ORGANIC CHEMISTRY
DOROTHY FEIGL

INSTRUCTOR'S SYNOPSIS:

This course is organized to accommodate two objectives. The first of these is to cover, at least in an introductory fashion, the field of organic chemistry. In this regard there are, by actual count, 4,867,932 separate pieces of factual information which must be assimilated by students at the rate of approximately 973,582 per test period. While this feat is not beyond the attainment of your average St. Mary's student, the

learning procedure is usually (make that invariably) accompanied by weeping and gnashing of teeth, threats of suicide (or, alternately, threats of changing one's major) and general disharmony among the ranks.

Once commited to memory and made available for speedy and specific recall, this information becomes the basis for a series of games (also referred to as homework problems and test questions). It is in these games that the second objective of the course is supposed to be realized. The second objective is to develop a facility in the application of analytical reasoning to chemical problems. The tests and homework problems eventually follow a predictable pattern in terms of the types of questions asked, but the answers are expected to show an increasingly sophisticated approach, that is, what was an acceptable answer in the beginning of the course would be considered simple-minded and therefore unacceptable later on.

It is my hope that, as a result of working these problems, the student will come to appreciate a scientifically unambiguous interpretation of data, and not because of the grade experience. On the basis of that last statement, it is an unfortunate custom of determining the course grade by averaging test grades. Hopefully, intellectually satisfying experiences and grade point averages are directly related.

Chemistry 106 is a continuation of Chemistry 105.

CHEMISTRY 120
PHYSICAL CHEMISTRY II
RICHARD PILGER

INSTRUCTOR'S SYNOPSIS:

This course deals mainly with quantum and statistical mechanics and chemical thermodynamics. The chief objective is to place on reasonably sound ground various notions (e.g., equilibrium constant, overlap and the chemical bond, resonance, etc.) which are extensively applied in the other courses of the chemistry curriculum. At times this requires awesome amounts of mathematical detail; it is my opinion that because of the central importance of the subjects, these details cannot be omitted without seriously weakening the subjects' foundation in chemistry. The text currently used is *Physical Chemistry*, 2nd ed., by Gordon Barrow. The grading is based on two examinations and a final exam each semester. These are often take-home exams.

The course is required for chemistry majors, recommended for biologists interested in biochemistry and molecular biology, and also recommended for mathematics majors who are interested in applied mathematics.

Chemistry 120 is a continuation of Chemistry 119.

ADVANCED TYPEWRITING
MARGARET DINEEN

INSTRUCTOR'S SYNOPSIS:

Text: *Gregg Typewriting for Colleges, Intensive Course* by Lloyd, Rowe, Winger, and Smith.

The objective of this course is to increase the skill already begun in a beginning course. Emphasis is placed on production units of business letters, office forms, manuscripts, and legal documents. These are the only papers assigned, and there is usually ample time for the average student, to complete them. The only exam is the final. The grade is based on the degree of skill attained by the end of the course.

ADVANCED SHORTHAND 2
MARGARET DINEEN

INSTRUCTOR'S SYNOPSIS:

Text: Leslie, Zoubek, and Hosler, *Gregg Shorthand for Colleges,* Diamond Jubilee Series, Vol. II.

The objective of this course is to build the skill to a marketable level. Theory is reviewed, transcription is introduced, and a shorthand vocabulary is developed. One midterm exam and one final are the only important examinations given. The final grade is determined by the degree of skill attained as evidenced on the final examination. No outside papers are assigned, but regular daily assignments and regular class attendance are important for the successful building of the skills.

BUSINESS PROCEDURE 154
MARGARET DINEEN

INSTRUCTOR'S SYNOPSIS:

New text: *Secretarial Procedures and Administration,* by Hanna, Popham, and Beamer, 5th edition.

This course is being completely revamped now with the new department moving into the Madeleva Classroom Building. The course will be taught in surroundings simulating an actual office situation. Students will have "reception desk duty" on a rotation plan extending through both semesters. The content of the course will remain the same (procedures and problems of office management with emphasis on secretarial skills and responsibilities), but instead of textbook assignments, there will be actual work situations involving dictation, filing, duplicating, and other tasks required by the department faculty. Textbook assignments will supplement when necessary. Only the final examination will be given. Grade will be determined by the quality of work when "interning."

EDUCATION 135
PRIN. OF SECONDARY ED.
SR. M. C. McDERMOTT

INSTRUCTOR'S SYNOPSIS:

The name of the course indicates that it is a survey, an introductory course. Any one of its objectives might well be studied in depth in a specific graduate course. The general objectives of Ed. 135 are as follows:

1. To help prospective teachers learn how to teach, not only by an introduction to the general principles of teaching in the secondary schools, but also by some initial experiences in aspects of the teaching profession. These include:
   - A. General aims of all education discussed in relevancy to the character level and needs of the individual students.
   - B. An understanding of the professional attitudes of a teacher.
   - C. Foundations of method; i.e., what is teaching and its relation to the knowing student; the principle of motivation; ways to achieve the ideal of self-discipline on the part of the student; techniques of teaching with provision for individual differences.
   - D. Lesson planning in general; i.e., the theory of it with practice in observing teachers who use courses of study, the unit method, and daily lesson plans; study models of these; limited practice in writing a unit study which would include at least one lesson plan in a given subject; i.e., English, history, math, etc.
   - E. Study of materials of instruction; evaluating and testing; reporting to the parents.
   - F. Noninstructional duties and extraclass responsibilities.
2. A study of the general principles of education and the law.

Requirements:

Active participation in class which presumes that assignments have been met. There is no textbook feedback. To this end formal tests as such are not a part of the course. Instead opportunities are given for students to apply the material studied by interpreting contemporary material selected from learned magazines or current discussions in the news media. There is an effort to de-emphasize studying for grades and an effort to develop an attitude of professional scholarship.

A bibliography is revised in each class. Each student makes a written or oral book report, the latter by appointment with the instructor. There are panel discussions of contemporary works in the area of educa-

SR. MARIA CONCEPTA McDERMOTT

"THERE IS perhaps nothing more important about a teacher than his own philosophy of life and of teaching." As a member of St. Mary's department of education, Sister Maria Concepta McDermott espouses a distinctive philosophy of life and education. Fittingly enough, one of Sister's courses is philosophy of education, a course in which she attempts to make her students realize that "the most important demand made on the contemporary teacher today is one of challenge to help the student appropriate in a qualitative way some of the quantitative knowledge that abounds and is part of a cybernated age." She says that her own favorite teachers "were persons I wanted to imitate. I admired them because they were human and knowledgeable."

Sister Maria Concepta is never satisfied with her course as it is presently being taught and is always revising. She sees the need for broader emphasis on individual study, directed readings, and is a strong advocate of the controversial "professional semester" for education students. Sister's dream would be for a fifth year of internship which would improve the quality and scope of public education.

A St. Mary's graduate (her M.A. is from Catholic University of America and her Ph.D. is from Notre Dame), Sister feels that St. Mary's students are willing to learn, but she also finds that "there is a great difference between rhetoric and reality." She would like to see students demonstrating more responsibility for the quality of their courses. She holds that students "must face up to the responsibility of interaction in any class where their presence and what they bring to the class is a necessary part of the successful whole."

Sister contends that "students can be prepared for their lives and work after four years at St. Mary's," and that her contention is substantiated by the girls who have been so prepared in the past.

Sister's perspicuity is demonstrated in her insight that "one thing a teacher must be ready to face up to is that *he* is often the student's problem and in a very unwitting, accidental way."

According to Sister Maria Concepta "St. Mary's College is faced with the same problems as most colleges." She emphasizes the "ferment" and "freedom" at St. Mary's which both characterize and cause efforts on the part of students, faculty, and administration "which can result in change and an improved milieu of learning as well as improved teaching." Sister notes, though, that there must be a joint responsibility for change and that "any group which gripes without doing something constructive about improvement is shirking responsibility."

tion. The books selected for these panels are determined by the class and are related to their specific disciplines; i.e., art and creativity, curriculum changes in the sciences, Bruner's theory of learning, etc.

One or several preteaching experiences consisting of 30 hours actually spent in a public or private school either as an observer, a parateacher, or a teacher aide. Other alternatives for a preteaching experience may be arranged with the teacher of the class and/or the director of student teaching.

Interview of a teacher or an administrator in the school system at their home residence with a report to the class of the requirements of their local district and their state.

Written evaluation of the teacher and of the course, Ed. 135, with suggestions for the formulation of the class for the next semester.

Weekly reading of the education section of the *New York Times*. Professional use of library holdings.

Grades are based on the criteria of fulfillment of course requirements.

EDUCATION 170 PHILOSOPHY OF EDUCATION SR. M. C. McDERMOTT

INSTRUCTOR'S SYNOPSIS:

Philosophy of education is a class where the student studies major contemporary philosophies as they relate to and impinge upon educational practice. Chesterton, when asked whether it was important for a landlady to know a prospective tenant's philosophy of life, countered with the question, "Is anything else important?" It is in this spirit that extant philosophical systems which furnish the best organizational base for contemporary educational practice are studied. The question is relevant and vital in education today. It should be of first importance for a student planning a teaching career. In a broader sense it is important for all who see life as a learning experience and themselves in a lifelong teaching-learning experience.

Requirements:

1. Active participation in class which includes a willingness to discuss pertinent contemporary questions:
   A. An understanding of the general metaphysical, epistemological, and axiological principles of a given philosophy as it relates to education.
   B. The place of logic, deductive and inductive, in the learning process, as well as authoritarian, intuitive, scientific, and dialectical methods of learning.
2. A paper is due at the end of the first quarter, the topic to be selected by the student from a bibliography. However, with the approval of the instructor, the student may select a topic which relates philosophy to the discipline in which he has a concentration or a special interest.
3. A panel discussion (the last two weeks of the second quarter) of a contemporary, controversial, and/or classic book relating to philosophy of education. The class will make the selection. (The last class suggested Marcel's *Problematic Man* or Kerr's *Discipline of Pleasure.*)
4. Attendance at class is important. Formal tests as such are not a part of the course, but there are several "take-home" topics for written discussions and/or class discussion.
5. Grades are based on the criteria of fulfillment of requirements 1 to 4.

EDUCATION 171 TEACHING SPECIAL SUBJECTS IN THE SECONDARY SCHOOL— SCIENCE
CLARENCE DINEEN

INSTRUCTOR'S SYNOPSIS:

I have taught this course for many years. Because the number of students has never been greater than five, the course is conducted as a seminar and/or independent study. Thus, there are a great many variables; I hope I have met most of the needs of each student.

APPLIED LINGUISTICS FOR ELEMENTARY TEACHERS
DILAVER BERBERI

PROSPECTUS:

Introduction to structural and generative-transformational linguistic principles and techniques for the study of language. Introduction to the scientific approach for teaching English on the elementary level to native and non-native speakers. A detailed analysis of language teaching and learning procedures in the light of modern linguistic findings.

General aims: (1) To analyze systematically the English language and major American dialects. (2) To explore practical classroom application of linguistic analysis and results.

Specific aims: (1) To give the students the understanding of the nature and acquisition of language in general. (2) To analyze the phonology, morphology, syntax, and semantics of the English language. (3) To present a detailed analysis of speaking, spelling, and reading problems. (4) To discover and discuss the differences between standard American English and its major dialects.

Methods of teaching: lecture, discussion, problem solving, practice teaching, and guidance.

Assignments: texts, outside reading, problem solving, laboratory work, written and oral analysis in problem teaching, lesson plans, and supplementary material.

The evaluation of the student will depend on performance in class, attendance, periodical quizzes, research papers, book report, and final exam and probable mid-term exam.

APPLIED LINGUISTICS FOR MODERN LANGUAGE TEACHERS
DILAVER BERBERI

INSTRUCTOR'S SYNOPSIS:

Introduction to general linguistics and the scientific approach to teaching foreign languages to English speaking students. A linguistic comparative analysis of English and foreign languages of interest to the students for the purpose of analysis and solution of problems which arise in teaching a foreign language.

General aims: (1) To analyze systematically both source (native) language and target (foreign) languages. (2) To explore practical classroom uses of the results of linguistic analysis and findings.

Specific aims: (1) To give the students the understanding of the nature and acquisition of the first and second languages. (2) To analyze the phonology, morphology, syntax, and semantics of English and foreign languages of interest. (3) To discover the differences and similarities between English and these languages. (4) To tackle the problems of interference in languages teaching-learning process for foreign languages.

Assignments: Texts, outside readings, problem solving, laboratory work, oral or written demonstration of features peculiar to teaching of foreign languages, statistical calculations and evaluations of language universals, lesson plans and supplementary instructional material.

Methods of teaching: Lecture, discussion, problem solving, practice teaching, guidance.

The evaluation of the student will depend on performance in class, attendance, periodical quizzes, research papers, book report, and final and probable mid-term exam.

ENGLISH 2
EPIC POETRY
ROSEMARY DOHERTY

INSTRUCTOR'S SYNOPSIS:

My purpose in this course is to lead my students to a discovery and understanding of those values, both aesthetic and moral, which are essential to epic poetry. Because such values are the basis of the cosmic vision of the epic poet, and because the epic poet is the great artist of his time, his work is always vital. I believe students can discover this vitality and power in extensive reading of and thinking and talking about epic poems. So class procedure relies heavily on discussion, but it also utilizes lectures to deal directly with difficult reading assignments and to present complementary materials.

Writing assignments are not extensive because of the heavy reading assignments. There are several themes, one or two hour exams (always announced in advance), a research paper based almost exclusively on primary sources, and a final exam. All written work as well as participation in class discussion is graded on the capacity of the student to be perceptive, to see relationships, to have the courage to present her own (thoughtfully earned) interpretation of her reading, and to work independently and creatively.

ENGLISH 2
EPIC POETRY
ELISABETH NOEL

INSTRUCTOR'S SYNOPSIS:

In this course we read the *Iliad,* the *Aeneid,* the *Song of Roland,* parts of the *Divine Comedy* and *Orlando Furioso,* and *Paradise Lost.* The emphasis is on the epic as a literary genre which attempts to embrace large areas of human experiences and ultimate problems of human concern within the limits of a traditional but evolving form. About a third of the

assignments are writing; the students do a term paper on some subject related to the material covered in the course. There are also four exams. I grade on the basis of the student's perceptiveness as a reader of literature and her ability to produce a scholarly and interesting study in literary criticism.

ENGLISH 3
CONTINENTAL DRAMA
SISTER JUDITH KRABBE

INSTRUCTOR'S SYNOPSIS:

The purpose of this course is to acquaint students with a wide gamut of dramatic literature, ranging from Aeschylus to Ionesco. The plays are studied individually, as works of poetic art, with particular emphasis on theme, imagery, and structure. Questions about the nature of drama, about tragedy and comedy, are also discussed.

Quizzes, aimed more at sampling thinking than testing knowledge, are given from time to time. Two critical papers are assigned, both limited to primary material. Participation in class discussion is included with written work and the final exam in the determining of final grades.

ENGLISH 3
CONTINENTAL DRAMA
JUNE NASH

INSTRUCTOR'S SYNOPSIS:

In English 3 the student has a dual purpose: (1) to consider drama as an art form; (2) to acquire the procedural know-how of writing the research paper. One aim is used to implement the other — the reading and critical assessment of the plays are used as the material for the one formal written project of the course, the research paper.

The study of the plays uses the earliest form of the genre as a point of reference as well as a beginning — the classic Greek form is posed against various plays that have developed from it, the Neoclassic, the Elizabethan, the Realistic, all the way, chronologically, to the Theater of the Absurd. Brief lectures set the stage for each new development; reports and panel discussions by the students hit the high points of historical and critical information necessary for an appreciation of the plays. The main procedure, however, is open and informal class discussion, in which students assess the various dramas, as they grow in knowledge and critical judgment. The subject matter, some fifteen plays chosen by the English department (the student is also required to see at least one play from the offerings of the campus and community) is diversified and interesting. Drama is a living rather than a literary art, and there is hardly a student who does not find at least some of the plays of particular significance to her, both as an "imitation of life," and as a form of aesthetic enjoyment. By means of this interest and involvement the student is encouraged to express her reactions, pro and con, and she is offered her choice in selecting a subject for her outside research.

The study of the research procedure begins with a brief theme written in class, for the purpose of diagnosing the student's needs. On the basis of this performance, and the student's problems as they arise, conferences outside of class are arranged. Other information on the writing of the research paper, the form, the use of bibliographies, lists of suggested topics and references, are given in written form, and little class time is devoted to them.

The midterm and final examination, the oral report or panel discussion, and the research paper are the main basis for grading. There are no unannounced quizzes. The only texts used are those of the plays themselves.

ENGLISH 51
SURVEY OF ENGLISH LITERATURE
SISTER M.T. EGERER

INSTRUCTOR'S SYNOPSIS:

English 51 considers the major works of the writers who both reflect and contribute to the mainstream of English literature between 800 and 1800. Class discussions in small groups and as a whole, reports from groups and individuals, and occassional lectures are the means by which the material is approached in the hope that discovering the patterns of development in the creative imagination will have relevance and add richness to contemporary experience.

ENGLISH 53
AMERICAN LITERATURE
JAMES FLANAGAN

INSTRUCTOR'S SYNOPSIS:

The basic purpose of my teaching is to present my students with the body of American literature and to encourage them in their studies to develop their abilities to evaluate that literature both as an art form and as an expression of American culture. In working toward this end, I expect my students to be thoroughly familiar with the assigned primary sources and to develop their own critical approaches before depending upon secondary sources. My students should be willing to risk making errors — even outrageous errors — in presenting their own critical opinions instead of being safe, but intellectually uncommitted, in presenting the judgments of an established critic. After my students have developed the basic structure of a critical approach in this way, they will be able to use other critics in a mature and scholarly way. I would lie if I were to say that in my innermost self I do not consider my subject the most important one my students study; accordingly, I expect hard work and zeal from all my students. However, I do yield to the necessary and sensible restrictions upon time and upon assignments that the curriculum imposes on me as an instructor. In summary, I hope my course results in my students coming to the realization of something Jacques Barzun once said: "The test and use of man's education is that he finds pleasure in the exercise of his mind."

ENGLISH 108
MIDDLE ENGLISH LITERATURE
SISTER MARY IMMACULATE

INSTRUCTOR'S SYNOPSIS:

My general aims in the course have been two: (1) to teach the literature of the period as a reflection of man's life within the context of the medieval period;

ELISABETH NOEL

"I KNOW that the study of literature is an activity of immeasurable value, an activity which I wish to lead others to." So says Dr. Elisabeth Noel, chairman of the St. Mary's English department.

Dr. Noel received her AB from Seton Hall, her master's and doctorate from the University of Illinois. She has been at SMC since 1960 and has been department chairman for the past two years.

Miss Noel sums up her theory of education saying, "My own concept of liberal education is a Socratic one: that is, to know the nature of reality, both the reality of one's self and the world. Looked at in this way, education means to be led out of ignorance, to be set free of ignorance with the help of those who know more about the nature of reality than oneself."

In her first two years as department head Miss Noel has tried to bring the faculty and students together in a department where rapport is often a hard thing to come by. She has assigned each student to a permanent advisor and this year has proposed that majors be represented at the English department meetings.

Miss Noel sees the crucial difficulty at St. Mary's as being a critical lack of an intellectual atmosphere. This she blames partly on the tradition of the college and partly on the faculty. She contends: "This English department must, in order to achieve any kind of stability, have a permanent faculty consisting of at least one Ph.D. in every specialized field. There really isn't any reason we can't achieve this. St. Mary's has everything going for it at this point." Miss Noel would like to see SMC develop along the lines of a small college such as Swarthmore and thinks it can surely be accomplished through a reeducation of both faculty and student body to a greater appreciation of the intellectual life.

"I think on the whole the girls in the English department are bright and actually hard-working girls. But most of them are not *students*. It used to be that the main tendency of St. Mary's was introducing the social graces to the girls. Now the tendency is activism—although I distrust the type present here and at Notre Dame. What we don't have here is any sense of the value of the intellectual life. I don't mean this at all in a pedantic way. I mean that we have not got the sense here that there is anything to be learned about life through reading and serious study. And this is primarily what we need to develop a true Christian college."

JAMES FLANAGAN

JAMES K. FLANAGAN teaches American literature, is working on his doctorate at Notre Dame, and is against St. Mary's "girls." Flanagan contends that "it will take four years to change SMC because to change a college you change the students" and that St. Mary's is going to have to "get people out of the mold—people who dare, think, and work." Flanagan wants "educated women at SMC . . . no more SMC girls."

He attacks the St. Mary's classroom as a "sacrosanct forum." Professor Flanagan finds "a lot of St. Mary's students very timid about the intellectual life. They have been trained to be safe instead of intellectual and courageous."

When he graduated from Seton Hall Flanagan carried a triple major in English, classical languages and education. His classes present a wide sampling of his own views on education. Flanagan sees his role as a teacher as that of "transmitting a sense of the past and the culture that has made the literature and people into what they are." He went into teaching "because sometimes you can think aloud."

Flanagan says that "St. Mary's holds up good teaching but doesn't really know how to evaluate it." He contends that good teaching demands recognition, but he does not want recognition to be afforded only on the monetary level. He says that St. Mary's or any college is "pursuing a phantom when it says it is going to reward good teaching" without defining good teaching.

"Creative teaching" is stressed by Flanagan. His ideal teacher would have "no weapon—no grade, no attendance book—to hold over students' heads." His ideal classes would be "at a pass/fail level for everyone."

The ideal college for Flanagan is one in which there is no wrong or right way; it is a place "for an exchange of ideas."

SR. FRANZITA KANE

SISTER Franzita, who teaches Dante, Neo-Classical Literature, Literary Theory and Criticism, and Poetry, has taught "more years than in anyone's living momory." Sister received her bachelor's degree at Immaculate Heart College, her M.A. at Catholic University, and her Ph.D. at the University of Notre Dame. Equipped with her vast educational background, Sister is well qualified for the extensive graduate school planning she spearheads at St. Mary's. Sister is also an advisor to those applying for Danforth, Woodrow Wilson and Fulbright Fellowships.

Sister's enthusiasm for teaching keeps apace with her long teaching career. Now more than ever, she enjoys her original motive for entering the teaching profession, that of sharing ideas with others. Sister believes strongly that the search for truth is rooted deeply in man's social nature.

Respect and freedom are the two key words which appear in Sister's vocabulary when she speaks of education. Because the educational process is one of mutual discovery, Sister feels that a teacher must have a respect for her students' opinions and for their right to express those opinions. Students are not to be spoon-fed, nor can the knowledge they derive from their courses be donated to them. They must synthesize their own intellectual growth from the body of knowledge which is directed to them by the teacher.

What is the end-product of Sister's dynamic dialogue? She hopes that her student's will "have the courage to face the unknown." It is her desire that her students will acquire a changed way of viewing reality, one that extends beyond the classroom into further study and extracurricular activities. It is absolutely necessary that students have a belief in their own potential, and that they bring this potential into their own actuality. Sister has said "If my students don't know more, go farther, and see farther than myself, I consider myself to have failed."

Sister's respect for student opinion is evident in her praise of positively directed student reform. This is an indication that students really care about their education, and that they care enough to become actively involved in actualizing the necessary improvements. Sister cited the University of California at Berkeley as her favorite college. It embodies the highly motivated student, good faculty, and open-ended structure susceptible to change needed for a truly beneficial educational community. Sister also praised Reed, Goucher, and Antioch Colleges for their programs.

The individual students at St. Mary's are better than ever, Sister believes. They are delving deeper than their predecessors, and many are engaged in independent study programs. Sister believes that St. Mary's locale outside an urban area makes more demands on the social consciousness of her students, and that the students reply generously to these demands.

The caliber of St. Mary's could be improved by a more diversified student body, where individuals, respected as individuals, challenge each other. The question follows, what is the purpose of this diversity; is it for intellectual growth or for professional pragmatic preparedness? Sister believes that jobs today are so rapidly changing that intellectual flexibility is far more important to meet the demands of modern society. Our need for diversity can be met in the admissions office and continued by providing and sustaining an atmosphere conducive and open to change.

(2) to impart a knowledge of the historical context of the literature.

My specific aims have been three: (1) to make a special study of the richness of Chaucer with emphasis on its literary values, its ideas, language, forms, techniques, in such a way as to inspire an appreciation of his genius; (2) to study Langland's *Piers Plowman* with its particular social, economic, historical, and religious values, as well as its place as a literary document; (3) to study the works of the Gawain poet, *Sir Gawain and the Green Knight* and *Pearl* as literature of great poetic beauty, having social and spiritual values.

ENGLISH 112
NEO-CLASSICAL LIT.

SR. M. FRANZITA

INSTRUCTOR'S SYNOPSIS:

This course focuses upon four major writers—Dryden, Pope, Swift, and Johnson. Emphasis, primarily by means of discussion and analysis, is on selected significant works: their poetic techniques, and interrelations of the poetic modes (i.e., ironic, allusive, dramatic) with the intellectual climate and public concerns. Several brief critical papers and a final exam are required.

TEXTS:

John Dryden, *Selected Works*
A. Pope, *Selected Poetry and Prose*
J. Swift, *Gulliver's Travels and Other Writings*
S. Johnson, *Rasselas, Poems, and Selected Prose*

ENGLISH 158
VICTORIAN LITERATURE
ELISABETH NOEL

INSTRUCTOR'S SYNOPSIS:

In this course we read large amounts of the poetry of Tennyson, Browning, and Arnold, some Hopkins, and some of the prose of Carlyle, Mill, Ruskin, and Arnold. I try to emphasize the experimental and innovative literary techniques of the period and the relevance of its themes to our own time. There are three short papers and three exams. I grade on the basis of the student's competence as a reader and literary critic.

ENGLISH 160 EX
NEWMAN
ELISABETH NOEL

INSTRUCTOR'S SYNOPSIS:

In this course we read the *Idea of a University,* the *Apologia,* the *Development of Christian Doctrine,* and the *Grammar of Assent* in whole or in part, and some of Newman's sermons. The emphasis is, for the most part, on the relevance of Newman's thought to our own time (Vatican II had been called "his council"). I grade on the basis of the student's ability to understand Newman's ideas and relate them to her own world.

ENGLISH 165
MODERN POETRY
JUNE NASH

INSTRUCTOR'S SYNOPSIS:

This course in Modern Poetry focuses on the burst of new creative techniques that began to develop at the turn of the century and lasted until the early thirties, and it attempts to trace the continuity of these techniques as a trend in poetry today. Mainly it seeks to foster an appreciation of the Modern Period as an age of experimentation and accelerated development which influenced all subsequent poetic art. The course considers Yeats and Eliot in detail, as products of their own twentieth century milieu, and of the continental developments which were going on while English poets were still absorbed in a *fin de siècle* movement. With a backward glance at Baudelaire, La Forgue and Mallarme, a look at symbolist and imagist groups that Hulme and Pound took part in, it proceeds to note the long creative span of Yeats, which included some experiment with verse drama, the short span of Synge and his poetic drama, the revival of tradition in poetic practice and theory by Eliot. It tries to sort out these tendencies as they appear on the contemporary scene in poets like Auden, Thomas, Crane, or disappear as in the work of Graves or Ciardi.

The basic procedure of the course, that of reading representative verse and verse drama and considering them in informal class discussions, is augmented by reports by individual students or panel groups on documents of poetc theory and criticism. In class reports the student gets the nodding acquaintance with such works as Symon's *The Symbolist Movement,* Yeat's *A Vision,* Frazer's *The Golden Bough,* and Grave's *The White Goddess.*

The student is responsible for participation in class discussions of poems and plays, an oral report on a work of critical theory, one oral and one written exegesis of a poem, and a short research paper. There is a final take-home exam.

The only texts used are those of the poems, an anthology of modern and contemporary poetry, and the complete works of Eliot.

ENGLISH 182
DANTE
SR. M. FRANZITA

INSTRUCTOR'S SYNOPSIS:

Without being a seminar, this course offers the student an opportunity to concentrate on one spot—Dante, whose poetry deals with the desires and experiences of man at their very core. Two works are studied: "The Vita Nuova" and "The Divine Comedy," read in translation. While all of medieval thought and history converge in Dante's work, we are interested only in a minimal groundwork to make the poetry accessible, though students with an interest in philosophy, history, etc., may pursue such study independently. Such relevant problems emerge from the reading as Dante's narrative patterns, his poetic craftsmanship, the mystery of freedom, the relation of free will and justice—all these are studied in the context of the work.

ENGLISH 195, 197
DIRECTED READINGS
SR. M. FRANZITA

INSTRUCTOR'S SYNOPSIS:

Limited to students who desire, and are capable of, independent study. Part of the value of the experience rests in the student's growth in power to define and organize a topic or area of study, and to pursue it by means he can justify, with a director available for consultations. The conclusions of his research are presented as a public seminar or in some other way decided by the individual student. It is for some students an opportunity to pursue some topic in depth, or to make a study of some authors or work which he could not study in a regular course.

HISTORY 2
WESTERN CIVILIZATION II
THOMAS CONWAY

INSTRUCTOR'S SYNOPSIS:

The main threads of this survey are the social and economic developments in Western civilization. Appropriate attention is given to biographical sketches and the evolution of ideas. The text serves as the organizing principle. The lectures are topical and often unrelated to each other except through the unity of the text.

The student is expected to bring learning skills such as good reading methods, note-taking, and self-expression, oral and written, rather than extensive background knowledge of history. The pace will be rapid after special attention to initial development of the ancient world in History I.

The student should obtain from the course an integration of religion, philosophy, and all the social sciences as well as an insight into scientific and technological development. This course may be unique in attempting this integration of the spectrum of man's pursuits. The goal is that the student develop a historical perspective rather than a proficiency in history, though both are wished for.

Requirements include a term paper.

history

HISTORY 2
WESTERN CIVILIZATION II
SISTER EMILY VELDE

INSTRUCTOR'S SYNOPSIS:

Synopsis: Modern Europe from 1648 to present; emphasis upon political, religious, intellectual, and economic factors.

Texts: Anderson, M. S., *18th Century Europe (1713-1789)*

Bruun, Geoffrey, *Nineteenth Century European Civilization (1815-1914)*
Lewis, W. H., *The Splendid Century*
McNeil, William H., *The Contemporary World (1914-present)*
Moorehead, Alan, *The Russian Revolution*
Wandruszka, Adam, *The House of Hapsburg*

Tests: Two mid-quarterlies.
Quarterly.
Final.
Two book reviews.

HISTORY 2
WESTERN CIVILIZATION II
MONICA SCHULER

INSTRUCTOR'S SYNOPSIS:

Modern Europe from 1648 to present; emphasis upon political, religious, intellectual, and economic factors.

Text: Hayes, Baldwin and Cole (*this* year)
A Brief History of Western Man, Thomas H. Greer (*next* year).
This will be supplemented by a number of in-depth primary and secondary sources on reserve in the library.

Examinations: two during the semester and one final

Papers: One book report and one minor research report on contemporary problems as decided on by the students themselves.

Final Grade: Average of tests, reports, class participation.

HISTORY 102
U.S. HISTORY
CHARLES POINSATTE

INSTRUCTOR'S SYNOPSIS:

The purpose of this course is to give the student a clear and penetrating understanding of U.S. history from the Civil War to the present. Since this course is designed for the students especially interested in U.S. history, the standards are somewhat higher than those of the usual survey course taught in American history. The student is, for example, expected to become acquainted with the interpretation of the various historians on given problems.

Regular class attendance is required. The syllabus, while indicating the required reading, should also aid the student to see the connection between the topics discussed in the course. In addition to the required reading the student is urged to read the various views of the historians when her time permits. However, the examinations will seek to determine the student's understanding of the problems of the syllabus, especially as developed in the required readings the lectures and the discussions in the classroom. In addition to the final examination there will be at least two tests. The emphasis in the course is on reading, but on occasion a paper may be assigned, depending on the progress of the course and the suitability of a particular topic for a paper. The final examination covers the entire semester and counts for 40% of the final grade. The remaining 60% of the grade is made up from the tests and written work. Class participation is taken into consideration after the numerical grade is determined.

HISTORY 104
RECENT UNITED STATES HISTORY: THE NEW DEAL TO THE PRESENT
BROTHER DONAHOE

PROSPECTUS:

The course as the the title indicates, will be a survey and interpretation of the past thirty-five years of United States history. Of necessity, emphasis will be on political, economic and diplomatic developments, without completely neglecting the social and intellectual. At least a summary knowledge of pre-Depression American history will be presupposed. Requirements will be largely readings.

HISTORY 107 EX
U.S. DIPLOMATIC HISTORY
CHARLES POINSATTE

INSTRUCTOR'S SYNOPSIS:

This course is a study of American diplomacy and principles of foreign policy from the founding of the nation to the present.

Last year the students were required to purchase a text by Bemis, as well as Perkin's *History of the Monroe Doctrine* and Daniel Smith's *Major Problems in American Diplomatic History.* The only one of these that is certain to be used in the future is Smith. In addition to these, the students are required to read some assignments from various books on reserve in the library. There are two examinations — a midsemester and final. Each student is required to write a research paper on a particular problem of American diplomatic history within a general theme which is explained to the students on the first day of class. The grade is figured numerically and is based on the two examinations and the research paper. After this, class participation is taken into account.

HISTORY 115
THE RENAISSANCE AND THE AGE OF RELIGIOUS CONFLICT
CHARLES POINSATTE
ANNE POINSATTE

PROSPECTUS:

This is an upper division level course designed for history majors and for those students whose interest lies in the broad field of the intellectual, religious and cultural aspects of the age. The basic assumption is that this period from Petrarch to Westphalia, is peculiarly an epoch of endings and beginnings in almost every area of European life: society, economy, religion, art, education and letters. It is a period then, of transitions, but one which has its own unique character. It is our hope that the student will come to appreciate of this epoch as a period having its own values as well as establishing tendencies for the modern world.

The approach to this course is topical, although the

CHARLES POINSATTE

"I'VE stayed at St. Mary's (for 14 years) because the student body is very stimulating," says Dr. Charles Poinsatte, chairman of the SMC history department. Part of the reason why he has been favorably impressed, he acknowledges, is the opportunity at a small college of getting to know the students. Beyond this, though, he has found an "interest in academic life," not so commonly present in most large universities. As St. Mary's strives to attract a more variegated student body, Mr. Poinsatte would put in a good word for the present SMC girl. Should the day come when there would be no difference between the SMC student body and that of the average university, he might accept one of the more attractive offers he has received, he observed.

Besides being chairman of the history department, one of the largest at St. Mary's, he serves on the Academic Standing Committee. This powerful body handles student academic probation, academic regulations in the college bulletin, and student-initiated academic projects plus many other activities. Much of his time is taken up in the historical analysis of Catholic reaction to papal pronouncements (pre-*Humanae Vitae*) on birth control. He will soon publish a book on the subject.

But first Charles Poinsatte is a teacher, conscientiously trying to share with his students the excitement he finds in history. "I try to make my students *like* history," he explains earnestly. "I really do believe that history is one of the most important integrating courses for other fields of knowledge. Whether the girls enter the humanities or the social sciences, without an understanding of history there will be gaps in their knowledge. For instance, you can't get a complete picture of the Industrial Revolution merely from the literature of the time, you need a political-economic-social view."

His approach is scholarly, painstaking and traditional, perhaps a clue to his satisfaction with his students. Girls tend to be more careful about doing assignments and attending classes, less comfortable in a freewheeling class situation, than men. Thus his teaching style, which actually is indicative of his approach to other matters, has earned him a reputation for excellence among his students. Recently, though, a push toward more flexibility and variety has emerged. In a questionnaire sent out to history majors last summer, students indicated that they would prefer more emphasis on intellectual history, on non-Western history, on the seminar approach.

Partly as a result of the questionnaire, the format of the history department will be expanded next year. This summer, the history department will form part of an Urban Affairs program, and also will offer an Afro-American cultural program. New courses are projected for the fall semester.

Another aspect of the changing mood of the college is the increasing role faculty play in the government of the institution. "The only way the faculty can adequately fulfill their roles in teaching, researching, and governing is to sleep, eat, and work at the college," Mr. Poinsatte ruefully notes. He would like to see some arrangement worked out that would "give the faculty a little more time for research, while maintaining the present emphasis on teaching and contact with the students." Personally, he'd prefer periodic leaves of absence for study, because when his teaching load is reduced "I tend to put more time into the courses I have left." A revealing comment, for Mr. Poinsatte sees himself primarily, and happily, as a teacher.

general chronological development is followed as indicated in the subsequent outline:

I. The Problem of the Renaissance: the meaning of the term and the historical interpretation of it.

II. The Early Renaissance (1300-1453).

III. The Second Phase of the Renaissance — the high Renaissance in Italy and the beginning of the Northern Renaissance —an age of increasing optimism.

IV. The late Renaissance and Reformation (1517-1648).

There is no single text for this course; however, the students must purchase a number of paperbacks from the bookstore. At the present time these include the following: Mattingly, *Catherine of Aragon;* Machiavelli's, *Prince;* Gundersheim (ed.), *The Italian Renaissance;* Cervantes, *Don Quixote;* de la Barca, *Life is a Dream;* More, *Utopia; Selections from Essays of Montaigne; Portable Rabelais.*

In addition to these books, the students are required to read from a number of books which are placed on closed reserve in the library. In addition, they are expected to become acquainted with the major periodicals in the field.

There are two examinations during the semester. They will consist principally of essay type questions in which the students are expected to demonstrate their knowledge both from their reading and from the class. About 25% of the examination will test the student on his factual knowledge.

The students are required to write two papers from three to five type written pages each. The first of these papers will be an analysis of various interpretations of the Renaissance based upon articles in four periodicals. The second paper will be a report on a particular book, most likely, *Catherine of Aragon.*

HISTORY 120 EX
RUSSIA AND EASTERN EUROPE II
SISTER EMILY VELDE

INSTRUCTOR'S SYNOPSIS:.

Synopsis: Political, social, economic, and cultural developments of Russia and Eastern Europe to the present.
Emphasis is on Russia.

Texts: Deutscher, Isaac, *Stalin, A Political Biography*
Dostoevsky, F., *The Brothers Karamazov*
Raeff, Marc, *Origins of the Russian Intelligentsia*
Stavrianos, L. S., *The Balkans (1815-1914)*
Watson, Hugh Seton, *The Decline of Imperial Russia (1855-1914)*

Tests: Quarterly.
Final.
Book reviews or term paper.

STUDENT EVALUATION:

CONTENT: Few courses in the college curriculum have the reputation of being really fantastic. Sister Emily's Russian History is one of these few. Students who have taken the course say that the teacher and course are excellent. This course gives the student detailed information in the fields of history, art, and geography.

PRESENTATION: The primary method of presentation is lecture. The lectures are excellently prepared, organized, and presented. They are specific and to the point. Sister often gives sidelights to add to the interest as she speaks the language and she has visited Russia recently.

ORGANIZATION: Assignments are given at two-week intervals, and consist of approximately 60-100 pages of reading in assorted works. During the semester the student must do either a ten-page term paper or three book reports of three pages each.

There is a midterm and final examination consisting of six identification questions and two to three essays. The essays can be as long as the student desires. The average response is two pages.

The final grade is based on the papers and exams. These are always graded and returned as an indication of a student's class standing.

COMMENTS: The history majors in the course complain that the nonmajors, because of their lack of background, etc., often ask ridiculous and unrelated questions. They suggest that if the number of people in the course continues to grow, there be a separate section for nonmajors.

HISTORY 131
LATIN-AMERICAN HISTORY: NATIONAL PERIOD
MONICA SCHULER

INSTRUCTOR'S SYNOPSIS:

Emphasis on the great dictators of the early national period; the search for stability: The ABC States and Mexico; modern and contemporary Latin America: political, social, economic, ideological trends; the United States and the other Americas.

Text: no standard text but the following paperbacks: Hugh M. Hamill, Jr., *Dictatorship in Spanish America;* Frederick B. Pike, *Conflict between Church and State in Latin America;* Donald Dozer, *Monroe Doctrine.* These were supplemented by eight in-depth works — primary and secondary sources — on library reserve.

Examinations: One midterm and a final.

Papers: A book report. Lengthy research paper probable.

Final Grade: Average of tests, report, class participation.

HISTORY 136 EX
THE BYZANTINE EMPIRE
SISTER EMILY VELDE

INSTRUCTOR'S SYNOPSIS:

Synopsis: A survey of Byzantine history and culture from Constantine the Great to the fall of Constantinople in 1453.

Text: Vasiliev, A. A. *History of the Byzantine Empire* Volume I
Vasiliev, A. A. *History of the Byzantine Empire* Volume II

Tests: Quarterly.
Final.

One paper.

HISTORY 142
UNITED STATES SINCE 1865
THOMAS CONWAY

INSTRUCTOR'S SYNOPSIS:

This course is especially geared to the elementary education majors. There are continuous references made to application of certain topics and themes in the grade school classroom. For example, the grade schoolers' fascination with the American Indian and pioneer life are treated in a manner which could be related by the student to their own teaching situation in the near future.

Social justice, the rise of democracy and the development of the unique American character are given special attention as historical subjects.

Requirements include a brief paper on a reform issue or a social problem.

THE INTERDEPARTMENTAL PROGRAM in Humanistic Studies offers a selective study of cultural history linked with analyses of significant works of speculative thought and the creative imagination. The aim of the course is to provide a historical and interpretive framework which will enable the student to place specialized graduate study in an integrated context.

The program introduces the student to various aspects of Western civilization, with history, literature, art, theology, and philosophy viewed as interrelated factors. The course examines the dynamic role played by Christianity in shaping social institutions and patterns of thought. Selected aspects of non-Western societies are included to broaden the student's cultural perspective. The emphasis placed on the discussion technique of the colloquium reflects the program's concern with active student participation.

The entire curriculum of Humanistic Studies has been revised this year. Therefore, the texts listed in the following synopses may be changed. Also, at the time we received the synopses we did not know who would be teaching the various courses. A general outline of what Dr. Schlesinger expects in his classes is given.

General outline for DR. SCHLESINGER's courses:

Tests: There is a mid-term exam and a final examination composed of essay questions.

Papers: One paper each semester except no papers in colloquium.

Grades: The grade is based upon the results of the written exams, on classroom participation, and on the paper.

HUMANISTIC STUDIES 122 DECLINE OF THE MIDDLE AGES, RENAISSANCE AND REFORMATION, 1300-1600

INSTRUCTOR'S SYNOPSIS:

Intellectual, religious, political, and economic developments, emphasizing the tension between old institutions (Christiandom) and new forces (Renaissance,

Humanism and Reformation). Also listed as History 154.

Texts: Strayer-Munro, *The Middle Ages*
Huizinga, *The Waning of the Middle Ages*

HUMANISTIC STUDIES 124 COLLOQUIUM II

INSTRUCTOR'S SYNOPSIS:

This course emphasizes the student's discussion rather than the conventional lecture method. Meaningful discussion requires careful preparation. The students in the course are expected to keep up with major contemporary events, i.e., politics, society, religion, etc.

Texts: Dante's, *Divine Comedy*
Langland's, *Piers the Ploughman*
Records of the Trial of Joan of Arc
Everyman
Erasmus', *The Praise of Folly*
More's, *Utopia*
Luther's, *Address to the Christian Nobility,* and *On Christian Liberty*
The Calvin-Sadoleto Letters
Montaigne's, *Essays*

HUMANISTIC STUDIES 162 THE AGE OF WORLD CONFLICT, 1815-PRESENT

INSTRUCTOR'S SYNOPSIS:

World ascendency of Western culture: nationalism, liberalism, the rise of democracy, totalitarianism, the nuclear age. Also listed as History 162.

Texts: Bowle, *Politics and Opinion in the 19th Century*
Snyder, *World in the 20th Century*
Hubben, *Dostoevski, Kierkegaard*
Vidler, *The Church in an Age of Revolution*
Hobsbawm, *The Age of Revolution*
Cherno, *The Contemporary World*

HUMANISTIC STUDIES 164 COLLOQUIUM IV

INSTRUCTOR'S SYNOPSIS:

This course emphasizes the student's discussion rather than the conventional lecture method. Meaningful discussion requires careful preparation. The students in the course are expected to keep up with major contemporary events, i.e., politics, society, religion, art, etc.

Texts: Goethe, *Faust,* Part I
Kierkegaard, *Attack Upon "Christiandom"*
Joyce, *Portrait of the Artist*
Newman, *Idea of a University*
The Poetry of Pope
The No Plays of Japan
McLuhan, *Understanding Media*
Butterfield, *The Origins of Modern Science*
Keniston, *The Uncommitted*
Niebuhr, *Christ and Culture*

HUMANISTIC STUDIES 165 CHURCH, STATE, AND SOCIETY

INSTRUCTOR'S SYNOPSIS:

Historical survey of Church-State relations; the Church in the modern world. Analysis of recent encyclicals. Also listed as Political Science 165.

Texts: Paul VI, *On the Development of Peoples*
Declaration on Religious Liberty

MATH 2
BASIC MATH
ROBERT NOWLAN

INSTRUCTOR'S SYNOPSIS:

A continuation of Math 1 for students not majoring in mathematics or the sciences. Designed to give the nonmathematically inclined a nodding acquaintance with the problems that interest mathematicians and scientists. Elementary topics are covered, but in a professional and precise manner.

The goal is to make each of the students aware of the beauty of mathematics, to make them aware that it is a great deal more than a servant to the sciences. It is an art which has dramatically affected man's thought, throughout history, no matter what his vocation or avocation.

A book by Horner has been elected. It is an understatement to say it has not been followed religiously. It does contain the majority of the topics covered in the course but certainly not in the same order nor does it have the same goals as the course. No book does. There is one thing to be said for it, however; it stands still. It can be read again and again, until a certain concept is understood.

Five or six tests are given, each announced several days in advance and with consideration given to the fact that on whatever day chosen, five other teachers are free to choose to test as well. Assignments are given about everyday and are discussed in class at the next meeting. Grades are determined rather objectively on the basis of point scores accumulated from the tests. No letter grade is given until the end of the class, when all points are totaled. Students who fail are those who lag so far beyond the majority as to become conspicuous.

MATH 32
CALCULUS II
GARY McGRATH

STUDENT EVALUATION: (Enrollment 13, Response 8, Dean's List 1).

The primary method of presentation of the material was lecture with little or no discussion although Dr.

McGrath answered questions as they came up. The class criticized the lectures for being too involved in detail, thereby losing the general sense of the material. The girls found the lectures confusing though they were always prepared. Some pointed out that the course material came clear at the end of the semester.

The tests given during the semester were all take-home exams. Despite this, the girls thought they were too difficult and too long to be completed in the allowed time.

The text used was *Calculus,* which the class felt was unclear in presentation and was above the students' level. There were no assignments as such. The students decided themselves what study they would do. This encouraged the students' own independent thinking.

Dr. McGrath's grading system was never explained at the beginning of the course. The student's grade was never made known during the semester. The tests were not corrected, but were used only for the students' benefit as a teaching aid. The class was not sure just on what basis they were graded.

The students felt that the course and the teacher were average. They were not enthusiastic about it.

MATH 126
TOPICS IN ALGEBRA
ROBERT NOWLAN

INSTRUCTOR'S SYNOPSIS:

A major's course covering elementary topics of abstract algebra. Designed to prepare the student for the more demanding Abstract Algebra 153-54.

The primary text is by McCoy, although the student is expected (and should find it necessary) to supplement her reading in many other books on the subject.

The major goal in this course is to enhance the student's mathematical maturity, to arouse her curiosity to find out more about the subject than the few topics time allows us to discuss in class. The students who take the course are no longer neophytes; they have experience in mathematics and the thus expected to make use of this experience to discover more about mathematics and about their mathematical talents.

Several take-home tests were given and the final exam consisted of a rather revealing oral examination. Assignments are suggested, not demanded. I wish students to choose those problems that interest them and pursue them more deeply. The final grade was determined on the basis of the originality and creativity shown by the students in class, in their assignments, and in the tests.

MATH 154
ABSTRACT ALGEBRA
ROBERT NOWLAN

INSTRUCTOR'S SYNOPSIS:

A continuation of Abstract Algebra 153. A major's course designed to give the student a clear and precise understanding of modern algebra.

The text elected was by Herstein, although his presentation and mine differed in many respects. However, Herstein and I agree on the topics, if not on where the emphasis should be placed. The students were expected to read the text to comprehend my lectures and discussions. Other sources were also suggested.

Two take-home tests and a final oral examination were given. Many assignments were suggested but not demanded. My students are encouraged to determine for themselves what topics they should give special attention to.

The final grade, here as in all my upper division major courses, is based on the scores on the tests, the oral examination and my interpretation of the originality and creativity shown by the students in class discussions, in their assignments, and on their tests.

GREEK 2
NEW TESTAMENT GREEK
SISTER JUDITH KRABBE

INSTRUCTOR'S SYNOPSIS:

Building upon the knowledge and skills she has acquired during the first semester of introductory Greek, the student in New Testament Greek is able to read the Gospel according to St. John in the original. The text is approached primarily from a linguistic and literary point of view.

Several reports and one longer paper are assigned. Most of the work in class is oral, based on student preparation before class. Daily work, quarterly and final exams, and term papers are all considered in determining final grades.

LATIN 105
ROMAN SATIRISTS
SISTER JUDITH KRABBE

INSTRUCTOR'S SYNOPSIS:

Designed for Latin majors, this course focuses primarily on the writings of Horace and Juvenal, the two major Roman satirists. In addition to reading their works in Latin, students write a term paper comparing the two authors in subject matter, tone, and technique. Attention is also given, through supplementary readings, to the development of satire as a Roman literary genre and to the influence of Roman satire on later literature.

FRENCH 2
INTRODUCTORY FRENCH
SUZANNE CORBETT

STUDENT EVALUATION: (Enrollment 15, Response 7, Dean's List 1)

The class felt that the course content was very well organized and allowed for gradual development of material. The lectures were well prepared and complemented

the assigmnents. The main method of presentation was discussion. Mrs. Corbett would present material in a lecture and begin discussions with questions. All discussion was, of course, in French. Some students felt that Mrs. Corbett was a little impatient with the slower students. Therefore, the better students often carried the discussions.

Weekly laboratories are a requirement for the course. The lab work includes "dictées," slides, and oral tests. The students felt that the slides were good because they gave an excellent view of France, its people, and culture.

Short quizzes were given weekly. There were the midterm and final examinations covering both written and oral work. The exams covered the main points of the course in a variety of differently worded questions. The exams were considered difficult but fair.

Two hours of lab prepartion was expected for each class period. The students pointed out that the assignments required much memory work. They enjoyed particularly the assigned reading of *Le Petit Prince.*

Grades were based on a percentage of lab quizzes and tests, class quizzes and exams. Attendance was an important factor in grades. Some students felt that too much emphasis was put on attendance. Tests and papers were carefully graded and returned as an indication of the student's standing in the class.

The students felt that Mrs. Corbett was a very good teacher. She keeps office hours and displayed a keen interest in the students. They felt that the course was good and of value.

FRENCH 22
INTERMEDIATE FRENCH
SYLVIA DWORSKI

STUDENT EVALUATION: (Enrollment 30, Response 15, Dean's List 7)

The main method of presentation was discussion involving class participation and supplemented by Miss Dworski who gave background material and answered questions. There was some lecture which was interesting and reinforced the material of the texts. Laboratory work was required weekly.

Because of the pressure, a few students pointed out, emotional stability is more or less a prerequisite for this class. A few students reported that the class made them nervous. Miss Dworski is a demanding teacher.

The class discussion fostered a variety of viewpoints and creative thinking. Active participation of the students was necessary. The students found the discussions to be interesting and stimulating. Some of the students pointed out that they learned more than French in their discussions with Miss Dworski. The discussions were a valuable learning experience.

The weekly laboratory work consisted of slides on French life and culture, listening to the tapes, and answering the questions orally. Tests from the lab manual were given weekly. Reaction to the lab work was mixed. Some felt that the tapes were too fast though they were repeated. Lab work was not related to what was studied in class. Some felt that the French culture learned in the lab was not applied or reinforced in class and therefore forgotten. One student complained that one couldn't see the screen from the back booths in the language lab.

During the semester one grammar test, one literature test, one oral exam, and one essay final exam were given. The final essay exam was prepared before the exam was written. One student felt that more exams would help reduce the pressure of the class. The class felt that Miss Dworski was a fair examiner.

The texts used were *Introductory Conversationalist French* by Harris and LeVeques, *La Tappisserie,* and *Amsco Workbook.* Some felt that the workbook exercises were irrelevant to the course. The class liked the supplementary reading of *Le Petit Prince* and *En Attendant Godot.*

Assignments were sometimes too long, leaving not enough time for other class work. Assignments taught the language principles well.

The grading system was not made clear at the beginning of the course. The grades were based on the test grades, class participation, lab work, homework, and the teacher's evaluation of the student's progress. Sometimes the grades were too subjective, the students felt. The class found Miss Dworski to be a difficult but fair grader.

Generally the class said that Miss Dworski is an excellent teacher, and that the course was very good.

FRENCH 23
INTERMEDIATE FRENCH
MARUSHA SMILYANICH

INSTRUCTOR'S SYNOPSIS:

Texts: *Voix d'aujourd'hui* by Germaine Bree
Civilisation française by André Lévêque
En Attendant Godot by Samuel Beckett
L'Etranger by Albert Camus
Antigone by Jean Anouilh

This course taught only in French was designed for freshmen thinking of majoring in French. *Voix d'Aujourd'hui* is a selection of contemporary works accompanied by special exercises on tapes, aimed to make students familiar with the use of French idiomatic expressions. At the same time it gave the students an opportunity to be acquainted with the new trend of contemporary literature and to discuss these ideas. The study of French civilization was combined with projections of slides to illustrate the course (once a week, in the lab). The students read and explained: *En Attendant Godot, L'Etranger,* and *Antigone.*

Homework: two hours a day (one of them in the lab). A short essay was required every week.

Tests: 15-minute tests every week in the lab on language and reading, and on civilization.

Grades were given on tests only and not on the essays nor on the oral responses in class. Class participation receives a grade at the end of the semester only, and this is counted as a quarter of the total grade. Intelligence is a more important criterion in grading than is memory. Encyclopedical knowledge is not desired. Education must aim to develop the personality of students by using their common sense and sound judgment.

FRENCH 158
SPECIAL STUDIES
MARUSHA SMILYANICH

INSTRUCTOR'S SYNOPSIS:

Texts: *La Nausée* by Jean-Paul Sartre
Le Mythe de Sisyphe by Albert Camus
A selection of poems prepared by myself (symbolism and surrealism)

La Jalousie by Alain Robbe-Grillet
La Modification by Michel Butor
Les fleurs bleues by R. Queneau

We started with the study of existentialism through Sartre and Camus. The students were urged to express their opinions freely and discuss them with their classmates.

Later we opposed the irrationalism of surrealism with the rationalism of existentialism. We tried to find the origins of surrealism. To show its influence on the "new novel," we studied through Robbe-Grillet, Butor and Queneau.

Students have been requested to write papers (at least three pages, preferably more), every two weeks on a topic concerning the book or the movement they were studying. Corrected papers were given back no more than one week later.

A base for grading was not only the knowledge of the language but also the development of ideas and the value of criticism.

Two discussions with a student of Notre Dame have been organized outside of the classroom.

FRENCH 159
HONORS READING
MARUSHA SMILYANICH

INSTRUCTOR'S SYNOPSIS:

A special work on phonetics, to explain and make easier the formation of French sounds, using recording on tapes to confront the student's pronunciation with the teacher's own.

GERMAN 22 AND 52
INTERMEDIATE GERMAN
MARGOT OTTER

INSTRUCTOR'S SYNOPSIS:

This is the sequel for "Introductory German" and seeks to develop simultaneously the skill of reading German texts as well as the ability to understand and use the spoken language.

The course starts with a thorough review of German grammar. The text for this review (Lathar Kalm, *Intermediate Conversational German,* 2nd Ed.) presents each point of grammar in a conversational situation. While practicing essential grammatical patterns in conversational exchange, the student develops a basic vocabulary for everyday life situations.

Reading comprehension is increased with the help of graded material, assigned for outside reading (Goedsche, C. R., *Cultural Graded Readers).* During the second semester, writings of the classical German poets and important 20th-century authors are presented. (Bauer, E. and B., *Quer durchs Deutsche Leben* and other sources). The weekly lab period is conducted in German and supplements the cultural and geographical information gained from the reading material.

At the end of each semester a one-hour laboratory examination and a one-hour written examination are given. Short weekly oral and/or written quizzes check on the student's progress during the term. Test results, as well as factors like class participation and attendance, are considered in grading.

SPANISH 2
INTRODUCTORY SPANISH
MARIA RIBERA

STUDENT EVALUATION: (Enrollment 9, Response 5, Dean's List 0, Pass/Fail 1)

The course material was presented by both lecture and discussion, emphasis was more on discussion. The lectures were well organized and prepared. They complemented the assignments and repeated them only when needed. The class was generally interesting to the students and they found it to be difficult and demanding.

The aim of the discussions was speaking practice, therefore there was much feedback of material. Sometimes the discussions fostered independent and creative thinking.

The labs were used mostly for testing purposes. The class did not seem enthusiastic about the labs.

The tests were both oral and written. There was generally a quiz once a week, either objective or oral. The class felt that the assignments were too long.

The average of the tests, papers, quizzes, and class participation was the basis for the final grade. All papers and tests were graded and returned as an indication of the student's grade.

The class gave a generally good rating to the course and the teacher.

SPANISH 22 EX
INTERMEDIATE SPANISH
JOSEPHINE BARALLAT

INSTRUCTOR'S SYNOPSIS:

This course is based on the civilization of Spain studied through its culture, literature (we use literary fragments and a novel), geography, art (movies and slides). Spanish is the only language spoken as well as written in class. Dialogue is emphasized in order to help the student lose fear of speaking.

Texts used: *Oral Spanish Review* by Dalbor
Panorama de la Civilización Española by Ugarte
El Solar Hispanico by del Rio
El Camino by Dekibes
Oral quizzes: every three weeks.
Written tests: once a month.
Compositions: once a week.

Basis of the final grade: Everyday work in class, tests, and quizzes.

SPANISH 22 EX
INTERMEDIATE SPANISH
SISTER ELEANOR O'KANE

INSTRUCTOR'S SYNOPSIS:

This is a continuation of Intermediate Spanish. In the second semester concentration is on Spain, and all reading is chosen with that objective in view.

Weekly quizzes on pattern drills. Oral quizzes on civilization and literary readings about three times. A minimum of three written book reports on outside readings are handed in on specified dates.

Oral and written finals — one hour each.

Texts: Dalbor & Sturken
Ugarte: *Panorama de la Civilización Española*

Delibes: *El Camino*
Del Rio: *El Solar Hispánico*
(texts of literature on Spanish slide sets)

STUDENT EVALUATION: (Enrollment 19, Response 12, Dean's List 1)

The main method of course presentation was discussion with some lecture. Anwers to instructor's questions were the basic material for the discussion. All the students were encouraged to participate in the discussions. The material was sometimes organized and prepared. This instructor, the class pointed out, pinpointed and stressed the important ideas. In the laboratory work, slides accompanied the lecture. Much of the lab was independent study. Some students said that too little assistance and direction was given in the lab.

Weekly oral quizzes were given. The midterm and final exams include both an oral and written section.

The class said that the assignments generally encouraged independent thinking. Sometimes they were too long. Short weekly papers were required.

The final grade was an average of quizzes, exams, papers, and class participation. All papers and quizzes were corrected and returned promptly.

The students in the class were not too enthusiastic about it. Sometimes they found the class to be boring. However, they gave Sister Eleanor a good rating as a teacher and said that the course was worthwhile.

SPANISH 112 EX
SPANISH READINGS II
JOSEPHINE BARALLAT

INSTRUCTOR'S SYNOPSIS:

This course is based on the literature of Spain since 1898. We read several literary fragments and some novels and plays of modern Spain. We try to grasp, through the writings, the real life of today's Spain. Discussion of texts (in Spanish) is the method used in class.

Texts used: *Antologia de la Literatura Española II* by del Rio
Niebla by Unamuno
Las confesiones de un pequeña filosofo by Azorin
La casa de Bernarda Alba by Garcia Lorca
Fiestas by Goytisolo

Oral tests: Two.
Written tests: Two.
Papers: Three.
Basis of the final grade: class participation, papers, tests.

SPANISH 156 EX
DON QUIXOTE
SISTER ELEANOR O'KANE

INSTRUCTOR'S SYNOPSIS:

A close reading of *Don Quixote* was required for this class followed by extensive discussions in class. Three chapters were assigned for each class. Three short papers (about every two weeks), a term paper, and a written two-hour final were also required.

SPANISH 160
HONORS READINGS
SISTER ELEANOR O'KANE

INSTRUCTOR'S SYNOPSIS:

This class met bi-weekly for discussion. One long paper was required on a particular aspect of Cervantes' *Novelas ejemplares*.

MUSIC 3

SURVEY OF MUSIC LITERATURE
WILLIS STEVENS

INSTRUCTOR'S SYNOPSIS:

This is an introductory course designed to acquaint the student with the representative works from our musical heritage through intelligent, appreciative listening. Its objectives are to develop in each student a knowledge of large and small musical forms, an awareness of style, a sense of historical perspective, and an objective, critical, attitude in listening. A more elusive goal, most important but not guaranteed, is a developed capacity to recognize and enjoy the musical experience. The ability to read music is helpful but not necessary.

Exams, two short papers, and five concert reports are given more or less equal weight in grading.

STUDENT EVALUATION: (Enrollment 20, Response 10, Dean's List 4, Madeleva Scholar 1)

The method of presentation of the course was mainly lecture with little class discussion. Dr. Stevens displayed a good organization of the content material with gradual development of the pertinent points. Sometimes the lectures merely repeated the assignment and were not as well prepared as they might have been. At times the lectures were boring because the material was too technical. Some said that the general principles were not related adequately enough to specific musical compositions and periods. That is, specific works could have been better related to the general periods.

Class discussions were too infrequent. However, when there were discussions the students found them

WILLIS STEVENS

DR. WILLIS STEVENS teaches in the St. Mary's music department and yet he contends that the most important aspects of music—appreciation and response—cannot be taught.

In his two years at St. Mary's, Dr. Stevens has attempted to regenerate a cultivation of the fine arts by expanding his department. He feels that the future success of his department is based upon the acquisition of more instructors for instruments and upon offering more variety in survey courses.

The ideal musical education, according to Dr. Stevens, allows for the development of the student in a general liberal arts atmosphere rather than in a confined conservatory-type program. "It is possible and preferable to fuse a liberal arts education with sound professional training." In any one discipline both theoretical and practical skills should overlap, he contends. He feels the program of his department prepares girls so that they can *utilize* their degrees, especially in the area of music education.

In his short tenure at St. Mary's, Stevens has taken part in faculty affairs and community government as a member of the Academic Standing Committee which reviews issues such as pass/fail, academic probation policy, and grading standards. "Checkered" is Dr. Stevens' description of his own educational background. He received his BA and MA from Columbia and his doctorate from the University of Rochester's Eastman School of Music. Stevens is also an accomplished pianist, having studied at the Juilliard School, and has performed twice in New York's Town Hall.

Professor Stevens' teaching experience has also been "checkered" with faculty membership at Southern Illinois University, Whitman College, Salem College, and North Texas State University before coming to St. Mary's.

to be valuable and encouraging to creative thinking. The class would have liked more discussions.

Two exams were given during the semester: the midterm and the final. The exams asked both objective and essay questions. The questions involved mere memorization of facts and little creative thinking.

The text used was Machlis' *Enjoyment of Music.* Dr. Stevens required five concert reports and two research papers. The final grade was based on the texts and the papers. The papers were thoughtfully corrected and returned as an indication of the student's grade.

The students gave a generally good rating to the course and teacher. They agreed that it is a worthwhile course to be required in the college curriculum.

MUSIC 155
GREAT SYMPHONIES
TERENCE SHOOK

INSTRUCTOR'S SYNOPSIS:

Great Symphonies is a broad survey of the symphony as an art form and means of musical expression from its earliest beginnings to the present day.

Text used: *This Is Music* — David Randolph
Tests: no quizzes — only a final exam
Number of papers: approximately six
Final grade: pass/fail based on quality of writing in papers and performance on final exam

PHILOSOPHY 100
HUMAN NATURE AND VALUES
JOSEPH DI GIOVANNI

INSTRUCTOR'S SYNOPSIS:

The aim of this course is to introduce the student to a variety of philosophies of human nature and their ethical implications. A number of primary readings are assigned and fully discussed in class. Class participation is considered important.

Books, term papers, kinds and number of tests may vary each time the course is given. The last time they were as follows:

Texts: Plato. Only the *Phaedo* and *Symposium* were studied;
E. Fromm, *Marx's Concept of Man;*
S. Freud, *A General Introduction to Psychoanalysis;*
S. Freud, *Existential Psychoanalysis;*
J. Fletcher, *Situation Ethics.*

Term papers: One term paper or one project was required. The topic of the paper or the kind of project was limited only by the student's imagination. Any topic within the broad scope of the course could be chosen. As an example of the range of the projects attempted, one group of students wrote and presented a logotherapy play. Another presented original "existentialist" slides with commentaries.

Tests and grades: A student could choose between two grading systems. She could forego all written tests and be graded on class participation (and the paper or project). She could choose to take written tests. Classes chose the number of tests. Three noncumulative tests were given. Those taking the tests were required to take all of them. One-fifth of the grade was based on the paper (or project), one-fifth on class participation and one-fifth for each test.

PHILOSOPHY 100
HUMAN NATURE AND VALUES
GERALD WAHMHOFF

INSTRUCTOR'S SYNOPSIS:

This course employed the following required texts: F. C. Copleston, *Aquinas;* John Dewey, *Experience and Nature;* Jean-Paul Sartre, *Existentialism and Human*

Emotions; Gabriel Marcel, *Creative Fidelity;* and Joseph Fletcher, *Situation Ethics.*

These books or portions thereof were studied in order to identify, compare, and contrast various views both on (1) the nature of man, including subjects such as knowledge, freedom, spirituality, and immortality, and on (2) the nature of moral view, including subjects such as prudence, natural law, and situation ethics.

In addition to the final examination, two tests were required. A third test was optional, taken by eight students in an attempt to raise their average.

Each student participated in a "project," usually oral, usually as a member of a group, and usually in the form of a panel or symposium. Students were free to form groups of their own choosing and to select the type of project as well as the subject of the project.

The final grade was based on the tests, the final examination, the projects, and class participation and attitude.

PHILOSOPHY 114
ETHICS
GERALD WAHMHOFF

INSTRUCTOR'S SYNOPSIS:

The climax of this course will be a discussion of one or more issues of moral conduct, e.g., civil disobedience, war, abortion, divorce, mercy-killing, or others, depending on class interests. As theoretical background for this, there will be discussion of readings organized around issues such as ethical relativism, ethical egoism, utilitarian ethics, freedom and responsibility, facts and values, and intrinsic value. Readings will include both modern sources such as Hobbes, Hume, Mill, and Kant, and contemporary sources such as Hare, Baier, Nielsen, and Stevenson. As class interest suggests and time permits, related subjects will be explored, e.g., natural law, conscience and authority, situation ethics, etc.

PHILOSOPHY 115
POLITICAL PHILOSOPHY
EUGENE BUCKLEY

INSTRUCTOR'S SYNOPSIS:

In this course we shall study certain basic concepts which are bedrock to political theory. These include such concepts as community and society, the nation and political society, the commonwealth government and the state, sovereignty and authority, justice and positive law, right and obligation, person and individual, consensus and majority rule. Our study of these concepts and others will be historical, and, as such, we shall utilize readings from Plato, Aristotle, Aquinas, Hobbes, Rousseau, Maritain and other neo-Thomists. The ultimate purpose of this course is to achieve an appreciation of the representative and participatory democracy which is our cultural heritage.

PHILOSOPHY 121
PHILOSOPHY OF SCIENCE
SISTER MIRIAM ANN

INSTRUCTOR'S SYNOPSIS:

A course based on the contention that philosophy of science is an epistemological investigation. The basic questions are: What is the value of knowledge acquired by the scientific method? How valid are the laws of science? How adequate its concepts and theories? Every philosophical system has at its heart a "root metaphor" — for example, the world as a machine or an organism. Coordinating analogies are drawn from one area of experience to interpret schemes in another, and even to construct a world view or a vision of reality. How different is scientific knowledge?

PHILOSOPHY 161
MODERN PHILOSOPHY
SISTER FLORIAN

INSTRUCTOR'S SYNOPSIS:

This course will consider the major factors which account for the specific way in which the thought of the 17th and 18th centuries emerges. Some of these influences are: the severance of philosophy from theology, the revolt against scholasticism and traditional thought in general, and the impact of mathematics and the natural sciences upon philosophical reflection. Against this background, representative works of Descartes, Spinoza, Leibnitz, Kant, Hobbes, Locke, Berkley and Hume will be analyzed. Emphasis will be given to the changing concepts of man and his place in the universe that were the natural outgrowth of the rationalistic and empirical bent of modern thought.

PHILOSOPHY 175
PROCESS PHILOSOPHY
SHEILAH BRENNAN

INSTRUCTOR'S SYNOPSIS:

Process philosophy is one of the most significant and influential trends in contemporary philosophical thought. In his volume, *Philosophies of Process,* Professor Douglas Browning underscores its importance as follows: "Process philosophy, particularly as it is found in Whitehead, is the culmination in coherence, scope and relevance of man's attempts at a systematic understanding of the universe." The course will concentrate on the philosophy of Whitehead, but will include comparative references to the ideas of Bergson and Chardin. Though it will deal primarily with Whitehead's metaphysics, it will also show how this metaphysics provides a basis for a theology, a philosophy of nature, a philosophy of knowledge, and indicate its relevance to science, aesthetics and social philosophy. Discussion will focus particularly on the following works: *Science and the Modern World, Process and Reality, Adventures of Ideas, Religion in the Making.*

PHILOSOPHY 176
EXISTENTIALISM
ROBERT TOLAN

INSTRUCTOR'S SYNOPSIS:

This course will be concentrating on Nietzsche and Kierkegaard as the "fathers" of existentialism. Considered (among other works) will be Nietzsche's *Zarathustra, The Anti-Christ, Beyond Good and Evil,* Kierkegaard's *Fear and Trembling, The Sickness Unto Death, Philosophical Fragments.* We will also be considering Sartre and Marcel and possibly some other representatives of this movement.

PSYCH. 56
GENERAL PSYCHOLOGY
MURRAY SALZMAN

INSTRUCTOR'S SYNOPSIS:

1. General: To present an overview and scientifically sound survey of contemporary psychology.
2. Specific: A knowledge of the historical evolution of modern psychology; an understanding of the relationship of psychology to the biological and social sciences; a grasp of the various orientations of the schools of psychological theory; a familiarization of the basic aims and methods of psychological investigation; an acquisition of sufficient information to assist in making a decision concerning area or areas of specialization; an acquaintance with some of the current literature in the area of psychological endeavor.

Text: *Introduction to Psychology* by Hilgard and Atkinson. There are also supplementary readings in other texts and journals.

Subject matter:
1. introduction to psychology as a behavioral science
2. growth and development
3. motivated and emotional behavior
4. learning and thinking
5. individuality and personality
6. conflict, adjustment and mental health
7. social behavior

Assignments: voluntary short papers on various topics.

Testing: four exams and a final to consist of objective-type questions.

Grading: predicated on exams and contribution whether oral or written.

PSYCH. 122
GUIDANCE AND TESTING
MURRAY SALZMAN

INSTRUCTOR'S SYNOPSIS:

1. General: To examine the development of guidance theories and practices.
2. Specific: A knowledge of the historical evolution of guidance; a grasp of the various orientations of counseling theory; a familiarization of the basic aims and methods of counseling; an acquaintance with the foci of guidance in facilitating human development; an understanding of the philosophy of testing and the basic principles of mental measurement; an acquaintance with some of the current literature in the area of counseling.

Text: *Guidance Services in the Modern School* by Ohlsen. This is supplemented with various texts and journals.

Subject matter: runs through the roots of modern guidance, the counselor's role, the use, purpose and procedures of testing, to current research in the area of counseling.

Tests: A final exam to consist of essay-type questions; occasional oral reports and written reports.

Grading: Predicated on class participation, quality of written assignments and final exam.

SOCIOLOGY 157 EX
THE FAMILY
SISTER MARY ALICE

INSTRUCTOR'S SYNOPSIS:

Text: *Family in Social Context* — Leslie

Tests: Three

One additional project

Basis for final grade: tests and class participation plus completion of assignments. Since some classes were devoted to discussion of assigned readings those who indicated they had completed the readings were evaluated differently from those who hadn't done the assignments.

The theme of this course is indicated by the text title — *Family in Social Context.* An attempt was made to acquaint the students with the family as it has existed in a variety of social contexts and in various forms. The format used was lecture and discussion. Readings were assigned in addition to text material.

SOCIOLOGY 168 EX
SOCIOLOGY OF RELIGION
SISTER MARY ALICE

INSTRUCTOR'S SYNOPSIS:

Text: *Religion, Society, and the Individual* — Yinger

Tests: One test and one research paper.

Final grade was based on the test and paper plus fulfillment of reading assignments and satisfactory participation in discussions.

Format used was lecture and discussion.

The purpose of this course as I presented it was to open the students to sociological factors involved in mankind's formal religions. Our concern was with sociological and social-psychological factors.

The particular group of students were especially enjoyable since they represented the fields of English, psychology, history, philosophy, Christian Culture, as well as sociology. This had much to do with the direction we took in the course. Another year the specific emphasis might differ.

SOCIOLOGY 172
SOCIOLOGICAL RESEARCH
RUTH THOME

INSTRUCTOR'S SYNOPSIS:

The research process is both art and method. This course leads the student through the logic of scientific inquiry to the art of determining an effective strategy in designing a research project. The tools for obtaining data (questionnaires, interview schedules, etc.), different types of samples, and census data become tangible vehicles for student use.

Classes are geared to a climate of learning and sharing. Each student selects and designs a project, and then follows it through to completion. The research report takes the place of a final examination.

Discussion, exploration and competence are the rules of the game!

THEOLOGY 1
CONTEMPORARY THEOLOGICAL QUESTIONS
HELEN WITHEY

INSTRUCTOR'S SYNOPSIS:

A broad introduction to college theology through the discussion of key ideas and problems confronting man today. Required readings: *A New Catechism, Situation Ethics, Humanae Vitae* (Mr. Hengesbach); *A New Catechism, Humanae Vitae, Declaration on Religious Freedom* (Freshmen only).

THEOLOGY 6
SEARCH FOR GOD
HELEN WITHEY

INSTRUCTOR'S SYNOPSIS:

Since every mature person has to be able to answer the questions: Who is God in whom I believe, and why do I worship God as I do, each student is encouraged to re-examine what God has revealed about Himself in the great religions of mankind. The student is aided in relating this knowledge to current theological developments. The student who has completed the course should know enough about the great religions of the world: Hinduism, Judaism, Buddhism, Taoism, Confucianism, Islam and Christianity, to see their great similarities and their differences, and to know the beliefs and objectives of each, and something of the civilization or culture in which they developed. Such a student would hopefully increase her own ability to think logically, to write clearly, to speak intelligently and to develop in world understanding. Particularly, she would enjoy one of the great rewards of extended vision: the awareness of what reality is ultimately like. Regular class attendance is expected. Quizzes are brief and about every two weeks. Papers are short essays of summary and of insight. One test a semester and

one semester examination are given. Grades are based on all written work and on class participation which together equal about two-thirds of the final grade. The final examination equals one-third of the final grade.

THEOLOGY 53
MYSTERY OF JESUS
THEODORE HENGESBACH

INSTRUCTOR'S SYNOPSIS:

A survey of contemporary Catholic understanding of the person and work of Christ; how this understanding arises from current liturgical and biblical studies; current discussions of the relationship between Christ and modern man today (Mrs. Withey, Mr. Kiefer). Required readings: *A New Catechism, Who Is Jesus of Nazareth,* selected articles (Mrs. Withey). This course asks the question: Is Christianity a viable concept today? Four areas are explored: ethics, church, Jesus, life in world. Required readings: *Humanae Vitae, Situation Ethics, I and Thou, Art of Loving, The Christian of the Future, To Seek a Newer World.* (Sophomores)

THEOLOGY 53
FULLNESS OF TIME
HELEN WITHEY

INSTRUCTOR'S SYNOPSIS:

Since the only God we know is Christ, the student is aided in knowing the biblical Christ and realizing that in her response to the needs, sufferings and joys of those about her she is doing her part as a redemptive other-Christ. The student should know the New Testament Christ and the Messianic expectation of the Old Testament. She should have gained a critical insight into the development and meaning of the present Christological questions: Was Christ conscious of being God? Was Christ truly a man? Is Christ dead? And she should be able to relate the present emphasis on the humanity of Christ to the reform and renewal within the Church.

Regular class attendance is expected. Quizzes are brief and given about every two weeks. Papers are short essays of summary and of insight. One test a semester and one semester examination are given. Grades are based on all written work and class participation which together equal two-thirds of the final grade. The final examination equals one-third of the final grade.

THEOLOGY 110
WITNESS OF THE FATHERS
SISTER MARIA ASSUNTA

INSTRUCTOR'S SYNOPSIS:

Perennial moral and doctrinal problems as interpreted by the Fathers and understood in the light of their own culture. Possible required readings: *The Moral Teaching of the Primitive Church, St. Jerome's Satirical Letters, Mary in Eastern and Western Patristic Thought,* St. Augustine's *Of True Religion,* and others. (Majors and others up to 10)

THEOLOGY 154
CONTEMPORARY NON-CHRISTIAN RELIGIONS
EILEEN DONOHOE

INSTRUCTOR'S SYNOPSIS:

This three-hour elective is an introductory survey of the major living non-Christian religious traditions: Hinduism, Confucianism, Taoism, Buddhism, Zen, Islam, and Judaism. The major emphasis is on the Far Eastern tradition. Each religious system is described historically and thematically, and compared with the others in such general aspects as the idea of the divine, the nature of religion, the problem of evil, the role of myth, and the meaning of man. Each system is regarded as an authentic and viable means of expressing man's ultimate concern.

On the assumption (perhaps unwarranted, though so far substantiated by past experience) that this material is new for most students, I prefer to require extensive reading rather than a paper. The reading is in two categories: a) some of the sacred literature of the various traditions, e.g., the *Bhagavad-Gita,* the *Upanishads,* the *Teachings of the Compassionate Buddha,* and the *Analects* of Confucius; and b) four or five short works about the various religions. There will be three essay exams during the semester, each of which will constitute one-third of the final grade. Class participation can bring the final grade up, but not down.

The course is available on a co-ex and/or pass-fail basis. It is generally marked "for seniors only" but this restriction applies only at St. Mary's, where the sophomores and juniors have taken Theology 5, a course that covered similar material in more rudimentary fashion.

STUDENT EVALUATION: (Enrollment — Response 17, Dean's List 6, Pass/Fail 6, Madeleva Scholars 3, ND students 4)

Most of the people in this course elected it from the college curriculum. Some of the reasons the students gave for electing this course are: they were interested in the subject of comparative religions, they heard that the course was fantastic, they were interested in the other three-fourths of the world, and one student's visit to Israel sparked her interest in Judaism.

This course received the most glowing and enthusiastic evaluation. From the responses on the questionnaires it is obvious that the course and teacher were both excellent. The main method of presentation of material was lecture-discussion. The class said that the lectures were well-prepared, organized, interesting, and well-presented. Some students pointed out that Miss Donohoe interrelated the religions as much as possible. They said the lectures were clear, not too detailed, humorous. Miss Donohoe's lectures made the outside readings meaningful in a larger context, and expanded and illustrated the reading. Often Miss Donohoe included art works which gave the class a feeling for the various religions. The class appreciated her insights and how she related the material to Western culture. They said that she was witty and is warmly interested in her material and in her students.

The discussions were lively, open, and often expanded into areas beyond the immediate topic. The discussions fostered a variety of viewpoints and creative thinking. One student said that it was evident from the discussions that the course was of interest and relevant to the students. The students in the class

THEODORE HENGESBACH

THEODORE W. HENGESBACH, professor in the theology department at St. Mary's, looks like a philosopher. He has the high forehead and piercing eyes of a 12th-century scholastic. At times though he can smile like lightning (when posing for a picture by the Sacred Heart statue in front of St. Mary's library, for example). His office too contains an assortment of objects quite untypical of a medievalist. A Chinese fish kite, black and white with a gold gilt eye, hangs from the ceiling; on the wall there is a large poster with a pink orange and an owl. The desk is stacked with books and papers; off to the side is a large bowl filled with multicolored stones and a piece of weather-worn wood. In class he usually stalks catlike across the front of the room. When asked a question he is often silent, hand on chin for several seconds; in answering he seems to grab his thoughts out of the air.

Of his classes he says: "I try to be honest in my courses. I like to change the course content and form from semester to semester. I always try to avoid the trap of hauling out notes, to make more of an attempt to create a dialogue relationship in the classroom." The teachers who impressed him most in college combined scholarship, honesty and personableness; he thinks a good teacher must know something but also really want to convey it. He intends to work for smaller classes at St. Mary's so that students will be able to develop and express themselves individually. He notes that St. Mary's is simply an average school; "nothing particularly terrible or outstanding about it as it is now. St. Mary's greatness lies in the future. It can be a leader in developing a creative and personal environment."

His own personal message that he hopes to convey in all his classes is simple enough. He wants students to understand "Catholicism is not about picayune things but presents a world view. It is not what most Catholics, most Catholic students think it is. It should not be dismissed; it is worth studying."

really entered into it all.

There were three major exams and four quizzes given during the semester. The exams were all essay. One student said that the tests did not leave enough room for creative thinking and that they could have been more challenging.

The assignments were mostly reading. There were no papers assigned because of the amount of reading to be done.

The texts included primary and secondary sources on each of the religions. Several modern books in each religion were recommended.

The texts were: *The Dance of Shiva* by Oroon Ghosh
Bhagavad-Gita translated by Prabhavananda & Isherwod
Upanishads translated by Mascaro
Religions of the World by Hardon
The Spirit of Zen by Alan Watts
The Teachings of the Compassionate Buddha by Burtt
Judaism

The grades were based on the midterm (25%), final (25%), and quizzes (25%). All papers and quizzes were returned and thoroughly graded.

Two students said that Miss Donohoe has been the best teacher they have had here at SMC. One senior said that this course has been the best theology course she has had. One student said that she would recommend the course to all who would like to get out of the Western cultural ghetto and expand their minds. To put it simply, the class felt that this is a fantastic course and a fantastic teacher!

THEOLOGY 156
FAITH IN REVOLUTION
KEVIN RANAGHAN

INSTRUCTOR'S SYNOPSIS:

In content the course is divided into three principal sections: (1) key issues of Christian belief with traditional and contemporary positions freely compared; (2) theologies of faith commitment in different Christian traditions, conservative and liberal, Catholic and Protestant; (3) contemporary crises of faith in Catholicism with special reference to modern theology and the Credo of the People of God and to Church structures of authority and the papal encyclical on birth control.

THEOLOGY 157
CHURCH AT WORSHIP
RALPH KEIFER

INSTRUCTOR'S SYNOPSIS:

The aim of the course is a survey of the development of Christian liturgy, with special emphasis on Western tradition, concentrating on the Eucharist. It is expected that the student will be able to see the living tradition of Christian worship, expressed in a variety of modes in various times and places. The student should be able to develop an appreciation of the Jewish background of Christian worship and be able to understand more fully the significance of contemporary liturgical renewal.

As much as possible, the course has evolved as a seminar. Attendance is important insofar as participation in discussion is an element in the development of the course. Grades are given in terms of participation in discussion, research papers, and a final research project.

THEOLOGY 157
CHURCH AT WORSHIP
KEVIN RANAGHAN

INSTRUCTOR'S SYNOPSIS:

A historical and theological introduction to the study of Christian liturgy; the phenomenology of reli-

gious experience; the structure and meaning of Christian worship; the role of liturgy in the future of the Christian people. (Majors and others up to 10)

THEOLOGY 166
THE FUTURE OF THE CHURCH
SISTER MARIA ASSUNTA

INSTRUCTOR'S SYNOPSIS:

The course is divided into three sections: (1) the theology of the mission of the Church, with emphasis on Catholic, Protestant, Orthodox thought; (2) religious anthropology; (3) area studies of either overseas or home apostolic work, e.g., Uganda, Brazil, inner city, Appalachia, migrant workers (student's choice).

THEOLOGY 168
LAW OF LIBERTY
RALPH KEIFER

INSTRUCTOR'S SYNOPSIS:

The ethics of the New Testament; the status of current discussion regarding the meaning of the moral teaching of Christ and the early Church; the importance of these discussions in terms of contemporary problems.

THEOLOGY 169
DIRECTED READINGS
STAFF

INSTRUCTOR'S SYNOPSIS:

Any student with a special reading interest may apply for this course provided her project is approved by the department chairman and a faculty member of the department is willing to direct the reading.

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